

WHAT TEENS NEED TO KNOW: ADDICTIVE SUBSTANCES

Video Series



SCOPE AND SEQUENCE



For more information about this program,
visit hazelden.org/bookstore or call 800-328-9000.

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Purpose of the Video Series

What Teens Need to Know: Addictive Substances video series provides targeted coverage of addictive substances, including alcohol, nicotine, cannabis, and opioids. The videos feature interviews with experts in the field, insight on assessing use, a time line of the issues surrounding each substance, and information about where individuals can turn for assistance. The series also uses research-based strategies like positive norming to help reduce teens' overestimation of peer use. Teens will gain an understanding of what makes these substances addictive and how using them can negatively affect a teen's still-developing brain.

Who Are These Videos For?

What Teens Need to Know is intended for a youth audience, ages 12 to 18, but it can be used with young adults as well. These videos can be shown

- in educational settings, with both youth and young adult learners
- in community groups
- with individual clients or in groups
- in treatment settings
- in juvenile correctional settings
- in other therapeutic settings focused on substance use and treatment

What Is the Process for Implementing *What Teens Need to Know*?

The *What Teens Need to Know* series can be used on its own as an educational program, or it can be used to complement an education curriculum or a core treatment that is already part of your programming. The series is organized around the following ten topics:

1. Alcohol
2. Nicotine and vaping
3. Cannabis
4. Opioids
5. Inhalants
6. Cocaine
7. Club drugs
8. Hallucinogens
9. Methamphetamine
10. Addictive substances

Each topic can be used on its own or paired with others to develop a personalized curriculum on a variety of substances. Within each topic, the segments are arranged in a recommended progression, but they can be used in any order, depending on the needs and presenting issues of the participants. Each video segment is approximately 6 to 7 minutes in length and should take approximately 40 to 45 minutes to facilitate as part of a dynamic discussion with participants. Note that if you have more than six or seven participants in a group session, the discussion portion of the session may take longer depending on how actively each person takes part in the discussion. Facilitators do not need to have a specialized background to be able to facilitate these discussions.

Each of the ten topics also comes with its own comprehensive facilitator guide that includes the following components:

- A concise overview with **background information** on the substance
- **Quick Start Guides**, with one to match each segment; print a Quick Start Guide for simple step-by-step instructions on how to direct a dynamic discussion with learners on that particular video segment
- Reproducible **fact sheets**, with one to match each segment; fact sheets can be read aloud together or used as a take-home resource

The following pages provide information about each video in the series.

Alcohol: What Teens Need to Know

Learning Objectives for the Videos

The following is a list of what participants will learn from each of the nine video segments.

Alcohol Defined (running time: 7 minutes)

After viewing this video segment, the learner will be able to

- identify consumable types of alcohol
- explain how alcohol affects the brain and body
- identify some health risks associated with alcohol consumption

A Brief History of Alcohol (running time: 6 minutes)

After viewing this video segment, the learner will be able to

- identify common uses for alcohol throughout history
- explain how perceptions of drinking and alcohol use disorder have shifted throughout American history

Substance Use Disorder (running time: 7 minutes)

After viewing this video segment, the learner will be able to

- describe the symptoms of substance use disorder
- explain why substance use disorder is a disease of the brain
- identify factors, including youth, that put people at higher risk of developing substance use disorder

Binge Drinking (running time: 6 minutes)

After viewing this video segment, the learner will be able to

- define *binge drinking* and *alcohol poisoning*
- explain risks associated with binge drinking
- determine signs and symptoms of binge drinking

Sexual Assault and Addictive Substances (running time: 7 minutes)

After viewing this video segment, the learner will be able to

- recognize why addictive substances are often involved in sexual assaults
- define *drug-facilitated sexual assault*
- describe how to prevent drug-facilitated sexual assault
- explain what to do if a drug-facilitated sexual assault has occurred

Fetal Alcohol Syndrome (running time: 6 minutes)

After viewing this video segment, the learner will be able to

- explain the causes and characteristics of fetal alcohol syndrome
- explain the importance of preventing alcohol use immediately prior to conception and throughout a pregnancy

Stigma (running time: 6 minutes)

After viewing this video segment, the learner will be able to

- recognize the stigmas associated with substance use disorder
- explain how stigma can stand in the way of a person getting help for substance use disorder
- identify ways to combat stigma

Prevention (running time: 7 minutes)

After viewing this video segment, the learner will be able to

- recognize the importance of prevention
- identify strategies to avoid misusing substances

Getting Help (running time: 7 minutes)

After viewing this video segment, the learner will be able to

- identify resources for getting help for substance use disorder
- identify ways to help others find help for substance use disorder
- believe that recovery from substance use disorder is possible

Nicotine and Vaping: What Teens Need to Know

Learning Objectives for the Videos

The following is a list of what participants will learn from each of the nine video segments.

Nicotine Defined (running time: 6 minutes)

After viewing this video segment, the learner will be able to

- recognize different sources of nicotine
- explain how nicotine affects the brain and body
- identify the health risks associated with nicotine

A Brief History of Nicotine (running time: 7 minutes)

After viewing this video segment, the learner will be able to

- describe the relationship between nicotine and tobacco
- explain tobacco's role in commerce throughout history
- describe measures intended to protect young people from the harmful effects of nicotine and tobacco

Nicotine Delivery Systems (running time: 6 minutes)

After viewing this video segment, the learner will be able to

- describe different methods of using nicotine
- recognize the differences in doses of nicotine among delivery systems
- recognize the health risks associated with smoking and exposure to secondhand smoke

Nicotine Delivery Systems—Vaping (running time: 6 minutes)

After viewing this video segment, the learner will be able to

- explain how electronic cigarettes work
- explain the risks of using electronic cigarettes

Substance Use Disorder (running time: 7 minutes)

After viewing this video segment, the learner will be able to

- describe the symptoms of substance use disorder
- explain why substance use disorder is a disease of the brain
- identify factors, including youth, that put people at higher risk of developing substance use disorder

Sexual Assault and Addictive Substances (running time: 7 minutes)

After viewing this video segment, the learner will be able to

- recognize why addictive substances are often involved in sexual assaults
- define *drug-facilitated sexual assault*
- describe how to prevent drug-facilitated sexual assault
- explain what to do if a drug-facilitated sexual assault has occurred

Stigma (running time: 6 minutes)

After viewing this video segment, the learner will be able to

- recognize the stigmas associated with substance use disorder
- explain how stigma can stand in the way of a person getting help for substance use disorder
- identify ways to combat stigma

Prevention (running time: 7 minutes)

After viewing this video segment, the learner will be able to

- recognize the importance of prevention
- identify strategies to avoid misusing substances

Getting Help (running time: 7 minutes)

After viewing this video segment, the learner will be able to

- identify resources for getting help for substance use disorder
- identify ways to help others find help for substance use disorder
- believe that recovery from substance use disorder is possible

Cannabis: What You Need to Know

Learning Objectives for the Videos

The following is a list of what participants will learn from each of the nine video segments.

Cannabis Defined (running time: 7 minutes)

After viewing this video segment, the learner will be able to

- explain what cannabis and marijuana are
- explain how cannabis affects the brain and body
- identify the health risks associated with cannabis use

A Brief History of Cannabis (running time: 5 minutes)

After viewing this video segment, the learner will be able to

- describe the relationship between cannabis and hemp
- explain some medical uses for cannabis throughout history
- identify key concerns related to marijuana legislation

Cannabis Delivery Systems (running time: 5 minutes)

After viewing this video segment, the learner will be able to

- describe different methods of using cannabis
- explain some risks associated with using synthetic cannabinoids
- describe some benefits and drawbacks of products that contain CBD

Cannabis Delivery Systems—Vaping (running time: 5 minutes)

After viewing this video segment, the learner will be able to

- explain how electronic cigarettes work
- identify risks associated with vaping and THC

Substance Use Disorder (running time: 7 minutes)

After viewing this video segment, the learner will be able to

- describe the symptoms of substance use disorder
- explain why substance use disorder is a disease of the brain
- identify factors, including youth, that put people at higher risk of developing substance use disorder

Sexual Assault and Addictive Substances (running time: 7 minutes)

After viewing this video segment, the learner will be able to

- recognize why addictive substances are often involved in sexual assaults
- define *drug-facilitated sexual assault*
- describe how to prevent drug-facilitated sexual assault
- explain what to do if a drug-facilitated sexual assault has occurred

Stigma (running time: 6 minutes)

After viewing this video segment, the learner will be able to

- recognize the stigmas associated with substance use disorder
- explain how stigma can stand in the way of a person getting help for substance use disorder
- identify ways to combat stigma

Prevention (running time: 7 minutes)

After viewing this video segment, the learner will be able to

- recognize the importance of prevention
- identify strategies to avoid misusing substances

Getting Help (running time: 7 minutes)

After viewing this video segment, the learner will be able to

- identify resources for getting help for substance use disorder
- identify ways to help others find help for substance use disorder
- believe that recovery from substance use disorder is possible

Opioids: What You Need to Know

Learning Objectives for the Videos

The following is a list of what participants will learn from each of the nine video segments.

Opioids Defined (running time: 7 minutes)

After viewing this video segment, the learner will be able to

- explain what opioids are
- explain how opioids affect the body and brain
- recognize that synthetic and semisynthetic chemicals have been added to opioids to make them stronger and more dangerous

A Brief History of Opioids (running time: 6 minutes)

After viewing this video segment, the learner will be able to

- recognize that opioid use disorder is a national crisis that affects thousands of people every day
- describe the early use of opium and the development of other opioids
- describe events that contributed to the rise in opioid use
- explain how federal agencies are investing in resources to diagnose addiction and help individuals overcome it

Substance Use Disorder (running time: 7 minutes)

After viewing this video segment, the learner will be able to

- describe the symptoms of substance use disorder
- explain why substance use disorder is a disease of the brain
- identify factors, including youth, that put people at higher risk of developing substance use disorder

Overdose and Withdrawal (running time: 7 minutes)

After viewing this video segment, the learner will be able to

- recognize signs and symptoms of an opioid overdose and withdrawal
- understand how withdrawal and overdose are complicated by the body's naturally occurring opioids
- recognize that medications can be effective in treating opioid use disorder

Medications for Opioid Use Disorder (running time: 5 minutes)

After viewing this video segment, the learner will be able to

- recognize that opioid use disorder is very difficult to recover from with willpower alone
- identify the three main types of medications for opioid use disorder and how they help to treat an opioid use disorder and related withdrawal symptoms
- recognize that with medication, opioid use disorders can be treated successfully whether they are mild, moderate, or severe

Sexual Assault and Addictive Substances (running time: 7 minutes)

After viewing this video segment, the learner will be able to

- recognize why addictive substances are often involved in sexual assaults
- define *drug-facilitated sexual assault*
- describe how to prevent drug-facilitated sexual assault
- explain what to do if a drug-facilitated sexual assault has occurred

Stigma (running time: 6 minutes)

After viewing this video segment, the learner will be able to

- recognize the stigmas associated with substance use disorder
- explain how stigma can stand in the way of a person getting help for substance use disorder
- identify ways to combat stigma

Prevention (running time: 7 minutes)

After viewing this video segment, the learner will be able to

- recognize the importance of prevention
- identify strategies to avoid misusing substances

Getting Help (running time: 7 minutes)

After viewing this video segment, the learner will be able to

- identify resources for getting help for substance use disorder
- identify ways to help others find help for substance use disorder
- believe that recovery from substance use disorder is possible

Inhalants: What Teens Need to Know

Learning Objectives for the Videos

The following is a list of what participants will learn from each of the seven video segments.

Inhalants Defined (running time: 6 minutes)

After viewing this video segment, the learner will be able to

- define *inhalants*
- explain how inhalants affect the brain
- recognize the health risks associated with inhalant use

A Brief History of Inhalants (running time: 4 minutes)

After viewing this video segment, the learner will be able to

- explain how inhalants have been used in the past
- explain how inhalant use has changed over time

Substance Use Disorder (running time: 7 minutes)

After viewing this video segment, the learner will be able to

- describe the symptoms of substance use disorder
- explain why substance use disorder is a disease of the brain
- identify factors, including youth, that put people at higher risk of developing substance use disorder

Sexual Assault and Addictive Substances (running time: 7 minutes)

After viewing this video segment, the learner will be able to

- recognize why addictive substances are often involved in sexual assaults
- define *drug-facilitated sexual assault*
- describe how to prevent drug-facilitated sexual assault
- explain what to do if a drug-facilitated sexual assault has occurred

Stigma (running time: 6 minutes)

After viewing this video segment, the learner will be able to

- recognize the stigmas associated with substance use disorder
- explain how stigma can stand in the way of a person getting help for substance use disorder
- identify ways to combat stigma

Prevention (running time: 7 minutes)

After viewing this video segment, the learner will be able to

- recognize the importance of prevention
- identify strategies to avoid misusing substances

Getting Help (running time: 7 minutes)

After viewing this video segment, the learner will be able to

- identify resources for getting help for substance use disorder
- identify ways to help others find help for substance use disorder
- believe that recovery from substance use disorder is possible

Cocaine: What Teens Need to Know

Learning Objectives for the Videos

The following is a list of what participants will learn from each of the nine video segments.

Cocaine Defined (running time: 8 minutes)

After viewing this video segment, the learner will be able to

- define what cocaine and crack are
- explain how cocaine affects the brain and body
- recognize the health risks associated with cocaine use

A Brief History of Cocaine (running time: 5 minutes)

After viewing this video segment, the learner will be able to

- explain how cocaine has been used throughout history
- explain how perceptions of cocaine have shifted over time
- identify the similarities and differences between cocaine and crack

Substance Use Disorder (running time: 7 minutes)

After viewing this video segment, the learner will be able to

- describe the symptoms of substance use disorder
- explain why substance use disorder is a disease of the brain
- identify factors, including youth, that put people at higher risk of developing substance use disorder

Cocaine, HIV, and Hepatitis (running time: 8 minutes)

After viewing this video segment, the learner will be able to

- explain why using cocaine increases a person's risk of becoming infected with HIV and hepatitis C
- describe the stages of HIV infection
- describe the effects of hepatitis C on the body

Sexual Assault and Addictive Substances (running time: 7 minutes)

After viewing this video segment, the learner will be able to

- recognize why addictive substances are often involved in sexual assaults
- define *drug-facilitated sexual assault*
- describe how to prevent drug-facilitated sexual assault
- explain what to do if a drug-facilitated sexual assault has occurred

Cocaine and Pregnancy (running time: 5 minutes)

After viewing this video segment, the learner will be able to

- describe the risks of cocaine use by a pregnant person to their health and the health of their unborn child
- explain the importance of preventing cocaine use during a pregnancy

Stigma (running time: 6 minutes)

After viewing this video segment, the learner will be able to

- recognize the stigma associated with substance use disorder
- explain how stigma can stand in the way of a person getting help for substance use disorder
- identify ways to combat stigma

Prevention (running time: 7 minutes)

After viewing this video segment, the learner will be able to

- recognize the importance of prevention
- identify strategies to avoid misusing substances

Getting Help (running time: 7 minutes)

After viewing this video segment, the learner will be able to

- identify resources for getting help for substance use disorder
- identify ways to help others find help for substance use disorder
- believe that recovery from substance use disorder is possible

Club Drugs: What Teens Need to Know

Learning Objectives for the Videos

The following is a list of what participants will learn from each of the seven video segments.

