



**Utah's Safe and Drug-Free Schools and Communities
PK-12 Prevention Program**

Health Education 1st Grade

Sydnee Dickson, Ed. D
State Superintendent of Public Instruction
www.schools.utah.gov



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PK-12 Prevention Program**

Utah State Office of Education
250 East 500 South
P.O. Box 144200
Salt Lake City, UT 84114-4200

Sydnee Dickson, Ed.D.
State Superintendent of Public Instruction
www.schools.utah.gov



Utah State Board of Education
250 E 500 S | PO Box 144200
Salt Lake City UT 84114-4200

District 1: Terryl Warner

623 Anderson Avenue
Hyrum UT 84319
435.512.5241
Terryl.Warner6@gmail.com

District 9: Joel Wright

9102 Silver Lake Drive
Cedar Hills, UT 84062
801.426.2120
joel.wright.uted@gmail.com

District 2: Spencer F. Stokes

4259 Skyline Drive
Ogden, UT 84403
801.923.4908
utahboard2@gmail.com

District 10: Dave Crandall (Chair)

13464 Saddle Ridge Drive
Draper, UT 84020
801.232.0795
crandall@xmission.com

District 3: Linda B. Hansen

5149 Village Wood Drive
West Valley City, UT 84120
801.966.5492
linda.hansen@schools.utah.gov

District 11: Jefferson Moss

1668 Aspen Circle
Saratoga Springs, UT 84045
801.916.7386
jeffersonRmoss@gmail.com

District 4: Dave Thomas (First Vice Chair)

7875 South 2250 East
South Weber, UT 84405
801-479-7479
dthomas@summitcounty.org

District 12: Dixie L. Allen

218 West 5250 North
Vernal, UT 84078
435.790.6673
dixieleeallen@gmail.com

District 5: Laura Belnap

845 East 1500 South
Bountiful, UT 84010BE
801.699.7588
lbelnap@utahonline.org

District 13: Stan Lockhart

1413 South 1710 East
Provo, UT 84606
801-368-2166
stanlockhartutah@gmail.com

District 6: Brittney Cummins

4601 Poseidon Drive
West Valley City, UT 840120
801.969.5712
b4cummins@gmail.com

District 14: Mark Huntsman

435 South 700 East
Fillmore, UT 84631
435.979.4301
mhuntsman@sunrise-eng.com

District 7: Leslie B. Castle

2465 St. Mary's Drive
Salt Lake City, UT 84108
801.581.9752
lesliebrookscastle@gmail.com

District 15: Barbara Corry

1022 Cedar Knolls
Cedar City, UT 84720
435.586.3050
Barbara.corry@schools.utah.gov

District 8: Jennifer A. Johnson (Second Vice Chair)

802 Winchester Street, #100
Murray, UT 84107
801.742.1616
jj@jenniferajohnson.com

Acknowledgments

Verne C. Larsen

Utah State Office of Education Program Coordinator

STEERING COMMITTEE

Karlee Adams
Utah State Department of Health

Arlaine Austin
Utah PTA

Jolene Blackburn
Central Utah Counseling

Jaynie Brown
Mothers Against Drunk Driving

Kim Clausing
Tooele County Health Department

Lana Coombs
Alice Harris Intermediate School

Mike Cottam
Utah State Office of Education

Jonelle Fitzgerald
Wasatch County Health Department

Linda Flynn
Snow Horse Elementary School

Allen Grunig
Bear River Health Department

Mitch Hall
Something Good Inc

Klea Harris
Consultant

Rodney Hopkins
Social Research Institute U of U

Jeani Mulliner
Jordan School District

Craig PoVey
State Division of Substance Abuse
Mental Health

Paula Price
Weber Human Services

Shelley Stevens
Granite School District

Clint Stoevers
Salt Lake School District

Liz Zentner
Utah PTA

PROGRAM 2002 ENHANCEMENT COMMITTEE

Diane Albrechtsen
Weber County Health Department

Marthanne Argyle
Nebo School District

Julie Brush
Southwest Prevention Services

Mike Cottam
USOE

Stephanie Cottam
Alpine School District

Kathy Day
Wasatch Prevention Services

Jennifer Edwards
Jordan School District

Anna Griffin
Bear River Health Department

Marty Heiskell
Jordan School District

Karen Hunter
Weber School District

Shar Linford
Consultant

Nikki Lovell
Consultant

Jenna Perego
State Department of Health

Jeani Mulliner
Jordan School District

Paula Price
Weber Human Services

Margaret Pruitt
Central Utah Mental Health

Shelley Stevens
Granite School District

PROGRAM EDITING COMMITTEE

Mike Cottam, USOE

Klea Harris, Consultant

Emily Iizuka, USOE

Shar Linford, Consultant

Jeani Mulliner, Jordan School District

PROGRAM MUSIC COMPONENT

Steve James, Something Good, Inc.

PROGRAM GRAPHIC ARTISTS

Matt Shay, Shay Design and Illustrations

Aaron Anderson, Consultant

Lee Gray, USOE

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Merlin F. Goode

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F. Leon PoVey

August 16, 1934–December 10, 2002

For more information, call (801) 538–7713, or e-mail verne.larsen@schools.utah.gov.

Prevention Dimensions 2010 Re-Write Group

Name Grade School District/Agency

Karlee Adams – Health Dept.
State Department of Health
1458 East 3010 South
SLC, UT 84106
karleeadams@utah.gov

Roxanne Bailey – 5th – Alpine
1008 North 700 West
Orem, Utah, 84057
bail212@alpine.k12.ut.us

Susan Bradshaw –
J. Reuben Clark Law School
Brigham Young University
898 North 1200 East
Provo, Utah 84604
(801) 422-4274

Brandilee Chacon – 2nd – Jordan
9124 Quail Creek Circle
Sandy, Utah 84094
Brandilee.Chacon@jordan.k12.ut.us

Linda Christensen – Kindergarten –
Alpine
616 East 920 North
Orem, UT 84097
lmchristensen@alpine.k12.ut.us

Mike Cottam – Consultant –
Utah State Office of Education
3786 South Lake Mountain Drive,
Saratoga Springs, Utah 84043
(801) 360-5747
jmikecottam@gmail.com

Stephanie Cottam – Counselor –
Alpine
3786 South Lake Mountain Drive,
Saratoga Springs, Utah 84043
scottam@alpine.k12.ut.us

Patricia Denning – 3rd – Jordan
Altara Elementary
800 East 11000 South
Sandy, Utah 84094
(801) 572-7000
patricia.denning@jordan.k12.ut.us

Crystal Englehart – 4th – Washington
1112 North Cedar Boulevard
Cedar City, Utah 8472
cenglehart@pes.washk12.org

Linda Flynn – Counselor –
Snowhorse Elementary
1095 Smith Lane
Kaysville, UT 84037-9653
(801) 402-7350

Shirley Gaither – Kindergarten – Jordan
11438 South River Front Parkway
South Jordan, Utah 84095
shirleygaither@comcast.net

Carol Garrick – 6th – Jordan
10853 Clear Creek Drive
Sandy, UT 84070
carol.garrick@jordan.k12.ut.us
(801) 680-6253

Allen Grunig – Health Department
Bear River Health Department
655 East 1300 North
Logan, UT 84341
allengrunig@utah.gov

Kenessa Haight – 3rd – Granite
4777 South Settler's Way #20
Taylorsville, UT 84123
khaight@graniteschools.org
(801) 898-2959

Klea Harris – Consultant
656 West 40 North
Orem, UT 84058
klea.dawn.harris@gmail.com

Kristi Jones – Health Department
Weber-Morgan Health Department
477 23rd Street
Ogden, UT 84401
kjones@co.weber.ut.us

Verne Larsen
Utah State Office of Education
250 East 500 South
Box 144200
SLC, UT 84114 4200
(801) 538-7713
verne.larsen@schools.utah.gov

Jeani Mulliner – Specialist – Jordan
1261 Country Mile Drive
Riverton, Utah 84065
jeani.mulliner@jordan.k12.ut.us

Tami Munns – 5th – Box Elder
Box 204
Riverside, UT 84334
Tami.Munns@besd.net
(435) 458-9949

John Paynter – 6th – Alpine
257 West 200 North #3
Springville, UT 84663
jpaynter@alpine.k12.ut.us

Terry Perkins – 5th – Millard
P.O. Box 158
Kanosh, Utah 84637
precinct@frontiernet.net