Club Drugs Defined (running time: 7 minutes)

After viewing this video segment, the learner will be able to

- define the different club drugs: MDMA (ecstasy), ketamine, Rohypnol, and GHB
- explain how club drugs affect people who take them
- explain why they are called *club drugs*

A Brief History of Club Drugs (running time: 5 minutes)

After viewing this video segment, the learner will be able to

- explain how club drugs originated and where they come from now
- describe how club drugs were used in the past

Substance Use Disorder (running time: 7 minutes)

After viewing this video segment, the learner will be able to

- describe the symptoms of substance use disorder
- explain why substance use disorder is a disease of the brain
- identify factors, including youth, that put people at higher risk of developing substance use disorder

Sexual Assault and Addictive Substances (running time: 7 minutes)

After viewing this video segment, the learner will be able to

- recognize why addictive substances are often involved in sexual assaults
- define *drug-facilitated sexual assault*
- describe how to prevent drug-facilitated sexual assault
- explain what to do if a drug-facilitated sexual assault has occurred

Stigma (running time: 6 minutes)

After viewing this video segment, the learner will be able to

- recognize the stigmas associated with substance use disorder
- explain how stigma can stand in the way of a person getting help for substance use disorder
- identify ways to combat stigma

Prevention (running time: 7 minutes)

After viewing this video segment, the learner will be able to

- recognize the importance of prevention
- identify strategies to avoid misusing substances

Getting Help (running time: 7 minutes)

After viewing this video segment, the learner will be able to

- identify resources for getting help for substance use disorder
- identify ways to help others find help for substance use disorder
- believe that recovery from substance use disorder is possible

Hallucinogens: What Teens Need to Know

Learning Objectives for the Videos

The following is a list of what participants will learn from each of the eight video segments.

Classic Hallucinogens Defined (running time: 7 minutes)

After viewing this video segment, the learner will be able to

- define the different classic hallucinogens: LSD, psilocybin, peyote, ayahuasca, and DMT
- explain how classic hallucinogens affect people who take them
- identify the risks of taking classic hallucinogens

Dissociative Drugs Defined (running time: 7 minutes)

After viewing this video segment, the learner will be able to

- define the different dissociative drugs: PCP, ketamine, DXM, and *Salvia divinorum*
- explain how dissociative drugs affect people who take them
- identify the risks of taking dissociative drugs

A Brief History of Hallucinogens (running time: 7 minutes)

After viewing this video segment, the learner will be able to

- explain where hallucinogens come from
- describe how hallucinogens were used in the past
- describe how hallucinogens are being used now

Substance Use Disorder (running time: 7 minutes)

After viewing this video segment, the learner will be able to

- describe the symptoms of substance use disorder
- explain why substance use disorder is a disease of the brain
- identify factors, including youth, that put people at higher risk of developing substance use disorder

Sexual Assault and Addictive Substances (running time: 7 minutes)

After viewing this video segment, the learner will be able to

- recognize why addictive substances are often involved in sexual assaults
- define *drug-facilitated sexual assault*
- describe how to prevent drug-facilitated sexual assault
- explain what to do if a drug-facilitated sexual assault has occurred

Stigma (running time: 6 minutes)

After viewing this video segment, the learner will be able to

- recognize the stigmas associated with substance use disorder
- explain how stigma can stand in the way of a person getting help for substance use disorder
- identify ways to combat stigma

Prevention (running time: 7 minutes)

After viewing this video segment, the learner will be able to

- recognize the importance of prevention
- identify strategies to avoid misusing substances

Getting Help (running time: 7 minutes)

After viewing this video segment, the learner will be able to

- identify resources for getting help for substance use disorder
- identify ways to help others find help for substance use disorder
- believe that recovery from substance use disorder is possible

Methamphetamine: What Teens Need to Know

Learning Objectives for the Videos

The following is a list of what participants will learn from each of the seven video segments.

Methamphetamine Defined (running time: 6 minutes)

After viewing this video segment, the learner will be able to

- explain what methamphetamine is
- explain how meth affects the brain and body
- recognize the dangers of meth use

A Brief History of Methamphetamine (running time: 6 minutes)

After viewing this video segment, the learner will be able to

- describe the origins and brief history of meth
- explain the difference between meth and amphetamines
- describe the current status of meth use in the United States

Substance Use Disorder (running time: 7 minutes)

After viewing this video segment, the learner will be able to

- describe the symptoms of substance use disorder
- explain why substance use disorder is a disease of the brain
- identify factors, including youth, that put people at higher risk of developing substance use disorder

Sexual Assault and Addictive Substances (running time: 7 minutes)

After viewing this video segment, the learner will be able to

- recognize why addictive substances are often involved in sexual assaults
- define *drug-facilitated sexual assault*
- describe how to prevent drug-facilitated sexual assault
- explain what to do if a drug-facilitated sexual assault has occurred

Stigma (running time: 6 minutes)

After viewing this video segment, the learner will be able to

- recognize the stigma associated with substance use disorder
- explain how stigma can stand in the way of a person getting help for substance use disorder
- identify ways to combat stigma

Prevention (running time: 7 minutes)

After viewing this video segment, the learner will be able to

- recognize the importance of prevention
- identify strategies to avoid misusing substances

Getting Help (running time: 7 minutes)

After viewing this video segment, the learner will be able to

- identify resources for getting help for substance use disorder
- identify ways to help others find help for substance use disorder
- believe that recovery from substance use disorder is possible

Addictive Substances: What Teens Need to Know

Learning Objectives for the Videos

The following is a list of what participants will learn from each of the seven video segments.

Addictive Substances Defined (running time: 7 minutes)

After viewing this video segment, the learner will be able to

- define *addictive substances*
- explain why people use addictive substances
- identify different categories of substances by the effects they have on the body
- describe the different legal statuses of addictive substances

A Brief History of Addictive Substances (running time: 6 minutes)

After viewing this video segment, the learner will be able to

- describe how addictive substances were used in early civilizations
- explain how the strength of various substances increased over time
- identify concerns about substance misuse throughout history

Substance Use Disorder (running time: 7 minutes)

After viewing this video segment, the learner will be able to

- describe the symptoms of substance use disorder
- explain why substance use disorder is a disease of the brain
- identify factors, including youth, that put people at higher risk of developing substance use disorder

Sexual Assault and Addictive Substances (running time: 7 minutes)

After viewing this video segment, the learner will be able to

- recognize why addictive substances are often involved in sexual assaults
- define *drug-facilitated sexual assault*
- describe how to prevent drug-facilitated sexual assault
- explain what to do if a drug-facilitated sexual assault has occurred

Stigma (running time: 6 minutes)

After viewing this video segment, the learner will be able to

- recognize the stigmas associated with substance use disorder
- explain how stigma can stand in the way of a person getting help for substance use disorder, and identify ways to combat stigma

Prevention (running time: 7 minutes)

After viewing this video segment, the learner will be able to

- recognize the importance of prevention
- identify strategies to avoid misusing substances

Getting Help (running time: 7 minutes)

After viewing this video segment, the learner will be able to

- identify resources for getting help for substance use disorder
- identify ways to help others find help for substance use disorder
- believe that recovery from substance use disorder is possible

Related National Health Education Standards

Alcohol	
Alcohol Defined	<p>Grades 6–8: 1.8.1 Analyze the relationship between healthy behaviors and personal health.</p> <p>1.8.9 Examine the potential seriousness of injury or illness if engaging in unhealthy behavior.</p> <p>Grades 9–12: 1.12.1 Predict how healthy behaviors can affect health status.</p> <p>1.12.9 Analyze the potential severity of injury or illness if engaging in unhealthy behavior.</p>
A Brief History of Alcohol	<p>Grades 6–8: 2.8.2 Describe the influence of culture on health beliefs, practices, and behaviors.</p> <p>2.8.10 Explain how school and public health policies can influence health promotion and disease prevention.</p> <p>Grades 9–12: 2.12.2 Analyze how the culture supports and challenges health beliefs, practices, and behaviors.</p> <p>2.12.10 Analyze how public health policies and government regulations can influence health promotion and disease prevention.</p>
Substance Use Disorder	<p>Grades 6–8: 1.8.3 Analyze how the environment affects personal health.</p> <p>1.8.4 Describe how family history can affect personal health.</p> <p>1.8.5 Describe ways to reduce or prevent injuries and other adolescent health problems.</p> <p>1.8.8 Examine the likelihood of injury or illness if engaging in unhealthy behaviors.</p> <p>2.8.1 Examine how the family influences the health of adolescents.</p> <p>2.8.7 Explain how the perceptions of norms influence healthy and unhealthy behaviors.</p> <p>3.8.4 Describe situations that may require professional health services.</p> <p>3.8.5 Locate valid and reliable health products and services.</p> <p>Grades 9–12: 1.12.3 Analyze how environment and personal health are interrelated.</p> <p>1.12.4 Analyze how genetics and family history can impact personal health.</p> <p>1.12.5 Propose ways to reduce or prevent injuries and health problems.</p> <p>1.12.8 Analyze personal susceptibility to injury, illness, or death if engaging in unhealthy behaviors.</p> <p>2.12.1 Analyze how the family influences the health of individuals.</p> <p>2.12.7 Analyze how the perceptions of norms influence healthy and unhealthy behaviors.</p> <p>3.12.4 Determine when professional health services may be required.</p> <p>3.12.5 Access valid and reliable health products and services.</p>

continued

RELATED NATIONAL HEALTH EDUCATION STANDARDS

Alcohol, continued	
Binge Drinking	<p>Grades 6–8: 1.8.5 Describe ways to reduce or prevent injuries and other adolescent health problems.</p> <p>1.8.8 Examine the likelihood of injury or illness if engaging in unhealthy behaviors.</p> <p>1.8.9 Examine the potential seriousness of injury or illness if engaging in unhealthy behavior.</p> <p>2.8.2 Describe the influence of culture on health beliefs, practices, and behaviors.</p> <p>2.8.3 Describe how peers influence healthy and unhealthy behaviors.</p> <p>2.8.7 Explain how the perceptions of norms influence healthy and unhealthy behaviors.</p> <p>5.8.2 Determine when health-related situations require the application of a thoughtful decision-making process.</p> <p>5.8.6 Choose healthy alternatives over unhealthy alternatives when making a decision.</p> <p>5.8.7 Analyze the outcomes of a health-related decision.</p> <p>7.8.3 Demonstrate behaviors to avoid or reduce health risks to self and others.</p> <p>Grades 9–12: 1.12.5 Propose ways to reduce or prevent injuries and health problems.</p> <p>1.12.8 Analyze personal susceptibility to injury, illness, or death if engaging in unhealthy behaviors.</p> <p>1.12.9 Analyze the potential severity of injury or illness if engaging in unhealthy behavior.</p> <p>2.12.2 Analyze how the culture supports and challenges health beliefs, practices, and behaviors.</p> <p>2.12.3 Analyze how peers influence healthy and unhealthy behaviors.</p> <p>2.12.7 Analyze how the perceptions of norms influence healthy and unhealthy behaviors.</p> <p>5.12.2 Determine the value of applying a thoughtful decision-making process in health-related situations.</p> <p>5.12.6 Defend the healthy choice when making decisions.</p> <p>5.12.7 Evaluate the effectiveness of health-related decisions.</p> <p>7.12.3 Demonstrate a variety of behaviors to avoid or reduce health risks to self and others.</p>

continued

RELATED NATIONAL HEALTH EDUCATION STANDARDS

Alcohol, continued	
Sexual Assault and Addictive Substances	<p>Grades 6–8: 1.8.5 Describe ways to reduce or prevent injuries and other adolescent health problems.</p> <p>1.8.9 Examine the potential seriousness of injury or illness if engaging in unhealthy behavior.</p> <p>3.8.4 Describe situations that may require professional health services.</p> <p>4.8.4 Demonstrate how to ask for assistance to enhance the health of self and others.</p> <p>7.8.1 Explain the importance of assuming responsibility for personal health behaviors.</p> <p>7.8.2 Demonstrate healthy practices and behaviors that will maintain or improve the health of self and others.</p> <p>7.8.3 Demonstrate behaviors to avoid or reduce health risks to self and others.</p> <p>Grades 9–12: 1.12.5 Propose ways to reduce or prevent injuries and health problems.</p> <p>1.12.9 Analyze the potential severity of injury or illness if engaging in unhealthy behavior.</p> <p>3.12.4 Determine when professional health services may be required.</p> <p>4.12.4 Demonstrate how to ask for and offer assistance to enhance the health of self and others.</p> <p>7.12.1 Analyze the role of individual responsibility for enhancing health.</p> <p>7.12.2 Demonstrate a variety of healthy practices and behaviors that will maintain or improve the health of self and others.</p> <p>7.12.3 Demonstrate a variety of behaviors to avoid or reduce health risks to self and others.</p>

continued

RELATED NATIONAL HEALTH EDUCATION STANDARDS

Alcohol, continued	
Fetal Alcohol Syndrome	<p>Grades 6–8: 1.8.1 Analyze the relationship between healthy behaviors and personal health.</p> <p>1.8.8 Examine the likelihood of injury or illness if engaging in unhealthy behaviors.</p> <p>1.8.9 Examine the potential seriousness of injury or illness if engaging in unhealthy behaviors.</p> <p>5.8.6 Choose healthy alternatives over unhealthy alternatives when making a decision.</p> <p>5.8.7 Analyze the outcomes of a health-related decision.</p> <p>6.8.4 Describe how personal health goals can vary with changing abilities, priorities, and responsibilities.</p> <p>7.8.2 Demonstrate healthy practices and behaviors that will maintain or improve the health of self and others.</p> <p>7.8.3 Demonstrate behaviors to avoid or reduce health risks to self and others.</p> <p>Grades 9–12: 1.12.1 Predict how healthy behaviors can affect health status.</p> <p>1.12.8 Analyze personal susceptibility to injury, illness, or death if engaging in unhealthy behaviors.</p> <p>1.12.9 Analyze the potential severity of injury or illness if engaging in unhealthy behaviors.</p> <p>5.12.6 Defend the healthy choice when making decisions.</p> <p>5.12.7 Evaluate the effectiveness of health-related decisions.</p> <p>6.12.4 Formulate an effective long-term personal health plan.</p> <p>7.12.2 Demonstrate a variety of healthy practices and behaviors that will maintain or improve the health of self and others.</p> <p>7.12.3 Demonstrate a variety of behaviors to avoid or reduce health risks to self and others.</p>
Stigma	<p>Grades 6–8: 1.8.7 Describe the benefits of and barriers to practicing healthy behaviors.</p> <p>2.8.2 Describe the influence of culture on health beliefs, practices, and behaviors.</p> <p>2.8.5 Analyze how messages from media influence health behaviors.</p> <p>2.8.7 Explain how the perceptions of norms influence healthy and unhealthy behaviors.</p> <p>2.8.8 Explain the influence of personal values and beliefs on individual health practices and behaviors.</p> <p>8.8.2 Demonstrate how to influence and support others to make positive health choices.</p> <p>Grades 9–12: 1.12.7 Compare and contrast the benefits of and barriers to practicing a variety of healthy behaviors.</p> <p>2.12.2 Analyze how the culture supports and challenges health beliefs, practices, and behaviors.</p> <p>2.12.5 Evaluate the effect of media on personal and family health.</p> <p>2.12.7 Analyze how the perceptions of norms influence healthy and unhealthy behaviors.</p> <p>2.12.8 Analyze the influence of personal values and beliefs on individual health practices and behaviors.</p> <p>8.12.2 Demonstrate how to influence and support others to make positive health choices.</p>

continued

RELATED NATIONAL HEALTH EDUCATION STANDARDS

Alcohol, continued	
Prevention	<p>Grades 6–8: 2.8.1 Examine how the family influences the health of adolescents.</p> <p>2.8.2 Describe the influence of culture on health beliefs, practices, and behaviors.</p> <p>2.8.3 Describe how peers influence healthy and unhealthy behaviors.</p> <p>2.8.9 Describe how some health risk behaviors can influence the likelihood of engaging in unhealthy behaviors.</p> <p>2.8.10 Explain how school and public health policies can influence health promotion and disease prevention</p> <p>4.8.1 Apply effective verbal and nonverbal communication skills to enhance health.</p> <p>4.8.2 Demonstrate refusal and negotiation skills that avoid or reduce health risks.</p> <p>4.8.3 Demonstrate effective conflict management or resolution strategies.</p> <p>4.8.4 Demonstrate how to ask for assistance to enhance the health of self and others.</p> <p>5.8.1 Identify circumstances that can help or hinder healthy decision making.</p> <p>5.8.4 Distinguish between healthy and unhealthy alternatives to health-related issues or problems.</p> <p>5.8.6 Choose healthy alternatives over unhealthy alternatives when making a decision.</p> <p>7.8.1 Explain the importance of assuming responsibility for personal health behaviors.</p> <p>7.8.2 Demonstrate healthy practices and behaviors that will maintain or improve the health of self and others.</p> <p>7.8.3 Demonstrate behaviors to avoid or reduce health risks to self and others.</p> <p>Grades 9–12: 2.12.1 Analyze how the family influences the health of individuals.</p> <p>2.12.2 Analyze how the culture supports and challenges health beliefs, practices, and behaviors.</p> <p>2.12.3 Analyze how peers influence healthy and unhealthy behaviors.</p> <p>2.12.9 Analyze how some health risk behaviors can influence the likelihood of engaging in unhealthy behaviors.</p> <p>2.12.10 Analyze how public health policies and government regulations can influence health promotion and disease prevention.</p> <p>4.12.1 Use skills for communicating effectively with family, peers, and others to enhance health.</p> <p>4.12.2 Demonstrate refusal, negotiation, and collaboration skills to enhance health and avoid or reduce health risks.</p> <p>4.12.3 Demonstrate strategies to prevent, manage, or resolve interpersonal conflicts without harming self or others.</p> <p>4.12.4 Demonstrate how to ask for and offer assistance to enhance the health of self and others.</p> <p>5.12.1 Examine barriers that can hinder healthy decision making.</p> <p>5.12.4 Generate alternatives to health-related issues or problems.</p> <p>5.12.6 Defend the healthy choice when making decisions.</p>

continued

RELATED NATIONAL HEALTH EDUCATION STANDARDS

Alcohol, continued	
Prevention <i>continued</i>	<p>7.12.1 Analyze the role of individual responsibility for enhancing health.</p> <p>7.12.2 Demonstrate a variety of healthy practices and behaviors that will maintain or improve the health of self and others.</p> <p>7.12.3 Demonstrate a variety of behaviors to avoid or reduce health risks to self and others.</p>
Getting Help	<p>Grades 6–8: 1.8.1 Analyze the relationship between healthy behaviors and personal health.</p> <p>1.8.5 Describe ways to reduce or prevent injuries and other adolescent health problems.</p> <p>1.8.7 Describe the benefits of and barriers to practicing healthy behaviors.</p> <p>3.8.4 Describe situations that may require professional health services.</p> <p>3.8.5 Locate valid and reliable health products and services.</p> <p>4.8.4 Demonstrate how to ask for assistance to enhance the health of self and others.</p> <p>6.8.1 Assess personal health practices.</p> <p>8.8.2 Demonstrate how to influence and support others to make positive health choices.</p> <p>Grades 9–12: 1.12.1 Predict how healthy behaviors can affect health status.</p> <p>1.12.5 Propose ways to reduce or prevent injuries and health problems.</p> <p>1.12.7 Compare and contrast the benefits of and barriers to practicing a variety of healthy behaviors.</p> <p>3.12.4 Determine when professional health services may be required.</p> <p>3.12.5 Access valid and reliable health products and services.</p> <p>4.12.4 Demonstrate how to ask for and offer assistance to enhance the health of self and others.</p> <p>6.12.1 Assess personal health practices and overall health status.</p> <p>8.12.2 Demonstrate how to influence and support others to make positive health choices.</p>

RELATED NATIONAL HEALTH EDUCATION STANDARDS

Nicotine and Vaping	
Nicotine Defined	<p>Grades 6–8: 1.8.1 Analyze the relationship between healthy behaviors and personal health.</p> <p>1.8.9 Examine the potential seriousness of injury or illness if engaging in unhealthy behavior.</p> <p>Grades 9–12: 1.12.1 Predict how healthy behaviors can affect health status.</p> <p>1.12.9 Analyze the potential severity of injury or illness if engaging in unhealthy behavior.</p>
A Brief History of Nicotine	<p>Grades 6–8: 2.8.2 Describe the influence of culture on health beliefs, practices, and behaviors.</p> <p>2.8.10 Explain how school and public health policies can influence health promotion and disease prevention.</p> <p>Grades 9–12: 2.12.2 Analyze how the culture supports and challenges health beliefs, practices, and behaviors.</p> <p>2.12.10 Analyze how public health policies and government regulations can influence health promotion and disease prevention.</p>
Nicotine Delivery Systems	<p>Grades 6–8: 1.8.1 Analyze the relationship between healthy behaviors and personal health.</p> <p>1.8.3 Analyze how the environment affects personal health.</p> <p>1.8.5 Describe ways to reduce or prevent injuries and other adolescent health problems.</p> <p>1.8.7 Describe the benefits of and barriers to practicing healthy behaviors.</p> <p>1.8.8 Examine the likelihood of injury or illness if engaging in unhealthy behaviors.</p> <p>1.8.9 Examine the potential seriousness of injury or illness if engaging in unhealthy behaviors.</p> <p>Grades 9–12: 1.12.1 Predict how healthy behaviors can affect health status.</p> <p>1.12.3 Analyze how environment and personal health are interrelated.</p> <p>1.12.5 Propose ways to reduce or prevent injuries and health problems.</p> <p>1.12.7 Compare and contrast the benefits of and barriers to practicing a variety of healthy behaviors.</p> <p>1.12.8 Analyze personal susceptibility to injury, illness, or death if engaging in unhealthy behaviors.</p> <p>1.12.9 Analyze the potential severity of injury or illness if engaging in unhealthy behaviors.</p>

continued

RELATED NATIONAL HEALTH EDUCATION STANDARDS

Nicotine and Vaping, continued	
Nicotine Delivery Systems—Vaping	<p>Grades 6–8: 1.8.1 Analyze the relationship between healthy behaviors and personal health.</p> <p>1.8.3 Analyze how the environment affects personal health.</p> <p>1.8.5 Describe ways to reduce or prevent injuries and other adolescent health problems.</p> <p>1.8.7 Describe the benefits of and barriers to practicing healthy behaviors.</p> <p>1.8.8 Examine the likelihood of injury or illness if engaging in unhealthy behaviors.</p> <p>1.8.9 Examine the potential seriousness of injury or illness if engaging in unhealthy behaviors.</p> <p>Grades 9–12: 1.12.1 Predict how healthy behaviors can affect health status.</p> <p>1.12.3 Analyze how environment and personal health are interrelated.</p> <p>1.12.5 Propose ways to reduce or prevent injuries and health problems.</p> <p>1.12.7 Compare and contrast the benefits of and barriers to practicing a variety of healthy behaviors.</p> <p>1.12.8 Analyze personal susceptibility to injury, illness, or death if engaging in unhealthy behaviors.</p> <p>1.12.9 Analyze the potential severity of injury or illness if engaging in unhealthy behaviors.</p>
Substance Use Disorder	<p>Grades 6–8: 1.8.3 Analyze how the environment affects personal health.</p> <p>1.8.4 Describe how family history can affect personal health.</p> <p>1.8.5 Describe ways to reduce or prevent injuries and other adolescent health problems.</p> <p>1.8.8 Examine the likelihood of injury or illness if engaging in unhealthy behaviors.</p> <p>2.8.1 Examine how the family influences the health of adolescents.</p> <p>2.8.7 Explain how the perceptions of norms influence healthy and unhealthy behaviors.</p> <p>3.8.4 Describe situations that may require professional health services.</p> <p>3.8.5 Locate valid and reliable health products and services.</p> <p>Grades 9–12: 1.12.3 Analyze how environment and personal health are interrelated.</p> <p>1.12.4 Analyze how genetics and family history can impact personal health.</p> <p>1.12.5 Propose ways to reduce or prevent injuries and health problems.</p> <p>1.12.8 Analyze personal susceptibility to injury, illness, or death if engaging in unhealthy behaviors.</p> <p>2.12.1 Analyze how the family influences the health of individuals.</p> <p>2.12.7 Analyze how the perceptions of norms influence healthy and unhealthy behaviors.</p> <p>3.12.4 Determine when professional health services may be required.</p> <p>3.12.5 Access valid and reliable health products and services.</p>

continued

RELATED NATIONAL HEALTH EDUCATION STANDARDS

Nicotine and Vaping, continued	
Sexual Assault and Addictive Substances	<p>Grades 6–8: 1.8.5 Describe ways to reduce or prevent injuries and other adolescent health problems.</p> <p>1.8.9 Examine the potential seriousness of injury or illness if engaging in unhealthy behavior.</p> <p>3.8.4 Describe situations that may require professional health services.</p> <p>4.8.4 Demonstrate how to ask for assistance to enhance the health of self and others.</p> <p>7.8.1 Explain the importance of assuming responsibility for personal health behaviors.</p> <p>7.8.2 Demonstrate healthy practices and behaviors that will maintain or improve the health of self and others.</p> <p>7.8.3 Demonstrate behaviors to avoid or reduce health risks to self and others.</p> <p>Grades 9–12: 1.12.5 Propose ways to reduce or prevent injuries and health problems.</p> <p>1.12.9 Analyze the potential severity of injury or illness if engaging in unhealthy behavior.</p> <p>3.12.4 Determine when professional health services may be required.</p> <p>4.12.4 Demonstrate how to ask for and offer assistance to enhance the health of self and others.</p> <p>7.12.1 Analyze the role of individual responsibility for enhancing health.</p> <p>7.12.2 Demonstrate a variety of healthy practices and behaviors that will maintain or improve the health of self and others.</p> <p>7.12.3 Demonstrate a variety of behaviors to avoid or reduce health risks to self and others.</p>
Stigma	<p>Grades 6–8: 1.8.7 Describe the benefits of and barriers to practicing healthy behaviors.</p> <p>2.8.2 Describe the influence of culture on health beliefs, practices, and behaviors.</p> <p>2.8.5 Analyze how messages from media influence health behaviors.</p> <p>2.8.7 Explain how the perceptions of norms influence healthy and unhealthy behaviors.</p> <p>2.8.8 Explain the influence of personal values and beliefs on individual health practices and behaviors.</p> <p>8.8.2 Demonstrate how to influence and support others to make positive health choices</p> <p>Grades 9–12: 1.12.7 Compare and contrast the benefits of and barriers to practicing a variety of healthy behaviors.</p> <p>2.12.2 Analyze how the culture supports and challenges health beliefs, practices, and behaviors.</p> <p>2.12.5 Evaluate the effect of media on personal and family health.</p> <p>2.12.7 Analyze how the perceptions of norms influence healthy and unhealthy behaviors.</p> <p>2.12.8 Analyze the influence of personal values and beliefs on individual health practices and behaviors.</p> <p>8.12.2 Demonstrate how to influence and support others to make positive health choices.</p>

continued

RELATED NATIONAL HEALTH EDUCATION STANDARDS

Nicotine and Vaping, continued	
Prevention	<p>Grades 6–8: 2.8.1 Examine how the family influences the health of adolescents.</p> <p>2.8.2 Describe the influence of culture on health beliefs, practices, and behaviors.</p> <p>2.8.3 Describe how peers influence healthy and unhealthy behaviors.</p> <p>2.8.9 Describe how some health risk behaviors can influence the likelihood of engaging in unhealthy behaviors.</p> <p>2.8.10 Explain how school and public health policies can influence health promotion and disease prevention</p> <p>4.8.1 Apply effective verbal and nonverbal communication skills to enhance health.</p> <p>4.8.2 Demonstrate refusal and negotiation skills that avoid or reduce health risks.</p> <p>4.8.3 Demonstrate effective conflict management or resolution strategies.</p> <p>4.8.4 Demonstrate how to ask for assistance to enhance the health of self and others.</p> <p>5.8.1 Identify circumstances that can help or hinder healthy decision making.</p> <p>5.8.4 Distinguish between healthy and unhealthy alternatives to health-related issues or problems.</p> <p>5.8.6 Choose healthy alternatives over unhealthy alternatives when making a decision.</p> <p>7.8.1 Explain the importance of assuming responsibility for personal health behaviors.</p> <p>7.8.2 Demonstrate healthy practices and behaviors that will maintain or improve the health of self and others.</p> <p>7.8.3 Demonstrate behaviors to avoid or reduce health risks to self and others.</p> <p>Grades 9–12: 2.12.1 Analyze how the family influences the health of individuals.</p> <p>2.12.2 Analyze how the culture supports and challenges health beliefs, practices, and behaviors.</p> <p>2.12.3 Analyze how peers influence healthy and unhealthy behaviors.</p> <p>2.12.9 Analyze how some health risk behaviors can influence the likelihood of engaging in unhealthy behaviors.</p> <p>2.12.10 Analyze how public health policies and government regulations can influence health promotion and disease prevention.</p> <p>4.12.1 Use skills for communicating effectively with family, peers, and others to enhance health.</p> <p>4.12.2 Demonstrate refusal, negotiation, and collaboration skills to enhance health and avoid or reduce health risks.</p> <p>4.12.3 Demonstrate strategies to prevent, manage, or resolve interpersonal conflicts without harming self or others.</p> <p>4.12.4 Demonstrate how to ask for and offer assistance to enhance the health of self and others.</p> <p>5.12.1 Examine barriers that can hinder healthy decision making.</p> <p>5.12.4 Generate alternatives to health-related issues or problems.</p> <p>5.12.6 Defend the healthy choice when making decisions.</p>

continued

RELATED NATIONAL HEALTH EDUCATION STANDARDS

Nicotine and Vaping, continued	
Prevention <i>continued</i>	<p>7.12.1 Analyze the role of individual responsibility for enhancing health.</p> <p>7.12.2 Demonstrate a variety of healthy practices and behaviors that will maintain or improve the health of self and others.</p> <p>7.12.3 Demonstrate a variety of behaviors to avoid or reduce health risks to self and others.</p>
Getting Help	<p>Grades 6–8: 1.8.1 Analyze the relationship between healthy behaviors and personal health.</p> <p>1.8.5 Describe ways to reduce or prevent injuries and other adolescent health problems.</p> <p>1.8.7 Describe the benefits of and barriers to practicing healthy behaviors.</p> <p>3.8.4 Describe situations that may require professional health services.</p> <p>3.8.5 Locate valid and reliable health products and services.</p> <p>4.8.4 Demonstrate how to ask for assistance to enhance the health of self and others.</p> <p>6.8.1 Assess personal health practices.</p> <p>8.8.2 Demonstrate how to influence and support others to make positive health choices.</p> <p>Grades 9–12: 1.12.1 Predict how healthy behaviors can affect health status.</p> <p>1.12.5 Propose ways to reduce or prevent injuries and health problems.</p> <p>1.12.7 Compare and contrast the benefits of and barriers to practicing a variety of healthy behaviors.</p> <p>3.12.4 Determine when professional health services may be required.</p> <p>3.12.5 Access valid and reliable health products and services.</p> <p>4.12.4 Demonstrate how to ask for and offer assistance to enhance the health of self and others.</p> <p>6.12.1 Assess personal health practices and overall health status.</p> <p>8.12.2 Demonstrate how to influence and support others to make positive health choices.</p>