Terri Pettey – 2nd – Granite
11648 South Player Circle
Sandy, Utah 84092
tpettey@graniteschools.org

Diane Reese – 6th – Salt Lake
2817 East 3220 South
Salt Lake City, UT 84109
Diane.Reese@slc.k12.ut.us
(801) 484-4815

Joani Richardson – 1st – Jordan
816 East Drystone Avenue
Sandy, Utah 84094
joani.richardson@jordan.k12.ut.us
(801) 572 0815 home
(801) 572 7000 school

Wendy Wilson – 6th – Granite
1264 Pitchfork Road
Murray, Utah 84123
wwilson@graniteschools.org

Brittany Wiseman – 1st – Jordan
3586 South 2445 East. #A
Salt Lake City, UT 84109
brittany.wiseman@jordan.k12.ut.us

Alison Wuthrich – Kindergarten – Box
Elder
Box Elder District
110 Wapiti Loop
Hyrum, UT 84319
Alison.Wuthrich@besd.net

Gloria Yugal – Health Department
Davis County Health Department
22 Sount State
Clearfield, UT 84015
gyugel@daviscountyutah.gov



Prevention Dimensions Overview



Prevention Dimensions (PD) is a set of resource lessons which support the Utah State Office of Education pre-kindergarten through twelfth grade health core and Utah's Safe and Drug-Free Schools and Communities.

The program began in 1982 as a joint effort between the Utah State Division of Substance Abuse, Utah State Department of Health, Utah State Office of Education, and Utah State PTA. Prevention Dimensions is one of the many dimensions of prevention education used by Utah schools and communities to insure the success of Utah students.

The mission of PD is to give students a strong foundation of effective violence and substance abuse prevention skills. The lessons are age-appropriate and meet the objectives through a scope and sequence methodology.

PD is based on the risk and protective factors prevention model identified through research by Drs. David Hawkins and Richard Catalano of the University of Washington. Studies have shown that young people with identified risk factors are more likely to engage in substance abuse and other antisocial behaviors. Conversely, students with strong protective factors are less likely to engage in substance abuse and antisocial behaviors. Lessons are therefore designed to decrease the risk factors and promote protective factors.

PD teacher trainings develop teacher skills to teach proven prevention strategies, impart knowledge, and help students maintain positive prevention attitude.

Statewide surveys conducted by the Utah Division of Substance Abuse indicate the positive outcomes of the PD skill objectives. The PD Steering Committee uses these surveys to identify effectiveness of strategies utilized in the PD lessons and periodically revises lessons to meet current trends. The continual submission of teacher evaluation data will assist PD in moving to a "best practices" program.



Prevention Dimensions revisions include the 1990 alignment of lessons to better assist teachers in integration of prevention as part of the school day; 1994 inclusion of necessary prevention components based on Botvin's life skill research and sophistication of secondary lessons; 1996 music component enhancement project; 1996 inclusion of Search Institutes 40 Developmental Assets; 1999 inclusion of media literacy lessons; 2000-2001 State Health Department inclusion of research-based tobacco lessons; 2002 revision

of lesson content; 2003 formatting and redesign of lesson appearance: 2010 added 3 C's [I care for myself. I care for others. I care for the community.] and training on negotiating and mediation skills; 2010 revised lesson format and content.



Young people can overcome the many risk factors in society when they see positive examples, hear clear and consistent messages and practice healthy living. Prevention Dimensions has become a powerful tool for teachers to increase protective factors in students' lives.

How to use these materials

Prevention Dimensions begins with five foundation lessons that teach core concepts of caring about self, others and the community. These lessons are bracketed in the table of contents and should be taught to students before any other lessons. Teaching these five lessons first will help students identify and express feelings, build skills to solve personal trials and the negative feelings often associated with such life events (called bugs or rocks), make smart choices about personal health and strengthen decision making skills for self and groups. The first five lessons are aligned between grades to insure common vocabulary and core ideas are taught by the entire school. It is suggested that schools choose specific dates to teach each foundation lessons (lesson 1, lesson 2 etc.).