RELATED NATIONAL HEALTH EDUCATION STANDARDS

Cannabis	
Cannabis Defined	<p>Grades 6–8: 1.8.1 Analyze the relationship between healthy behaviors and personal health.</p> <p>1.8.9 Examine the potential seriousness of injury or illness if engaging in unhealthy behavior.</p> <p>Grades 9–12: 1.12.1 Predict how healthy behaviors can affect health status.</p> <p>1.12.9 Analyze the potential severity of injury or illness if engaging in unhealthy behavior.</p>
A Brief History of Cannabis	<p>Grades 6–8: 2.8.2 Describe the influence of culture on health beliefs, practices, and behaviors.</p> <p>2.8.10 Explain how school and public health policies can influence health promotion and disease prevention.</p> <p>Grades 9–12: 2.12.2 Analyze how the culture supports and challenges health beliefs, practices, and behaviors.</p> <p>2.12.10 Analyze how public health policies and government regulations can influence health promotion and disease prevention.</p>
Cannabis Delivery Systems	<p>Grades 6–8: 1.8.8 Examine the likelihood of injury or illness if engaging in unhealthy behaviors.</p> <p>1.8.9 Examine the potential seriousness of injury or illness if engaging in unhealthy behaviors.</p> <p>Grades 9–12: 1.12.8 Analyze personal susceptibility to injury, illness, or death if engaging in unhealthy behaviors.</p> <p>1.12.9 Analyze the potential severity of injury or illness if engaging in unhealthy behaviors.</p>
Cannabis Delivery Systems—Vaping	<p>Grades 6–8: 1.8.8 Examine the likelihood of injury or illness if engaging in unhealthy behaviors.</p> <p>1.8.9 Examine the potential seriousness of injury or illness if engaging in unhealthy behaviors.</p> <p>Grades 9–12: 1.12.8 Analyze personal susceptibility to injury, illness, or death if engaging in unhealthy behaviors.</p> <p>1.12.9 Analyze the potential severity of injury or illness if engaging in unhealthy behaviors.</p>

continued

RELATED NATIONAL HEALTH EDUCATION STANDARDS

Cannabis, continued	
Substance Use Disorder	<p>Grades 6–8: 1.8.3 Analyze how the environment affects personal health.</p> <p>1.8.4 Describe how family history can affect personal health.</p> <p>1.8.5 Describe ways to reduce or prevent injuries and other adolescent health problems.</p> <p>1.8.8 Examine the likelihood of injury or illness if engaging in unhealthy behaviors.</p> <p>2.8.1 Examine how the family influences the health of adolescents.</p> <p>2.8.7 Explain how the perceptions of norms influence healthy and unhealthy behaviors.</p> <p>3.8.4 Describe situations that may require professional health services.</p> <p>3.8.5 Locate valid and reliable health products and services.</p> <p>Grades 9–12: 1.12.3 Analyze how environment and personal health are interrelated.</p> <p>1.12.4 Analyze how genetics and family history can impact personal health.</p> <p>1.12.5 Propose ways to reduce or prevent injuries and health problems.</p> <p>1.12.8 Analyze personal susceptibility to injury, illness, or death if engaging in unhealthy behaviors.</p> <p>2.12.1 Analyze how the family influences the health of individuals.</p> <p>2.12.7 Analyze how the perceptions of norms influence healthy and unhealthy behaviors.</p> <p>3.12.4 Determine when professional health services may be required.</p> <p>3.12.5 Access valid and reliable health products and services.</p>

continued

RELATED NATIONAL HEALTH EDUCATION STANDARDS

Cannabis, continued	
Sexual Assault and Addictive Substances	<p>Grades 6–8: 1.8.5 Describe ways to reduce or prevent injuries and other adolescent health problems.</p> <p>1.8.9 Examine the potential seriousness of injury or illness if engaging in unhealthy behavior.</p> <p>3.8.4 Describe situations that may require professional health services.</p> <p>4.8.4 Demonstrate how to ask for assistance to enhance the health of self and others.</p> <p>7.8.1 Explain the importance of assuming responsibility for personal health behaviors.</p> <p>7.8.2 Demonstrate healthy practices and behaviors that will maintain or improve the health of self and others.</p> <p>7.8.3 Demonstrate behaviors to avoid or reduce health risks to self and others.</p> <p>Grades 9–12: 1.12.5 Propose ways to reduce or prevent injuries and health problems.</p> <p>1.12.9 Analyze the potential severity of injury or illness if engaging in unhealthy behavior.</p> <p>3.12.4 Determine when professional health services may be required.</p> <p>4.12.4 Demonstrate how to ask for and offer assistance to enhance the health of self and others.</p> <p>7.12.1 Analyze the role of individual responsibility for enhancing health.</p> <p>7.12.2 Demonstrate a variety of healthy practices and behaviors that will maintain or improve the health of self and others.</p> <p>7.12.3 Demonstrate a variety of behaviors to avoid or reduce health risks to self and others.</p>
Stigma	<p>Grades 6–8: 1.8.7 Describe the benefits of and barriers to practicing healthy behaviors.</p> <p>2.8.2 Describe the influence of culture on health beliefs, practices, and behaviors.</p> <p>2.8.5 Analyze how messages from media influence health behaviors.</p> <p>2.8.7 Explain how the perceptions of norms influence healthy and unhealthy behaviors.</p> <p>2.8.8 Explain the influence of personal values and beliefs on individual health practices and behaviors.</p> <p>8.8.2 Demonstrate how to influence and support others to make positive health choices.</p> <p>Grades 9–12: 1.12.7 Compare and contrast the benefits of and barriers to practicing a variety of healthy behaviors.</p> <p>2.12.2 Analyze how the culture supports and challenges health beliefs, practices, and behaviors.</p> <p>2.12.5 Evaluate the effect of media on personal and family health.</p> <p>2.12.7 Analyze how the perceptions of norms influence healthy and unhealthy behaviors.</p> <p>2.12.8 Analyze the influence of personal values and beliefs on individual health practices and behaviors.</p> <p>8.12.2 Demonstrate how to influence and support others to make positive health choices.</p>

continued

RELATED NATIONAL HEALTH EDUCATION STANDARDS

Cannabis, continued	
Prevention	<p>Grades 6–8: 2.8.1 Examine how the family influences the health of adolescents.</p> <p>2.8.2 Describe the influence of culture on health beliefs, practices, and behaviors.</p> <p>2.8.3 Describe how peers influence healthy and unhealthy behaviors.</p> <p>2.8.9 Describe how some health risk behaviors can influence the likelihood of engaging in unhealthy behaviors.</p> <p>2.8.10 Explain how school and public health policies can influence health promotion and disease prevention</p> <p>4.8.1 Apply effective verbal and nonverbal communication skills to enhance health.</p> <p>4.8.2 Demonstrate refusal and negotiation skills that avoid or reduce health risks.</p> <p>4.8.3 Demonstrate effective conflict management or resolution strategies.</p> <p>4.8.4 Demonstrate how to ask for assistance to enhance the health of self and others.</p> <p>5.8.1 Identify circumstances that can help or hinder healthy decision making.</p> <p>5.8.4 Distinguish between healthy and unhealthy alternatives to health-related issues or problems.</p> <p>5.8.6 Choose healthy alternatives over unhealthy alternatives when making a decision.</p> <p>7.8.1 Explain the importance of assuming responsibility for personal health behaviors.</p> <p>7.8.2 Demonstrate healthy practices and behaviors that will maintain or improve the health of self and others.</p> <p>7.8.3 Demonstrate behaviors to avoid or reduce health risks to self and others.</p> <p>Grades 9–12: 2.12.1 Analyze how the family influences the health of individuals.</p> <p>2.12.2 Analyze how the culture supports and challenges health beliefs, practices, and behaviors.</p> <p>2.12.3 Analyze how peers influence healthy and unhealthy behaviors.</p> <p>2.12.9 Analyze how some health risk behaviors can influence the likelihood of engaging in unhealthy behaviors.</p> <p>2.12.10 Analyze how public health policies and government regulations can influence health promotion and disease prevention.</p> <p>4.12.1 Use skills for communicating effectively with family, peers, and others to enhance health.</p> <p>4.12.2 Demonstrate refusal, negotiation, and collaboration skills to enhance health and avoid or reduce health risks.</p> <p>4.12.3 Demonstrate strategies to prevent, manage, or resolve interpersonal conflicts without harming self or others.</p> <p>4.12.4 Demonstrate how to ask for and offer assistance to enhance the health of self and others.</p> <p>5.12.1 Examine barriers that can hinder healthy decision making.</p> <p>5.12.4 Generate alternatives to health-related issues or problems.</p> <p>5.12.6 Defend the healthy choice when making decisions.</p>

continued

RELATED NATIONAL HEALTH EDUCATION STANDARDS

Cannabis, continued	
Prevention <i>continued</i>	<p>7.12.1 Analyze the role of individual responsibility for enhancing health.</p> <p>7.12.2 Demonstrate a variety of healthy practices and behaviors that will maintain or improve the health of self and others.</p> <p>7.12.3 Demonstrate a variety of behaviors to avoid or reduce health risks to self and others.</p>
Getting Help	<p>Grades 6–8: 1.8.1 Analyze the relationship between healthy behaviors and personal health.</p> <p>1.8.5 Describe ways to reduce or prevent injuries and other adolescent health problems.</p> <p>1.8.7 Describe the benefits of and barriers to practicing healthy behaviors.</p> <p>3.8.4 Describe situations that may require professional health services.</p> <p>3.8.5 Locate valid and reliable health products and services.</p> <p>4.8.4 Demonstrate how to ask for assistance to enhance the health of self and others.</p> <p>6.8.1 Assess personal health practices.</p> <p>8.8.2 Demonstrate how to influence and support others to make positive health choices.</p> <p>Grades 9–12: 1.12.1 Predict how healthy behaviors can affect health status.</p> <p>1.12.5 Propose ways to reduce or prevent injuries and health problems.</p> <p>1.12.7 Compare and contrast the benefits of and barriers to practicing a variety of healthy behaviors.</p> <p>3.12.4 Determine when professional health services may be required.</p> <p>3.12.5 Access valid and reliable health products and services.</p> <p>4.12.4 Demonstrate how to ask for and offer assistance to enhance the health of self and others.</p> <p>6.12.1 Assess personal health practices and overall health status.</p> <p>8.12.2 Demonstrate how to influence and support others to make positive health choices.</p>

RELATED NATIONAL HEALTH EDUCATION STANDARDS

Opioids	
Opioids Defined	<p>Grades 6–8: 1.8.1 Analyze the relationship between healthy behaviors and personal health.</p> <p>1.8.9 Examine the potential seriousness of injury or illness if engaging in unhealthy behavior.</p> <p>Grades 9–12: 1.12.1 Predict how healthy behaviors can affect health status.</p> <p>1.12.9 Analyze the potential severity of injury or illness if engaging in unhealthy behavior.</p>
A Brief History of Opioids	<p>Grades 6–8: 2.8.2 Describe the influence of culture on health beliefs, practices, and behaviors.</p> <p>2.8.10 Explain how school and public health policies can influence health promotion and disease prevention.</p> <p>Grades 9–12: 2.12.2 Analyze how the culture supports and challenges health beliefs, practices, and behaviors.</p> <p>2.12.10 Analyze how public health policies and government regulations can influence health promotion and disease prevention.</p>
Substance Use Disorder	<p>Grades 6–8: 1.8.3 Analyze how the environment affects personal health.</p> <p>1.8.4 Describe how family history can affect personal health.</p> <p>1.8.5 Describe ways to reduce or prevent injuries and other adolescent health problems.</p> <p>1.8.8 Examine the likelihood of injury or illness if engaging in unhealthy behaviors.</p> <p>2.8.1 Examine how the family influences the health of adolescents.</p> <p>2.8.7 Explain how the perceptions of norms influence healthy and unhealthy behaviors.</p> <p>3.8.4 Describe situations that may require professional health services.</p> <p>3.8.5 Locate valid and reliable health products and services.</p> <p>Grades 9–12: 1.12.3 Analyze how environment and personal health are interrelated.</p> <p>1.12.4 Analyze how genetics and family history can impact personal health.</p> <p>1.12.5 Propose ways to reduce or prevent injuries and health problems.</p> <p>1.12.8 Analyze personal susceptibility to injury, illness, or death if engaging in unhealthy behaviors.</p> <p>2.12.1 Analyze how the family influences the health of individuals.</p> <p>2.12.7 Analyze how the perceptions of norms influence healthy and unhealthy behaviors.</p> <p>3.12.4 Determine when professional health services may be required.</p> <p>3.12.5 Access valid and reliable health products and services.</p>

continued

RELATED NATIONAL HEALTH EDUCATION STANDARDS

Opioids, continued	
Overdose and Withdrawal	<p>Grades 6–8: 1.8.8 Examine the likelihood of injury or illness if engaging in unhealthy behaviors.</p> <p>1.8.9 Examine the potential seriousness of injury or illness if engaging in unhealthy behaviors.</p> <p>3.8.4 Describe situations that may require professional health services.</p> <p>Grades 9–12: 1.12.8 Analyze personal susceptibility to injury, illness, or death if engaging in unhealthy behaviors.</p> <p>1.12.9 Analyze the potential severity of injury or illness if engaging in unhealthy behaviors.</p> <p>3.12.4 Determine when professional health services may be required.</p>
Medications for Opioid Use Disorder	<p>Grades 6–8: 1.8.6 Explain how appropriate health care can promote personal health.</p> <p>3.8.3 Determine the accessibility of products that enhance health.</p> <p>3.8.4 Describe situations that may require professional health services.</p> <p>3.8.5 Locate valid and reliable health products and services.</p> <p>Grades 9–12: 1.12.6 Analyze the relationship between access to health care and health status.</p> <p>3.12.3 Determine the accessibility of products and services that enhance health.</p> <p>3.12.4 Determine when professional health services may be required.</p> <p>3.12.5 Access valid and reliable health products and services.</p>

continued

RELATED NATIONAL HEALTH EDUCATION STANDARDS

Opioids, continued	
Sexual Assault and Addictive Substances	<p>Grades 6–8: 1.8.5 Describe ways to reduce or prevent injuries and other adolescent health problems.</p> <p>1.8.9 Examine the potential seriousness of injury or illness if engaging in unhealthy behavior.</p> <p>3.8.4 Describe situations that may require professional health services.</p> <p>4.8.4 Demonstrate how to ask for assistance to enhance the health of self and others.</p> <p>7.8.1 Explain the importance of assuming responsibility for personal health behaviors.</p> <p>7.8.2 Demonstrate healthy practices and behaviors that will maintain or improve the health of self and others.</p> <p>7.8.3 Demonstrate behaviors to avoid or reduce health risks to self and others.</p> <p>Grades 9–12: 1.12.5 Propose ways to reduce or prevent injuries and health problems.</p> <p>1.12.9 Analyze the potential severity of injury or illness if engaging in unhealthy behavior.</p> <p>3.12.4 Determine when professional health services may be required.</p> <p>4.12.4 Demonstrate how to ask for and offer assistance to enhance the health of self and others.</p> <p>7.12.1 Analyze the role of individual responsibility for enhancing health.</p> <p>7.12.2 Demonstrate a variety of healthy practices and behaviors that will maintain or improve the health of self and others.</p> <p>7.12.3 Demonstrate a variety of behaviors to avoid or reduce health risks to self and others.</p>
Stigma	<p>Grades 6–8: 1.8.7 Describe the benefits of and barriers to practicing healthy behaviors.</p> <p>2.8.2 Describe the influence of culture on health beliefs, practices, and behaviors.</p> <p>2.8.5 Analyze how messages from media influence health behaviors.</p> <p>2.8.7 Explain how the perceptions of norms influence healthy and unhealthy behaviors.</p> <p>2.8.8 Explain the influence of personal values and beliefs on individual health practices and behaviors.</p> <p>8.8.2 Demonstrate how to influence and support others to make positive health choices.</p> <p>Grades 9–12: 1.12.7 Compare and contrast the benefits of and barriers to practicing a variety of healthy behaviors.</p> <p>2.12.2 Analyze how the culture supports and challenges health beliefs, practices, and behaviors.</p> <p>2.12.5 Evaluate the effect of media on personal and family health.</p> <p>2.12.7 Analyze how the perceptions of norms influence healthy and unhealthy behaviors.</p> <p>2.12.8 Analyze the influence of personal values and beliefs on individual health practices and behaviors.</p> <p>8.12.2 Demonstrate how to influence and support others to make positive health choices.</p>

continued

RELATED NATIONAL HEALTH EDUCATION STANDARDS

Opioids, continued	
Prevention	<p>Grades 6–8: 2.8.1 Examine how the family influences the health of adolescents.</p> <p>2.8.2 Describe the influence of culture on health beliefs, practices, and behaviors.</p> <p>2.8.3 Describe how peers influence healthy and unhealthy behaviors.</p> <p>2.8.9 Describe how some health risk behaviors can influence the likelihood of engaging in unhealthy behaviors.</p> <p>2.8.10 Explain how school and public health policies can influence health promotion and disease prevention</p> <p>4.8.1 Apply effective verbal and nonverbal communication skills to enhance health.</p> <p>4.8.2 Demonstrate refusal and negotiation skills that avoid or reduce health risks.</p> <p>4.8.3 Demonstrate effective conflict management or resolution strategies.</p> <p>4.8.4 Demonstrate how to ask for assistance to enhance the health of self and others.</p> <p>5.8.1 Identify circumstances that can help or hinder healthy decision making.</p> <p>5.8.4 Distinguish between healthy and unhealthy alternatives to health-related issues or problems.</p> <p>5.8.6 Choose healthy alternatives over unhealthy alternatives when making a decision.</p> <p>7.8.1 Explain the importance of assuming responsibility for personal health behaviors.</p> <p>7.8.2 Demonstrate healthy practices and behaviors that will maintain or improve the health of self and others.</p> <p>7.8.3 Demonstrate behaviors to avoid or reduce health risks to self and others.</p> <p>Grades 9–12: 2.12.1 Analyze how the family influences the health of individuals.</p> <p>2.12.2 Analyze how the culture supports and challenges health beliefs, practices, and behaviors.</p> <p>2.12.3 Analyze how peers influence healthy and unhealthy behaviors.</p> <p>2.12.9 Analyze how some health risk behaviors can influence the likelihood of engaging in unhealthy behaviors.</p> <p>2.12.10 Analyze how public health policies and government regulations can influence health promotion and disease prevention.</p> <p>4.12.1 Use skills for communicating effectively with family, peers, and others to enhance health.</p> <p>4.12.2 Demonstrate refusal, negotiation, and collaboration skills to enhance health and avoid or reduce health risks.</p> <p>4.12.3 Demonstrate strategies to prevent, manage, or resolve interpersonal conflicts without harming self or others.</p> <p>4.12.4 Demonstrate how to ask for and offer assistance to enhance the health of self and others.</p> <p>5.12.1 Examine barriers that can hinder healthy decision making.</p>

continued

RELATED NATIONAL HEALTH EDUCATION STANDARDS

Opioids, continued	
Prevention <i>continued</i>	<p>5.12.4 Generate alternatives to health-related issues or problems.</p> <p>5.12.6 Defend the healthy choice when making decisions.</p> <p>7.12.1 Analyze the role of individual responsibility for enhancing health.</p> <p>7.12.2 Demonstrate a variety of healthy practices and behaviors that will maintain or improve the health of self and others.</p> <p>7.12.3 Demonstrate a variety of behaviors to avoid or reduce health risks to self and others.</p>
Getting Help	<p>Grades 6–8: 1.8.1 Analyze the relationship between healthy behaviors and personal health.</p> <p>1.8.5 Describe ways to reduce or prevent injuries and other adolescent health problems.</p> <p>1.8.7 Describe the benefits of and barriers to practicing healthy behaviors.</p> <p>3.8.4 Describe situations that may require professional health services.</p> <p>3.8.5 Locate valid and reliable health products and services.</p> <p>4.8.4 Demonstrate how to ask for assistance to enhance the health of self and others.</p> <p>6.8.1 Assess personal health practices.</p> <p>8.8.2 Demonstrate how to influence and support others to make positive health choices.</p> <p>Grades 9–12: 1.12.1 Predict how healthy behaviors can affect health status.</p> <p>1.12.5 Propose ways to reduce or prevent injuries and health problems.</p> <p>1.12.7 Compare and contrast the benefits of and barriers to practicing a variety of healthy behaviors.</p> <p>3.12.4 Determine when professional health services may be required.</p> <p>3.12.5 Access valid and reliable health products and services.</p> <p>4.12.4 Demonstrate how to ask for and offer assistance to enhance the health of self and others.</p> <p>6.12.1 Assess personal health practices and overall health status.</p> <p>8.12.2 Demonstrate how to influence and support others to make positive health choices.</p>

RELATED NATIONAL HEALTH EDUCATION STANDARDS

Inhalants	
Inhalants Defined	<p>Grades 6–8: 1.8.1 Analyze the relationship between healthy behaviors and personal health.</p> <p>1.8.9 Examine the potential seriousness of injury or illness if engaging in unhealthy behavior.</p> <p>Grades 9–12: 1.12.1 Predict how healthy behaviors can affect health status.</p> <p>1.12.9 Analyze the potential severity of injury or illness if engaging in unhealthy behavior.</p>
A Brief History of Inhalants	<p>Grades 6–8: 2.8.2 Describe the influence of culture on health beliefs, practices, and behaviors.</p> <p>2.8.10 Explain how school and public health policies can influence health promotion and disease prevention.</p> <p>Grades 9–12: 2.12.2 Analyze how the culture supports and challenges health beliefs, practices, and behaviors.</p> <p>2.12.10 Analyze how public health policies and government regulations can influence health promotion and disease prevention.</p>
Substance Use Disorder	<p>Grades 6–8: 1.8.3 Analyze how the environment affects personal health.</p> <p>1.8.4 Describe how family history can affect personal health.</p> <p>1.8.5 Describe ways to reduce or prevent injuries and other adolescent health problems.</p> <p>1.8.8 Examine the likelihood of injury or illness if engaging in unhealthy behaviors.</p> <p>2.8.1 Examine how the family influences the health of adolescents.</p> <p>2.8.7 Explain how the perceptions of norms influence healthy and unhealthy behaviors.</p> <p>3.8.4 Describe situations that may require professional health services.</p> <p>3.8.5 Locate valid and reliable health products and services.</p> <p>Grades 9–12: 1.12.3 Analyze how environment and personal health are interrelated.</p> <p>1.12.4 Analyze how genetics and family history can impact personal health.</p> <p>1.12.5 Propose ways to reduce or prevent injuries and health problems.</p> <p>1.12.8 Analyze personal susceptibility to injury, illness, or death if engaging in unhealthy behaviors.</p> <p>2.12.1 Analyze how the family influences the health of individuals.</p> <p>2.12.7 Analyze how the perceptions of norms influence healthy and unhealthy behaviors.</p> <p>3.12.4 Determine when professional health services may be required.</p> <p>3.12.5 Access valid and reliable health products and services.</p>

continued

RELATED NATIONAL HEALTH EDUCATION STANDARDS

Inhalants, continued	
Sexual Assault and Addictive Substances	<p>Grades 6–8: 1.8.5 Describe ways to reduce or prevent injuries and other adolescent health problems.</p> <p>1.8.9 Examine the potential seriousness of injury or illness if engaging in unhealthy behavior.</p> <p>3.8.4 Describe situations that may require professional health services.</p> <p>4.8.4 Demonstrate how to ask for assistance to enhance the health of self and others.</p> <p>7.8.1 Explain the importance of assuming responsibility for personal health behaviors.</p> <p>7.8.2 Demonstrate healthy practices and behaviors that will maintain or improve the health of self and others.</p> <p>7.8.3 Demonstrate behaviors to avoid or reduce health risks to self and others.</p> <p>Grades 9–12: 1.12.5 Propose ways to reduce or prevent injuries and health problems.</p> <p>1.12.9 Analyze the potential severity of injury or illness if engaging in unhealthy behavior.</p> <p>3.12.4 Determine when professional health services may be required.</p> <p>4.12.4 Demonstrate how to ask for and offer assistance to enhance the health of self and others.</p> <p>7.12.1 Analyze the role of individual responsibility for enhancing health.</p> <p>7.12.2 Demonstrate a variety of healthy practices and behaviors that will maintain or improve the health of self and others.</p> <p>7.12.3 Demonstrate a variety of behaviors to avoid or reduce health risks to self and others.</p>
Stigma	<p>Grades 6–8: 1.8.7 Describe the benefits of and barriers to practicing healthy behaviors.</p> <p>2.8.2 Describe the influence of culture on health beliefs, practices, and behaviors.</p> <p>2.8.5 Analyze how messages from media influence health behaviors.</p> <p>2.8.7 Explain how the perceptions of norms influence healthy and unhealthy behaviors.</p> <p>2.8.8 Explain the influence of personal values and beliefs on individual health practices and behaviors.</p> <p>8.8.2 Demonstrate how to influence and support others to make positive health choices.</p> <p>Grades 9–12: 1.12.7 Compare and contrast the benefits of and barriers to practicing a variety of healthy behaviors.</p> <p>2.12.2 Analyze how the culture supports and challenges health beliefs, practices, and behaviors.</p> <p>2.12.5 Evaluate the effect of media on personal and family health.</p> <p>2.12.7 Analyze how the perceptions of norms influence healthy and unhealthy behaviors.</p> <p>2.12.8 Analyze the influence of personal values and beliefs on individual health practices and behaviors.</p> <p>8.12.2 Demonstrate how to influence and support others to make positive health choices.</p>

continued

RELATED NATIONAL HEALTH EDUCATION STANDARDS

Inhalants, continued	
Prevention	<p>Grades 6–8: 2.8.1 Examine how the family influences the health of adolescents.</p> <p>2.8.2 Describe the influence of culture on health beliefs, practices, and behaviors.</p> <p>2.8.3 Describe how peers influence healthy and unhealthy behaviors.</p> <p>2.8.9 Describe how some health risk behaviors can influence the likelihood of engaging in unhealthy behaviors.</p> <p>2.8.10 Explain how school and public health policies can influence health promotion and disease prevention</p> <p>4.8.1 Apply effective verbal and nonverbal communication skills to enhance health.</p> <p>4.8.2 Demonstrate refusal and negotiation skills that avoid or reduce health risks.</p> <p>4.8.3 Demonstrate effective conflict management or resolution strategies.</p> <p>4.8.4 Demonstrate how to ask for assistance to enhance the health of self and others.</p> <p>5.8.1 Identify circumstances that can help or hinder healthy decision making.</p> <p>5.8.4 Distinguish between healthy and unhealthy alternatives to health-related issues or problems.</p> <p>5.8.6 Choose healthy alternatives over unhealthy alternatives when making a decision.</p> <p>7.8.1 Explain the importance of assuming responsibility for personal health behaviors.</p> <p>7.8.2 Demonstrate healthy practices and behaviors that will maintain or improve the health of self and others.</p> <p>7.8.3 Demonstrate behaviors to avoid or reduce health risks to self and others</p> <p>Grades 9–12: 2.12.1 Analyze how the family influences the health of individuals.</p> <p>2.12.2 Analyze how the culture supports and challenges health beliefs, practices, and behaviors.</p> <p>2.12.3 Analyze how peers influence healthy and unhealthy behaviors.</p> <p>2.12.9 Analyze how some health risk behaviors can influence the likelihood of engaging in unhealthy behaviors.</p> <p>2.12.10 Analyze how public health policies and government regulations can influence health promotion and disease prevention.</p> <p>4.12.1 Use skills for communicating effectively with family, peers, and others to enhance health.</p> <p>4.12.2 Demonstrate refusal, negotiation, and collaboration skills to enhance health and avoid or reduce health risks.</p> <p>4.12.3 Demonstrate strategies to prevent, manage, or resolve interpersonal conflicts without harming self or others.</p> <p>4.12.4 Demonstrate how to ask for and offer assistance to enhance the health of self and others.</p> <p>5.12.1 Examine barriers that can hinder healthy decision making.</p>

continued

RELATED NATIONAL HEALTH EDUCATION STANDARDS

Inhalants, continued	
Prevention <i>continued</i>	<p>5.12.4 Generate alternatives to health-related issues or problems.</p> <p>5.12.6 Defend the healthy choice when making decisions.</p> <p>7.12.1 Analyze the role of individual responsibility for enhancing health.</p> <p>7.12.2 Demonstrate a variety of healthy practices and behaviors that will maintain or improve the health of self and others.</p> <p>7.12.3 Demonstrate a variety of behaviors to avoid or reduce health risks to self and others.</p>
Getting Help	<p>Grades 6–8: 1.8.1 Analyze the relationship between healthy behaviors and personal health.</p> <p>1.8.5 Describe ways to reduce or prevent injuries and other adolescent health problems.</p> <p>1.8.7 Describe the benefits of and barriers to practicing healthy behaviors.</p> <p>3.8.4 Describe situations that may require professional health services.</p> <p>3.8.5 Locate valid and reliable health products and services.</p> <p>4.8.4 Demonstrate how to ask for assistance to enhance the health of self and others.</p> <p>6.8.1 Assess personal health practices.</p> <p>8.8.2 Demonstrate how to influence and support others to make positive health choices.</p> <p>Grades 9–12: 1.12.1 Predict how healthy behaviors can affect health status.</p> <p>1.12.5 Propose ways to reduce or prevent injuries and health problems.</p> <p>1.12.7 Compare and contrast the benefits of and barriers to practicing a variety of healthy behaviors.</p> <p>3.12.4 Determine when professional health services may be required.</p> <p>3.12.5 Access valid and reliable health products and services.</p> <p>4.12.4 Demonstrate how to ask for and offer assistance to enhance the health of self and others.</p> <p>6.12.1 Assess personal health practices and overall health status.</p> <p>8.12.2 Demonstrate how to influence and support others to make positive health choices.</p>

RELATED NATIONAL HEALTH EDUCATION STANDARDS

Cocaine	
Cocaine Defined	<p>Grades 6–8: 1.8.1 Analyze the relationship between healthy behaviors and personal health.</p> <p>1.8.9 Examine the potential seriousness of injury or illness if engaging in unhealthy behavior.</p> <p>Grades 9–12: 1.12.1 Predict how healthy behaviors can affect health status.</p> <p>1.12.9 Analyze the potential severity of injury or illness if engaging in unhealthy behavior.</p>
A Brief History of Cocaine	<p>Grades 6–8: 2.8.2 Describe the influence of culture on health beliefs, practices, and behaviors.</p> <p>2.8.10 Explain how school and public health policies can influence health promotion and disease prevention.</p> <p>Grades 9–12: 2.12.2 Analyze how the culture supports and challenges health beliefs, practices, and behaviors.</p> <p>2.12.10 Analyze how public health policies and government regulations can influence health promotion and disease prevention.</p>
Substance Use Disorder	<p>Grades 6–8: 1.8.3 Analyze how the environment affects personal health.</p> <p>1.8.4 Describe how family history can affect personal health.</p> <p>1.8.5 Describe ways to reduce or prevent injuries and other adolescent health problems.</p> <p>1.8.8 Examine the likelihood of injury or illness if engaging in unhealthy behaviors.</p> <p>2.8.1 Examine how the family influences the health of adolescents.</p> <p>2.8.7 Explain how the perceptions of norms influence healthy and unhealthy behaviors.</p> <p>3.8.4 Describe situations that may require professional health services.</p> <p>3.8.5 Locate valid and reliable health products and services.</p> <p>Grades 9–12: 1.12.3 Analyze how environment and personal health are interrelated.</p> <p>1.12.4 Analyze how genetics and family history can impact personal health.</p> <p>1.12.5 Propose ways to reduce or prevent injuries and health problems.</p> <p>1.12.8 Analyze personal susceptibility to injury, illness, or death if engaging in unhealthy behaviors.</p> <p>2.12.1 Analyze how the family influences the health of individuals.</p> <p>2.12.7 Analyze how the perceptions of norms influence healthy and unhealthy behaviors.</p> <p>3.12.4 Determine when professional health services may be required.</p> <p>3.12.5 Access valid and reliable health products and services.</p>