The remaining lessons may be taught in any order. Notice that all the lessons refer to the concepts in the five foundation lessons. Prevention Dimensions is useful in many issues which arise in the typical classroom including making smart decisions: making smart and healthy choices about personal health including abstinence from alcohol, tobacco and other drugs; understanding and expressing thoughts and feelings in constructive and healthy ways; building positive and constructive connections with others; and personalizing skills to stop unhealthy behaviors and adopting more robust and productive alternatives; goal setting; personal safety; mental health awareness; violence prevention; bullying prevention; working together; law and order; ways to resist negative peer pressure; media literacy; building family traditions and much more.

Prevention Dimensions (PD) is both an effective and efficient classroom tool for teachers to provide a comprehensive behavioral health foundation for students. Prevention Dimension is a gem owned and distributed free of charge to Utah educators by the Utah State Office of Education and should be championed by all who want the best outcomes for student success.

A Short Note About Page Formatting



The left hand part of the page lists lesson parts and teacher actions. The lesson introduction, strategies and conclusion are noted as well as actions that the teacher will use to teach various parts of the lesson.



The right hand part of the page organizes the content of the lessons.

Words written in light print are ideas and information for the teacher. They give the teacher background information to use with the lesson.

Words written in normal type are for the teacher to voice to the students. These are words the students will hear and questions they will answer.



The 3 Cs



The 3Cs are central to all the lessons in Prevention Dimensions. You will note a reference to the 3Cs in every lesson and are encouraged to help students understand these concepts.

Formally, Prevention Dimensions used the “3Rs of Respect – Respect self; Respect others; Respect the environment. A review of prevention literature suggested that the concept of respect was often accompanied by a demand. “You will respect me!” Sometimes someone can demand respect and do it with arrogant or demeaning intentions.

Care, according to the literature, is difficult to demand and is more often given. We give care as a choice. It is hard to say, “You will care about me!” and expect to receive more than a cursory feeling of obligation.

Students can and do learn to care about themselves, care about others in their group and care for the community and environment as a whole.

Table of Contents

First Grade



1. “I” Messages	1
Recognize why acceptance of self and others is important for the development of positive attitudes.	
Explore how relationships can contribute to self-worth.	
Demonstrate qualities that help form healthy interpersonal relationships.	
Develop vocabulary that shows respect for self and others.	
2. Bugs and Helpful Heroes	21
Recognize why acceptance of self and others is important for the development of positive attitudes.	
Recognize the health implications of alcohol and tobacco use.	
Determine how building relationships with helpful people can be beneficial.	
Model behaviors that foster healthy interpersonal relationships.	
Explain how carelessness, hurrying, anger, and upset feelings may increase the chance of having an accident.	
3. Builders and Breakers	35
Students will identify and describe different feelings in themselves and others.	
4. Making Smart Choices for Me	47
I STOP'D	
Students will have the skills to solve problems.	
5. Making Smart Choices for Us	61
We Stop'D	
6. Identifying Our Feelings – More practice with “Builders and Breakers”	71
Students will identify and describe different feelings in themselves and others.	
7. One of a Kind – “I Can” – More practice with “Builders and Breakers”	75
Students will recognize personal abilities, talents, and strengths in themselves and in others.	
8. Healthy and Unhealthy Behaviors – More practice with “Builders and Breakers”	81
Students will identify healthy and unhealthy behaviors.	
9. Stress – More practice with “I” messages”	85
Students will identify, recognize and express feelings.	
10. Poisons, Toxins and Pollutants (and Medicines) – More practice with “I STOP'D”	89
Students will compare harmful and helpful substances.	
Students will identify substances that can be both helpful and harmful.	
11. Classroom Courtesy – More practice with “Builders and Breakers”	95
Students will describe how everybody can be helpful.	
Students will recognize individual responsibilities and consequences.	

Table of Contents Continued

First Grade



12. Being a Helper – More practice with “Helpful Heroes” Students will define chores and responsibilities.	101
13. Helping Others – More practice with “Builders and Breakers” Students will identify and practice various ways of helping others.	105
14. Making and Keeping Friends – More practice with “Builders and Breakers” Students will recognize that in order to have friends, one needs to be a friend.	113
15. What Does Respect or Care Mean? – More practice with “Builders and Breakers” Students will explain that respect means to treat people with kindness and treat things appropriately.	117
Music Lyrics	121
Prevention Dimensions References These citations are for all references used in the Prevention Dimension lessons.	153