continued

RELATED NATIONAL HEALTH EDUCATION STANDARDS

Cocaine, continued	
Cocaine, HIV, and Hepatitis	<p>Grades 6–8: 1.8.5 Describe ways to reduce or prevent injuries and other adolescent health problems.</p> <p>1.8.7 Describe the benefits of and barriers to practicing healthy behaviors.</p> <p>1.8.8 Examine the likelihood of injury or illness if engaging in unhealthy behaviors.</p> <p>1.8.9 Examine the potential seriousness of injury or illness if engaging in unhealthy behavior.</p> <p>2.8.9 Describe how some health risk behaviors can influence the likelihood of engaging in unhealthy behaviors.</p> <p>3.8.4 Describe situations that may require professional health services.</p> <p>7.8.1 Explain the importance of assuming responsibility for personal health behaviors.</p> <p>7.8.2 Demonstrate healthy practices and behaviors that will maintain or improve the health of self and others.</p> <p>7.8.3 Demonstrate behaviors to avoid or reduce health risks to self and others.</p> <p>Grades 9–12: 1.12.5 Propose ways to reduce or prevent injuries and health problems.</p> <p>1.12.7 Compare and contrast the benefits of and barriers to practicing a variety of healthy behaviors.</p> <p>1.12.8 Analyze personal susceptibility to injury, illness, or death if engaging in unhealthy behaviors.</p> <p>1.12.9 Analyze the potential severity of injury or illness if engaging in unhealthy behavior.</p> <p>2.12.9 Analyze how some health risk behaviors can influence the likelihood of engaging in unhealthy behaviors.</p> <p>3.12.4 Determine when professional health services may be required.</p> <p>7.12.1 Analyze the role of individual responsibility for enhancing health.</p> <p>7.12.2 Demonstrate a variety of healthy practices and behaviors that will maintain or improve the health of self and others.</p> <p>7.12.3 Demonstrate a variety of behaviors to avoid or reduce health risks to self and others.</p>

continued

RELATED NATIONAL HEALTH EDUCATION STANDARDS

Cocaine, continued	
Sexual Assault and Addictive Substances	<p>Grades 6–8: 1.8.5 Describe ways to reduce or prevent injuries and other adolescent health problems.</p> <p>1.8.9 Examine the potential seriousness of injury or illness if engaging in unhealthy behavior.</p> <p>3.8.4 Describe situations that may require professional health services.</p> <p>4.8.4 Demonstrate how to ask for assistance to enhance the health of self and others.</p> <p>7.8.1 Explain the importance of assuming responsibility for personal health behaviors.</p> <p>7.8.2 Demonstrate healthy practices and behaviors that will maintain or improve the health of self and others.</p> <p>7.8.3 Demonstrate behaviors to avoid or reduce health risks to self and others.</p> <p>Grades 9–12: 1.12.5 Propose ways to reduce or prevent injuries and health problems.</p> <p>1.12.9 Analyze the potential severity of injury or illness if engaging in unhealthy behavior.</p> <p>3.12.4 Determine when professional health services may be required.</p> <p>4.12.4 Demonstrate how to ask for and offer assistance to enhance the health of self and others.</p> <p>7.12.1 Analyze the role of individual responsibility for enhancing health.</p> <p>7.12.2 Demonstrate a variety of healthy practices and behaviors that will maintain or improve the health of self and others.</p> <p>7.12.3 Demonstrate a variety of behaviors to avoid or reduce health risks to self and others.</p>

continued

RELATED NATIONAL HEALTH EDUCATION STANDARDS

Cocaine, continued	
Cocaine and Pregnancy	<p>Grades 6–8: 1.8.1 Analyze the relationship between healthy behaviors and personal health.</p> <p>1.8.8 Examine the likelihood of injury or illness if engaging in unhealthy behaviors.</p> <p>1.8.9 Examine the potential seriousness of injury or illness if engaging in unhealthy behaviors.</p> <p>5.8.6 Choose healthy alternatives over unhealthy alternatives when making a decision.</p> <p>5.8.7 Analyze the outcomes of a health-related decision.</p> <p>6.8.4 Describe how personal health goals can vary with changing abilities, priorities, and responsibilities.</p> <p>7.8.2 Demonstrate healthy practices and behaviors that will maintain or improve the health of self and others.</p> <p>7.8.3 Demonstrate behaviors to avoid or reduce health risks to self and others.</p> <p>Grades 9–12: 1.12.1 Predict how healthy behaviors can affect health status.</p> <p>1.12.8 Analyze personal susceptibility to injury, illness, or death if engaging in unhealthy behaviors.</p> <p>1.12.9 Analyze the potential severity of injury or illness if engaging in unhealthy behaviors.</p> <p>5.12.6 Defend the healthy choice when making decisions.</p> <p>5.12.7 Evaluate the effectiveness of health-related decisions.</p> <p>6.12.4 Formulate an effective long-term personal health plan.</p> <p>7.12.2 Demonstrate a variety of healthy practices and behaviors that will maintain or improve the health of self and others.</p> <p>7.12.3 Demonstrate a variety of behaviors to avoid or reduce health risks to self and others.</p>

continued

RELATED NATIONAL HEALTH EDUCATION STANDARDS

Cocaine, continued	
Stigma	<p>Grades 6–8: 1.8.7 Describe the benefits of and barriers to practicing healthy behaviors.</p> <p>2.8.2 Describe the influence of culture on health beliefs, practices, and behaviors.</p> <p>2.8.5 Analyze how messages from media influence health behaviors.</p> <p>2.8.7 Explain how the perceptions of norms influence healthy and unhealthy behaviors.</p> <p>2.8.8 Explain the influence of personal values and beliefs on individual health practices and behaviors.</p> <p>8.8.2 Demonstrate how to influence and support others to make positive health choices.</p> <p>Grades 9–12: 1.12.7 Compare and contrast the benefits of and barriers to practicing a variety of healthy behaviors.</p> <p>2.12.2 Analyze how the culture supports and challenges health beliefs, practices, and behaviors.</p> <p>2.12.5 Evaluate the effect of media on personal and family health.</p> <p>2.12.7 Analyze how the perceptions of norms influence healthy and unhealthy behaviors.</p> <p>2.12.8 Analyze the influence of personal values and beliefs on individual health practices and behaviors.</p> <p>8.12.2 Demonstrate how to influence and support others to make positive health choices.</p>
Prevention	<p>Grades 6–8: 2.8.1 Examine how the family influences the health of adolescents.</p> <p>2.8.2 Describe the influence of culture on health beliefs, practices, and behaviors.</p> <p>2.8.3 Describe how peers influence healthy and unhealthy behaviors.</p> <p>2.8.9 Describe how some health risk behaviors can influence the likelihood of engaging in unhealthy behaviors.</p> <p>2.8.10 Explain how school and public health policies can influence health promotion and disease prevention</p> <p>4.8.1 Apply effective verbal and nonverbal communication skills to enhance health.</p> <p>4.8.2 Demonstrate refusal and negotiation skills that avoid or reduce health risks.</p> <p>4.8.3 Demonstrate effective conflict management or resolution strategies.</p> <p>4.8.4 Demonstrate how to ask for assistance to enhance the health of self and others.</p> <p>5.8.1 Identify circumstances that can help or hinder healthy decision making.</p> <p>5.8.4 Distinguish between healthy and unhealthy alternatives to health-related issues or problems.</p> <p>5.8.6 Choose healthy alternatives over unhealthy alternatives when making a decision.</p> <p>7.8.1 Explain the importance of assuming responsibility for personal health behaviors.</p> <p>7.8.2 Demonstrate healthy practices and behaviors that will maintain or improve the health of self and others.</p> <p>7.8.3 Demonstrate behaviors to avoid or reduce health risks to self and others.</p> <p>Grades 9–12: 2.12.1 Analyze how the family influences the health of individuals.</p> <p>2.12.2 Analyze how the culture supports and challenges health beliefs, practices, and behaviors.</p> <p>2.12.3 Analyze how peers influence healthy and unhealthy behaviors.</p>

continued

RELATED NATIONAL HEALTH EDUCATION STANDARDS

Cocaine, continued	
Prevention <i>continued</i>	<p>2.12.9 Analyze how some health risk behaviors can influence the likelihood of engaging in unhealthy behaviors.</p> <p>2.12.10 Analyze how public health policies and government regulations can influence health promotion and disease prevention.</p> <p>4.12.1 Use skills for communicating effectively with family, peers, and others to enhance health.</p> <p>4.12.2 Demonstrate refusal, negotiation, and collaboration skills to enhance health and avoid or reduce health risks.</p> <p>4.12.3 Demonstrate strategies to prevent, manage, or resolve interpersonal conflicts without harming self or others.</p> <p>4.12.4 Demonstrate how to ask for and offer assistance to enhance the health of self and others.</p> <p>5.12.1 Examine barriers that can hinder healthy decision making.</p> <p>5.12.4 Generate alternatives to health-related issues or problems.</p> <p>5.12.6 Defend the healthy choice when making decisions.</p> <p>7.12.1 Analyze the role of individual responsibility for enhancing health.</p> <p>7.12.2 Demonstrate a variety of healthy practices and behaviors that will maintain or improve the health of self and others.</p> <p>7.12.3 Demonstrate a variety of behaviors to avoid or reduce health risks to self and others.</p>
Getting Help	<p>Grades 6–8: 1.8.1 Analyze the relationship between healthy behaviors and personal health.</p> <p>1.8.5 Describe ways to reduce or prevent injuries and other adolescent health problems.</p> <p>1.8.7 Describe the benefits of and barriers to practicing healthy behaviors.</p> <p>3.8.4 Describe situations that may require professional health services.</p> <p>3.8.5 Locate valid and reliable health products and services.</p> <p>4.8.4 Demonstrate how to ask for assistance to enhance the health of self and others.</p> <p>6.8.1 Assess personal health practices.</p> <p>8.8.2 Demonstrate how to influence and support others to make positive health choices.</p> <p>Grades 9–12: 1.12.1 Predict how healthy behaviors can affect health status.</p> <p>1.12.5 Propose ways to reduce or prevent injuries and health problems.</p> <p>1.12.7 Compare and contrast the benefits of and barriers to practicing a variety of healthy behaviors.</p> <p>3.12.4 Determine when professional health services may be required.</p> <p>3.12.5 Access valid and reliable health products and services.</p> <p>4.12.4 Demonstrate how to ask for and offer assistance to enhance the health of self and others.</p> <p>6.12.1 Assess personal health practices and overall health status.</p> <p>8.12.2 Demonstrate how to influence and support others to make positive health choices.</p>

RELATED NATIONAL HEALTH EDUCATION STANDARDS

Club Drugs	
Club Drugs Defined	<p>Grades 6–8: 1.8.1 Analyze the relationship between healthy behaviors and personal health.</p> <p>1.8.9 Examine the potential seriousness of injury or illness if engaging in unhealthy behavior.</p> <p>Grades 9–12: 1.12.1 Predict how healthy behaviors can affect health status.</p> <p>1.12.9 Analyze the potential severity of injury or illness if engaging in unhealthy behavior.</p>
A Brief History of Club Drugs	<p>Grades 6–8: 2.8.2 Describe the influence of culture on health beliefs, practices, and behaviors.</p> <p>2.8.10 Explain how school and public health policies can influence health promotion and disease prevention.</p> <p>Grades 9–12: 2.12.2 Analyze how the culture supports and challenges health beliefs, practices, and behaviors.</p> <p>2.12.10 Analyze how public health policies and government regulations can influence health promotion and disease prevention.</p>
Substance Use Disorder	<p>Grades 6–8: 1.8.3 Analyze how the environment affects personal health.</p> <p>1.8.4 Describe how family history can affect personal health.</p> <p>1.8.5 Describe ways to reduce or prevent injuries and other adolescent health problems.</p> <p>1.8.8 Examine the likelihood of injury or illness if engaging in unhealthy behaviors.</p> <p>2.8.1 Examine how the family influences the health of adolescents.</p> <p>2.8.7 Explain how the perceptions of norms influence healthy and unhealthy behaviors.</p> <p>3.8.4 Describe situations that may require professional health services.</p> <p>3.8.5 Locate valid and reliable health products and services.</p> <p>Grades 9–12: 1.12.3 Analyze how environment and personal health are interrelated.</p> <p>1.12.4 Analyze how genetics and family history can impact personal health.</p> <p>1.12.5 Propose ways to reduce or prevent injuries and health problems.</p> <p>1.12.8 Analyze personal susceptibility to injury, illness, or death if engaging in unhealthy behaviors.</p> <p>2.12.1 Analyze how the family influences the health of individuals.</p> <p>2.12.7 Analyze how the perceptions of norms influence healthy and unhealthy behaviors.</p> <p>3.12.4 Determine when professional health services may be required.</p> <p>3.12.5 Access valid and reliable health products and services.</p>

continued

RELATED NATIONAL HEALTH EDUCATION STANDARDS

Club Drugs, continued	
Sexual Assault and Addictive Substances	<p>Grades 6–8: 1.8.5 Describe ways to reduce or prevent injuries and other adolescent health problems.</p> <p>1.8.9 Examine the potential seriousness of injury or illness if engaging in unhealthy behavior.</p> <p>3.8.4 Describe situations that may require professional health services.</p> <p>4.8.4 Demonstrate how to ask for assistance to enhance the health of self and others.</p> <p>7.8.1 Explain the importance of assuming responsibility for personal health behaviors.</p> <p>7.8.2 Demonstrate healthy practices and behaviors that will maintain or improve the health of self and others.</p> <p>7.8.3 Demonstrate behaviors to avoid or reduce health risks to self and others.</p> <p>Grades 9–12: 1.12.5 Propose ways to reduce or prevent injuries and health problems.</p> <p>1.12.9 Analyze the potential severity of injury or illness if engaging in unhealthy behavior.</p> <p>3.12.4 Determine when professional health services may be required.</p> <p>4.12.4 Demonstrate how to ask for and offer assistance to enhance the health of self and others.</p> <p>7.12.1 Analyze the role of individual responsibility for enhancing health.</p> <p>7.12.2 Demonstrate a variety of healthy practices and behaviors that will maintain or improve the health of self and others.</p> <p>7.12.3 Demonstrate a variety of behaviors to avoid or reduce health risks to self and others.</p>
Stigma	<p>Grades 6–8: 1.8.7 Describe the benefits of and barriers to practicing healthy behaviors.</p> <p>2.8.2 Describe the influence of culture on health beliefs, practices, and behaviors.</p> <p>2.8.5 Analyze how messages from media influence health behaviors.</p> <p>2.8.7 Explain how the perceptions of norms influence healthy and unhealthy behaviors.</p> <p>2.8.8 Explain the influence of personal values and beliefs on individual health practices and behaviors.</p> <p>8.8.2 Demonstrate how to influence and support others to make positive health choices.</p> <p>Grades 9–12: 1.12.7 Compare and contrast the benefits of and barriers to practicing a variety of healthy behaviors.</p> <p>2.12.2 Analyze how the culture supports and challenges health beliefs, practices, and behaviors.</p> <p>2.12.5 Evaluate the effect of media on personal and family health.</p> <p>2.12.7 Analyze how the perceptions of norms influence healthy and unhealthy behaviors.</p> <p>2.12.8 Analyze the influence of personal values and beliefs on individual health practices and behaviors.</p> <p>8.12.2 Demonstrate how to influence and support others to make positive health choices.</p>

continued

RELATED NATIONAL HEALTH EDUCATION STANDARDS

Club Drugs, continued	
Prevention	<p>Grades 6–8: 2.8.1 Examine how the family influences the health of adolescents.</p> <p>2.8.2 Describe the influence of culture on health beliefs, practices, and behaviors.</p> <p>2.8.3 Describe how peers influence healthy and unhealthy behaviors.</p> <p>2.8.9 Describe how some health risk behaviors can influence the likelihood of engaging in unhealthy behaviors.</p> <p>2.8.10 Explain how school and public health policies can influence health promotion and disease prevention</p> <p>4.8.1 Apply effective verbal and nonverbal communication skills to enhance health.</p> <p>4.8.2 Demonstrate refusal and negotiation skills that avoid or reduce health risks.</p> <p>4.8.3 Demonstrate effective conflict management or resolution strategies.</p> <p>4.8.4 Demonstrate how to ask for assistance to enhance the health of self and others.</p> <p>5.8.1 Identify circumstances that can help or hinder healthy decision making.</p> <p>5.8.4 Distinguish between healthy and unhealthy alternatives to health-related issues or problems.</p> <p>5.8.6 Choose healthy alternatives over unhealthy alternatives when making a decision.</p> <p>7.8.1 Explain the importance of assuming responsibility for personal health behaviors.</p> <p>7.8.2 Demonstrate healthy practices and behaviors that will maintain or improve the health of self and others.</p> <p>7.8.3 Demonstrate behaviors to avoid or reduce health risks to self and others.</p> <p>Grades 9–12: 2.12.1 Analyze how the family influences the health of individuals.</p> <p>2.12.2 Analyze how the culture supports and challenges health beliefs, practices, and behaviors.</p> <p>2.12.3 Analyze how peers influence healthy and unhealthy behaviors.</p> <p>2.12.9 Analyze how some health risk behaviors can influence the likelihood of engaging in unhealthy behaviors.</p> <p>2.12.10 Analyze how public health policies and government regulations can influence health promotion and disease prevention.</p> <p>4.12.1 Use skills for communicating effectively with family, peers, and others to enhance health.</p> <p>4.12.2 Demonstrate refusal, negotiation, and collaboration skills to enhance health and avoid or reduce health risks.</p> <p>4.12.3 Demonstrate strategies to prevent, manage, or resolve interpersonal conflicts without harming self or others.</p> <p>4.12.4 Demonstrate how to ask for and offer assistance to enhance the health of self and others.</p> <p>5.12.1 Examine barriers that can hinder healthy decision making.</p>

continued

RELATED NATIONAL HEALTH EDUCATION STANDARDS

Club Drugs, continued	
Prevention <i>continued</i>	<p>5.12.4 Generate alternatives to health-related issues or problems.</p> <p>5.12.6 Defend the healthy choice when making decisions.</p> <p>7.12.1 Analyze the role of individual responsibility for enhancing health.</p> <p>7.12.2 Demonstrate a variety of healthy practices and behaviors that will maintain or improve the health of self and others.</p> <p>7.12.3 Demonstrate a variety of behaviors to avoid or reduce health risks to self and others.</p>
Getting Help	<p>Grades 6–8: 1.8.1 Analyze the relationship between healthy behaviors and personal health.</p> <p>1.8.5 Describe ways to reduce or prevent injuries and other adolescent health problems.</p> <p>1.8.7 Describe the benefits of and barriers to practicing healthy behaviors.</p> <p>3.8.4 Describe situations that may require professional health services.</p> <p>3.8.5 Locate valid and reliable health products and services.</p> <p>4.8.4 Demonstrate how to ask for assistance to enhance the health of self and others.</p> <p>6.8.1 Assess personal health practices.</p> <p>8.8.2 Demonstrate how to influence and support others to make positive health choices.</p> <p>Grades 9–12: 1.12.1 Predict how healthy behaviors can affect health status.</p> <p>1.12.5 Propose ways to reduce or prevent injuries and health problems.</p> <p>1.12.7 Compare and contrast the benefits of and barriers to practicing a variety of healthy behaviors.</p> <p>3.12.4 Determine when professional health services may be required.</p> <p>3.12.5 Access valid and reliable health products and services.</p> <p>4.12.4 Demonstrate how to ask for and offer assistance to enhance the health of self and others.</p> <p>6.12.1 Assess personal health practices and overall health status.</p> <p>8.12.2 Demonstrate how to influence and support others to make positive health choices.</p>

RELATED NATIONAL HEALTH EDUCATION STANDARDS

Hallucinogens	
Classic Hallucinogens Defined	<p>Grades 6–8: 1.8.1 Analyze the relationship between healthy behaviors and personal health.</p> <p>1.8.9 Examine the potential seriousness of injury or illness if engaging in unhealthy behavior.</p> <p>Grades 9–12: 1.12.1 Predict how healthy behaviors can affect health status.</p> <p>1.12.9 Analyze the potential severity of injury or illness if engaging in unhealthy behavior.</p>
Dissociative Drugs Defined	<p>Grades 6–8: 1.8.1 Analyze the relationship between healthy behaviors and personal health.</p> <p>1.8.9 Examine the potential seriousness of injury or illness if engaging in unhealthy behavior.</p> <p>Grades 9–12: 1.12.1 Predict how healthy behaviors can affect health status.</p> <p>1.12.9 Analyze the potential severity of injury or illness if engaging in unhealthy behavior.</p>
A Brief History of Hallucinogens	<p>Grades 6–8: 2.8.2 Describe the influence of culture on health beliefs, practices, and behaviors.</p> <p>2.8.10 Explain how school and public health policies can influence health promotion and disease prevention.</p> <p>Grades 9–12: 2.12.2 Analyze how the culture supports and challenges health beliefs, practices, and behaviors.</p> <p>2.12.10 Analyze how public health policies and government regulations can influence health promotion and disease prevention.</p>
Substance Use Disorder	<p>Grades 6–8: 1.8.3 Analyze how the environment affects personal health.</p> <p>1.8.4 Describe how family history can affect personal health.</p> <p>1.8.5 Describe ways to reduce or prevent injuries and other adolescent health problems.</p> <p>1.8.8 Examine the likelihood of injury or illness if engaging in unhealthy behaviors.</p> <p>2.8.1 Examine how the family influences the health of adolescents.</p> <p>2.8.7 Explain how the perceptions of norms influence healthy and unhealthy behaviors.</p> <p>3.8.4 Describe situations that may require professional health services.</p> <p>3.8.5 Locate valid and reliable health products and services.</p>

continued

RELATED NATIONAL HEALTH EDUCATION STANDARDS

Hallucinogens, continued	
Substance Use Disorder <i>continued</i>	<p>Grades 9–12: 1.12.3 Analyze how environment and personal health are interrelated.</p> <p>1.12.4 Analyze how genetics and family history can impact personal health.</p> <p>1.12.5 Propose ways to reduce or prevent injuries and health problems.</p> <p>1.12.8 Analyze personal susceptibility to injury, illness, or death if engaging in unhealthy behaviors.</p> <p>2.12.1 Analyze how the family influences the health of individuals.</p> <p>2.12.7 Analyze how the perceptions of norms influence healthy and unhealthy behaviors.</p> <p>3.12.4 Determine when professional health services may be required.</p> <p>3.12.5 Access valid and reliable health products and services.</p>
Sexual Assault and Addictive Substances	<p>Grades 6–8: 1.8.5 Describe ways to reduce or prevent injuries and other adolescent health problems.</p> <p>1.8.9 Examine the potential seriousness of injury or illness if engaging in unhealthy behavior.</p> <p>3.8.4 Describe situations that may require professional health services.</p> <p>4.8.4 Demonstrate how to ask for assistance to enhance the health of self and others.</p> <p>7.8.1 Explain the importance of assuming responsibility for personal health behaviors.</p> <p>7.8.2 Demonstrate healthy practices and behaviors that will maintain or improve the health of self and others.</p> <p>7.8.3 Demonstrate behaviors to avoid or reduce health risks to self and others.</p> <p>Grades 9–12: 1.12.5 Propose ways to reduce or prevent injuries and health problems.</p> <p>1.12.9 Analyze the potential severity of injury or illness if engaging in unhealthy behavior.</p> <p>3.12.4 Determine when professional health services may be required.</p> <p>4.12.4 Demonstrate how to ask for and offer assistance to enhance the health of self and others.</p> <p>7.12.1 Analyze the role of individual responsibility for enhancing health.</p> <p>7.12.2 Demonstrate a variety of healthy practices and behaviors that will maintain or improve the health of self and others.</p> <p>7.12.3 Demonstrate a variety of behaviors to avoid or reduce health risks to self and others.</p>

continued

RELATED NATIONAL HEALTH EDUCATION STANDARDS

Hallucinogens, continued	
Stigma	<p>Grades 6–8: 1.8.7 Describe the benefits of and barriers to practicing healthy behaviors.</p> <p>2.8.2 Describe the influence of culture on health beliefs, practices, and behaviors.</p> <p>2.8.5 Analyze how messages from media influence health behaviors.</p> <p>2.8.7 Explain how the perceptions of norms influence healthy and unhealthy behaviors.</p> <p>2.8.8 Explain the influence of personal values and beliefs on individual health practices and behaviors.</p> <p>8.8.2 Demonstrate how to influence and support others to make positive health choices.</p> <p>Grades 9–12: 1.12.7 Compare and contrast the benefits of and barriers to practicing a variety of healthy behaviors.</p> <p>2.12.2 Analyze how the culture supports and challenges health beliefs, practices, and behaviors.</p> <p>2.12.5 Evaluate the effect of media on personal and family health.</p> <p>2.12.7 Analyze how the perceptions of norms influence healthy and unhealthy behaviors.</p> <p>2.12.8 Analyze the influence of personal values and beliefs on individual health practices and behaviors.</p> <p>8.12.2 Demonstrate how to influence and support others to make positive health choices.</p>
Prevention	<p>Grades 6–8: 2.8.1 Examine how the family influences the health of adolescents.</p> <p>2.8.2 Describe the influence of culture on health beliefs, practices, and behaviors.</p> <p>2.8.3 Describe how peers influence healthy and unhealthy behaviors.</p> <p>2.8.9 Describe how some health risk behaviors can influence the likelihood of engaging in unhealthy behaviors.</p> <p>2.8.10 Explain how school and public health policies can influence health promotion and disease prevention</p> <p>4.8.1 Apply effective verbal and nonverbal communication skills to enhance health.</p> <p>4.8.2 Demonstrate refusal and negotiation skills that avoid or reduce health risks.</p> <p>4.8.3 Demonstrate effective conflict management or resolution strategies.</p> <p>4.8.4 Demonstrate how to ask for assistance to enhance the health of self and others.</p> <p>5.8.1 Identify circumstances that can help or hinder healthy decision making.</p> <p>5.8.4 Distinguish between healthy and unhealthy alternatives to health-related issues or problems.</p> <p>5.8.6 Choose healthy alternatives over unhealthy alternatives when making a decision.</p> <p>7.8.1 Explain the importance of assuming responsibility for personal health behaviors.</p> <p>7.8.2 Demonstrate healthy practices and behaviors that will maintain or improve the health of self and others.</p> <p>7.8.3 Demonstrate behaviors to avoid or reduce health risks to self and others.</p>

continued

RELATED NATIONAL HEALTH EDUCATION STANDARDS

Hallucinogens, continued	
Prevention <i>continued</i>	<p>Grades 9–12: 2.12.1 Analyze how the family influences the health of individuals.</p> <p>2.12.2 Analyze how the culture supports and challenges health beliefs, practices, and behaviors.</p> <p>2.12.3 Analyze how peers influence healthy and unhealthy behaviors.</p> <p>2.12.9 Analyze how some health risk behaviors can influence the likelihood of engaging in unhealthy behaviors.</p> <p>2.12.10 Analyze how public health policies and government regulations can influence health promotion and disease prevention.</p> <p>4.12.1 Use skills for communicating effectively with family, peers, and others to enhance health.</p> <p>4.12.2 Demonstrate refusal, negotiation, and collaboration skills to enhance health and avoid or reduce health risks.</p> <p>4.12.3 Demonstrate strategies to prevent, manage, or resolve interpersonal conflicts without harming self or others.</p> <p>4.12.4 Demonstrate how to ask for and offer assistance to enhance the health of self and others.</p> <p>5.12.1 Examine barriers that can hinder healthy decision making.</p> <p>5.12.4 Generate alternatives to health-related issues or problems.</p> <p>5.12.6 Defend the healthy choice when making decisions.</p> <p>7.12.1 Analyze the role of individual responsibility for enhancing health.</p> <p>7.12.2 Demonstrate a variety of healthy practices and behaviors that will maintain or improve the health of self and others.</p> <p>7.12.3 Demonstrate a variety of behaviors to avoid or reduce health risks to self and others.</p>

continued

RELATED NATIONAL HEALTH EDUCATION STANDARDS

Hallucinogens, continued	
Getting Help	<p>Grades 6–8: 1.8.1 Analyze the relationship between healthy behaviors and personal health.</p> <p>1.8.5 Describe ways to reduce or prevent injuries and other adolescent health problems.</p> <p>1.8.7 Describe the benefits of and barriers to practicing healthy behaviors.</p> <p>3.8.4 Describe situations that may require professional health services.</p> <p>3.8.5 Locate valid and reliable health products and services.</p> <p>4.8.4 Demonstrate how to ask for assistance to enhance the health of self and others.</p> <p>6.8.1 Assess personal health practices.</p> <p>8.8.2 Demonstrate how to influence and support others to make positive health choices.</p> <p>Grades 9–12: 1.12.1 Predict how healthy behaviors can affect health status.</p> <p>1.12.5 Propose ways to reduce or prevent injuries and health problems.</p> <p>1.12.7 Compare and contrast the benefits of and barriers to practicing a variety of healthy behaviors.</p> <p>3.12.4 Determine when professional health services may be required.</p> <p>3.12.5 Access valid and reliable health products and services.</p> <p>4.12.4 Demonstrate how to ask for and offer assistance to enhance the health of self and others.</p> <p>6.12.1 Assess personal health practices and overall health status.</p> <p>8.12.2 Demonstrate how to influence and support others to make positive health choices.</p>

RELATED NATIONAL HEALTH EDUCATION STANDARDS

Methamphetamine	
Methamphetamine Defined	<p>Grades 6–8: 1.8.1 Analyze the relationship between healthy behaviors and personal health.</p> <p>1.8.9 Examine the potential seriousness of injury or illness if engaging in unhealthy behavior.</p> <p>Grades 9–12: 1.12.1 Predict how healthy behaviors can affect health status.</p> <p>1.12.9 Analyze the potential severity of injury or illness if engaging in unhealthy behavior.</p>
A Brief History of Methamphetamine	<p>Grades 6–8: 2.8.2 Describe the influence of culture on health beliefs, practices, and behaviors.</p> <p>2.8.10 Explain how school and public health policies can influence health promotion and disease prevention.</p> <p>Grades 9–12: 2.12.2 Analyze how the culture supports and challenges health beliefs, practices, and behaviors.</p> <p>2.12.10 Analyze how public health policies and government regulations can influence health promotion and disease prevention.</p>
Substance Use Disorder	<p>Grades 6–8: 1.8.3 Analyze how the environment affects personal health.</p> <p>1.8.4 Describe how family history can affect personal health.</p> <p>1.8.5 Describe ways to reduce or prevent injuries and other adolescent health problems.</p> <p>1.8.8 Examine the likelihood of injury or illness if engaging in unhealthy behaviors.</p> <p>2.8.1 Examine how the family influences the health of adolescents.</p> <p>2.8.7 Explain how the perceptions of norms influence healthy and unhealthy behaviors.</p> <p>3.8.4 Describe situations that may require professional health services.</p> <p>3.8.5 Locate valid and reliable health products and services.</p> <p>Grades 9–12: 1.12.3 Analyze how environment and personal health are interrelated.</p> <p>1.12.4 Analyze how genetics and family history can impact personal health.</p> <p>1.12.5 Propose ways to reduce or prevent injuries and health problems.</p> <p>1.12.8 Analyze personal susceptibility to injury, illness, or death if engaging in unhealthy behaviors.</p> <p>2.12.1 Analyze how the family influences the health of individuals.</p> <p>2.12.7 Analyze how the perceptions of norms influence healthy and unhealthy behaviors.</p> <p>3.12.4 Determine when professional health services may be required.</p> <p>3.12.5 Access valid and reliable health products and services.</p>

continued

RELATED NATIONAL HEALTH EDUCATION STANDARDS

Methamphetamine, continued	
Sexual Assault and Addictive Substances	<p>Grades 6–8: 1.8.5 Describe ways to reduce or prevent injuries and other adolescent health problems.</p> <p>1.8.9 Examine the potential seriousness of injury or illness if engaging in unhealthy behavior.</p> <p>3.8.4 Describe situations that may require professional health services.</p> <p>4.8.4 Demonstrate how to ask for assistance to enhance the health of self and others.</p> <p>7.8.1 Explain the importance of assuming responsibility for personal health behaviors.</p> <p>7.8.2 Demonstrate healthy practices and behaviors that will maintain or improve the health of self and others.</p> <p>7.8.3 Demonstrate behaviors to avoid or reduce health risks to self and others.</p> <p>Grades 9–12: 1.12.5 Propose ways to reduce or prevent injuries and health problems.</p> <p>1.12.9 Analyze the potential severity of injury or illness if engaging in unhealthy behavior.</p> <p>3.12.4 Determine when professional health services may be required.</p> <p>4.12.4 Demonstrate how to ask for and offer assistance to enhance the health of self and others.</p> <p>7.12.1 Analyze the role of individual responsibility for enhancing health.</p> <p>7.12.2 Demonstrate a variety of healthy practices and behaviors that will maintain or improve the health of self and others.</p> <p>7.12.3 Demonstrate a variety of behaviors to avoid or reduce health risks to self and others.</p>
Stigma	<p>Grades 6–8: 1.8.7 Describe the benefits of and barriers to practicing healthy behaviors.</p> <p>2.8.2 Describe the influence of culture on health beliefs, practices, and behaviors.</p> <p>2.8.5 Analyze how messages from media influence health behaviors.</p> <p>2.8.7 Explain how the perceptions of norms influence healthy and unhealthy behaviors.</p> <p>2.8.8 Explain the influence of personal values and beliefs on individual health practices and behaviors.</p> <p>8.8.2 Demonstrate how to influence and support others to make positive health choices.</p> <p>Grades 9–12: 1.12.7 Compare and contrast the benefits of and barriers to practicing a variety of healthy behaviors.</p> <p>2.12.2 Analyze how the culture supports and challenges health beliefs, practices, and behaviors.</p> <p>2.12.5 Evaluate the effect of media on personal and family health.</p> <p>2.12.7 Analyze how the perceptions of norms influence healthy and unhealthy behaviors.</p> <p>2.12.8 Analyze the influence of personal values and beliefs on individual health practices and behaviors.</p> <p>8.12.2 Demonstrate how to influence and support others to make positive health choices.</p>

continued

RELATED NATIONAL HEALTH EDUCATION STANDARDS

Methamphetamine, continued	
Prevention	<p>Grades 6–8: 2.8.1 Examine how the family influences the health of adolescents.</p> <p>2.8.2 Describe the influence of culture on health beliefs, practices, and behaviors.</p> <p>2.8.3 Describe how peers influence healthy and unhealthy behaviors.</p> <p>2.8.9 Describe how some health risk behaviors can influence the likelihood of engaging in unhealthy behaviors.</p> <p>2.8.10 Explain how school and public health policies can influence health promotion and disease prevention</p> <p>4.8.1 Apply effective verbal and nonverbal communication skills to enhance health.</p> <p>4.8.2 Demonstrate refusal and negotiation skills that avoid or reduce health risks.</p> <p>4.8.3 Demonstrate effective conflict management or resolution strategies.</p> <p>4.8.4 Demonstrate how to ask for assistance to enhance the health of self and others.</p> <p>5.8.1 Identify circumstances that can help or hinder healthy decision making.</p> <p>5.8.4 Distinguish between healthy and unhealthy alternatives to health-related issues or problems.</p> <p>5.8.6 Choose healthy alternatives over unhealthy alternatives when making a decision.</p> <p>7.8.1 Explain the importance of assuming responsibility for personal health behaviors.</p> <p>7.8.2 Demonstrate healthy practices and behaviors that will maintain or improve the health of self and others.</p> <p>7.8.3 Demonstrate behaviors to avoid or reduce health risks to self and others.</p> <p>Grades 9–12: 2.12.1 Analyze how the family influences the health of individuals.</p> <p>2.12.2 Analyze how the culture supports and challenges health beliefs, practices, and behaviors.</p> <p>2.12.3 Analyze how peers influence healthy and unhealthy behaviors.</p> <p>2.12.9 Analyze how some health risk behaviors can influence the likelihood of engaging in unhealthy behaviors.</p> <p>2.12.10 Analyze how public health policies and government regulations can influence health promotion and disease prevention.</p> <p>4.12.1 Use skills for communicating effectively with family, peers, and others to enhance health.</p> <p>4.12.2 Demonstrate refusal, negotiation, and collaboration skills to enhance health and avoid or reduce health risks.</p> <p>4.12.3 Demonstrate strategies to prevent, manage, or resolve interpersonal conflicts without harming self or others.</p> <p>4.12.4 Demonstrate how to ask for and offer assistance to enhance the health of self and others.</p> <p>5.12.1 Examine barriers that can hinder healthy decision making.</p>

continued

RELATED NATIONAL HEALTH EDUCATION STANDARDS

Methamphetamine, continued	
Prevention <i>continued</i>	<p>5.12.4 Generate alternatives to health-related issues or problems.</p> <p>5.12.6 Defend the healthy choice when making decisions.</p> <p>7.12.1 Analyze the role of individual responsibility for enhancing health.</p> <p>7.12.2 Demonstrate a variety of healthy practices and behaviors that will maintain or improve the health of self and others.</p> <p>7.12.3 Demonstrate a variety of behaviors to avoid or reduce health risks to self and others.</p>
Getting Help	<p>Grades 6–8: 1.8.1 Analyze the relationship between healthy behaviors and personal health.</p> <p>1.8.5 Describe ways to reduce or prevent injuries and other adolescent health problems.</p> <p>1.8.7 Describe the benefits of and barriers to practicing healthy behaviors.</p> <p>3.8.4 Describe situations that may require professional health services.</p> <p>3.8.5 Locate valid and reliable health products and services.</p> <p>4.8.4 Demonstrate how to ask for assistance to enhance the health of self and others.</p> <p>6.8.1 Assess personal health practices.</p> <p>8.8.2 Demonstrate how to influence and support others to make positive health choices.</p> <p>Grades 9–12: 1.12.1 Predict how healthy behaviors can affect health status.</p> <p>1.12.5 Propose ways to reduce or prevent injuries and health problems.</p> <p>1.12.7 Compare and contrast the benefits of and barriers to practicing a variety of healthy behaviors.</p> <p>3.12.4 Determine when professional health services may be required.</p> <p>3.12.5 Access valid and reliable health products and services.</p> <p>4.12.4 Demonstrate how to ask for and offer assistance to enhance the health of self and others.</p> <p>6.12.1 Assess personal health practices and overall health status.</p> <p>8.12.2 Demonstrate how to influence and support others to make positive health choices.</p>

RELATED NATIONAL HEALTH EDUCATION STANDARDS

Addictive Substances	
Addictive Substances Defined	<p>Grades 6–8: 1.8.9 Examine the potential seriousness of injury or illness if engaging in unhealthy behavior</p> <p>2.8.10 Explain how school and public health policies can influence health promotion and disease prevention.</p> <p>Grades 9–12: 1.12.9 Analyze the potential severity of injury or illness if engaging in unhealthy behavior</p> <p>2.12.10 Analyze how public health policies and government regulations can influence health promotion and disease prevention.</p>
A Brief History of Addictive Substances	<p>Grades 6–8: 2.8.2 Describe the influence of culture on health beliefs, practices, and behaviors.</p> <p>2.8.10 Explain how school and public health policies can influence health promotion and disease prevention.</p> <p>Grades 9–12: 2.12.2 Analyze how the culture supports and challenges health beliefs, practices, and behaviors.</p> <p>2.12.10 Analyze how public health policies and government regulations can influence health promotion and disease prevention.</p>
Substance Use Disorder	<p>Grades 6–8: 1.8.3 Analyze how the environment affects personal health.</p> <p>1.8.4 Describe how family history can affect personal health.</p> <p>1.8.5 Describe ways to reduce or prevent injuries and other adolescent health problems.</p> <p>1.8.8 Examine the likelihood of injury or illness if engaging in unhealthy behaviors.</p> <p>2.8.1 Examine how the family influences the health of adolescents.</p> <p>2.8.7 Explain how the perceptions of norms influence healthy and unhealthy behaviors.</p> <p>3.8.4 Describe situations that may require professional health services.</p> <p>3.8.5 Locate valid and reliable health products and services.</p> <p>Grades 9–12: 1.12.3 Analyze how environment and personal health are interrelated.</p> <p>1.12.4 Analyze how genetics and family history can impact personal health.</p> <p>1.12.5 Propose ways to reduce or prevent injuries and health problems.</p> <p>1.12.8 Analyze personal susceptibility to injury, illness, or death if engaging in unhealthy behaviors.</p> <p>2.12.1 Analyze how the family influences the health of individuals.</p> <p>2.12.7 Analyze how the perceptions of norms influence healthy and unhealthy behaviors.</p> <p>3.12.4 Determine when professional health services may be required.</p> <p>3.12.5 Access valid and reliable health products and services.</p>

continued

RELATED NATIONAL HEALTH EDUCATION STANDARDS

Addictive Substances, continued	
Sexual Assault and Addictive Substances	<p>Grades 6–8: 1.8.5 Describe ways to reduce or prevent injuries and other adolescent health problems.</p> <p>1.8.9 Examine the potential seriousness of injury or illness if engaging in unhealthy behavior.</p> <p>3.8.4 Describe situations that may require professional health services.</p> <p>4.8.4 Demonstrate how to ask for assistance to enhance the health of self and others.</p> <p>7.8.1 Explain the importance of assuming responsibility for personal health behaviors.</p> <p>7.8.2 Demonstrate healthy practices and behaviors that will maintain or improve the health of self and others.</p> <p>7.8.3 Demonstrate behaviors to avoid or reduce health risks to self and others.</p> <p>Grades 9–12: 1.12.5 Propose ways to reduce or prevent injuries and health problems.</p> <p>1.12.9 Analyze the potential severity of injury or illness if engaging in unhealthy behavior.</p> <p>3.12.4 Determine when professional health services may be required.</p> <p>4.12.4 Demonstrate how to ask for and offer assistance to enhance the health of self and others.</p> <p>7.12.1 Analyze the role of individual responsibility for enhancing health.</p> <p>7.12.2 Demonstrate a variety of healthy practices and behaviors that will maintain or improve the health of self and others.</p> <p>7.12.3 Demonstrate a variety of behaviors to avoid or reduce health risks to self and others.</p>
Stigma	<p>Grades 6–8: 1.8.7 Describe the benefits of and barriers to practicing healthy behaviors.</p> <p>2.8.2 Describe the influence of culture on health beliefs, practices, and behaviors.</p> <p>2.8.5 Analyze how messages from media influence health behaviors.</p> <p>2.8.7 Explain how the perceptions of norms influence healthy and unhealthy behaviors.</p> <p>2.8.8 Explain the influence of personal values and beliefs on individual health practices and behaviors.</p> <p>8.8.2 Demonstrate how to influence and support others to make positive health choices.</p> <p>Grades 9–12: 1.12.7 Compare and contrast the benefits of and barriers to practicing a variety of healthy behaviors.</p> <p>2.12.2 Analyze how the culture supports and challenges health beliefs, practices, and behaviors.</p> <p>2.12.5 Evaluate the effect of media on personal and family health.</p> <p>2.12.7 Analyze how the perceptions of norms influence healthy and unhealthy behaviors.</p> <p>2.12.8 Analyze the influence of personal values and beliefs on individual health practices and behaviors.</p> <p>8.12.2 Demonstrate how to influence and support others to make positive health choices.</p>

continued

RELATED NATIONAL HEALTH EDUCATION STANDARDS

Addictive Substances, continued	
Prevention	<p>Grades 6–8: 2.8.1 Examine how the family influences the health of adolescents.</p> <p>2.8.2 Describe the influence of culture on health beliefs, practices, and behaviors.</p> <p>2.8.3 Describe how peers influence healthy and unhealthy behaviors.</p> <p>2.8.9 Describe how some health risk behaviors can influence the likelihood of engaging in unhealthy behaviors.</p> <p>2.8.10 Explain how school and public health policies can influence health promotion and disease prevention</p> <p>4.8.1 Apply effective verbal and nonverbal communication skills to enhance health.</p> <p>4.8.2 Demonstrate refusal and negotiation skills that avoid or reduce health risks.</p> <p>4.8.3 Demonstrate effective conflict management or resolution strategies.</p> <p>4.8.4 Demonstrate how to ask for assistance to enhance the health of self and others.</p> <p>5.8.1 Identify circumstances that can help or hinder healthy decision making.</p> <p>5.8.4 Distinguish between healthy and unhealthy alternatives to health-related issues or problems.</p> <p>5.8.6 Choose healthy alternatives over unhealthy alternatives when making a decision.</p> <p>7.8.1 Explain the importance of assuming responsibility for personal health behaviors.</p> <p>7.8.2 Demonstrate healthy practices and behaviors that will maintain or improve the health of self and others.</p> <p>7.8.3 Demonstrate behaviors to avoid or reduce health risks to self and others.</p> <p>Grades 9–12: 2.12.1 Analyze how the family influences the health of individuals.</p> <p>2.12.2 Analyze how the culture supports and challenges health beliefs, practices, and behaviors.</p> <p>2.12.3 Analyze how peers influence healthy and unhealthy behaviors.</p> <p>2.12.9 Analyze how some health risk behaviors can influence the likelihood of engaging in unhealthy behaviors.</p> <p>2.12.10 Analyze how public health policies and government regulations can influence health promotion and disease prevention.</p> <p>4.12.1 Use skills for communicating effectively with family, peers, and others to enhance health.</p> <p>4.12.2 Demonstrate refusal, negotiation, and collaboration skills to enhance health and avoid or reduce health risks.</p> <p>4.12.3 Demonstrate strategies to prevent, manage, or resolve interpersonal conflicts without harming self or others.</p> <p>4.12.4 Demonstrate how to ask for and offer assistance to enhance the health of self and others.</p> <p>5.12.1 Examine barriers that can hinder healthy decision making.</p>

continued

RELATED NATIONAL HEALTH EDUCATION STANDARDS

Addictive Substances, continued	
Prevention <i>continued</i>	<p>5.12.4 Generate alternatives to health-related issues or problems.</p> <p>5.12.6 Defend the healthy choice when making decisions.</p> <p>7.12.1 Analyze the role of individual responsibility for enhancing health.</p> <p>7.12.2 Demonstrate a variety of healthy practices and behaviors that will maintain or improve the health of self and others.</p> <p>7.12.3 Demonstrate a variety of behaviors to avoid or reduce health risks to self and others.</p>
Getting Help	<p>Grades 6–8: 1.8.1 Analyze the relationship between healthy behaviors and personal health.</p> <p>1.8.5 Describe ways to reduce or prevent injuries and other adolescent health problems.</p> <p>1.8.7 Describe the benefits of and barriers to practicing healthy behaviors.</p> <p>3.8.4 Describe situations that may require professional health services.</p> <p>3.8.5 Locate valid and reliable health products and services.</p> <p>4.8.4 Demonstrate how to ask for assistance to enhance the health of self and others.</p> <p>6.8.1 Assess personal health practices.</p> <p>8.8.2 Demonstrate how to influence and support others to make positive health choices.</p> <p>Grades 9–12: 1.12.1 Predict how healthy behaviors can affect health status.</p> <p>1.12.5 Propose ways to reduce or prevent injuries and health problems.</p> <p>1.12.7 Compare and contrast the benefits of and barriers to practicing a variety of healthy behaviors.</p> <p>3.12.4 Determine when professional health services may be required.</p> <p>3.12.5 Access valid and reliable health products and services.</p> <p>4.12.4 Demonstrate how to ask for and offer assistance to enhance the health of self and others.</p> <p>6.12.1 Assess personal health practices and overall health status.</p> <p>8.12.2 Demonstrate how to influence and support others to make positive health choices.</p>