



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

Health Education 6th Grade

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



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Merlin F. Goode

November 16, 1945–May 23, 2002

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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 a 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 assists PD to become 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/nicotine lessons; 2002

revision of lesson content; 2003 formatting and redesign of lesson appearance; 2010 the 3Rs become the 3Cs [I care about myself, others and 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, 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 time periods to teach each foundation lesson (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/nicotine and other drugs; understanding and expressing thoughts and feelings in constructive and healthy ways; building positive and constructive connections with others; personalizing skills to stop unhealthy behaviors and adopting more robust and productive alternatives; goal setting; personal safety; mental health awareness; violence prevention; bully prevention; law and order; ways to resist negative peer pressure; media literacy; building family traditions and much more.

Prevention Dimensions 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.

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 multiple references 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. It is not likely a person can care about someone without feeling respect. Care is the reason behind respect.

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.



A special note for sixth grade students

The first lesson in the 6th grade Prevention Dimension curriculum will review the major concepts learned from Kindergarten through 5th grade. During the year, we will turn these concepts into projects and service that will improve your classroom, school and community.

- For six years, you have learned about the 3 Cs and practiced skills of caring about yourself, caring about others and caring about your community.
- You know what it takes to be a builder, not a breaker.
- You understand your emotions and can use “I” messages to share with others what you think and feel.
- You can analyze a problem, think through options, choose a plan and get to work to get the project done.
- You know the smart choices to make regarding W/nicotine, alcohol and other poisons, toxins and pollutants.
- You have skills that others don’t have such as setting goals, achieving results, creating meaningful relationships and making a difference in your world.

You will be able to put the knowledge of the 3 Cs into positive action. You will become a person who is truly thought of as a leader, an ambassador and an example of being a builder in the community

A special note for sixth grade teachers

The 6th grade Prevention Dimensions curriculum is centered on student action and leadership. Note the action words in the objectives – model, demonstrate and serve. 6th graders will be challenged to create their own service learning ideas that will make an impact on their own classroom, school or community. Teachers can assist by helping students create positive work and service goals and then facilitating students to achieve those goals.

If students have not had a continual stream of Prevention Dimensions training throughout the past years, you will find five basic lessons that will develop the 3 Cs concepts beginning in lesson three “Don’t Laugh at Me” and ending with lesson eight, “We STOP’D, Making Smart Choices for Us.”

The remainder of the PD lessons in this curriculum were selected by 6th grade teachers to help students with concepts important to 12 and 13 year old youth.



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3.	Don't Laugh at Me Recognize why acceptance of self and others is important for the development of positive attitudes. Explore how relationships can contribute to self-worth. Teach and model qualities that help form healthy interpersonal relationships. Develop vocabulary that shows respect for self and others.	1
4.	Bugs Recognize why acceptance of self and others is important for the development of positive attitudes. Recognize the health implications of alcohol and tobacco/nicotine use. Determine how building relationships with helpful people can be beneficial. Model behaviors that foster healthy interpersonal relationships. Teach someone how carelessness, hurrying, anger, and upset feelings may increase the chance of having an accident.	9
5.	Bully Blockers Develop and model vocabulary that shows respect for self and others.	21
6.	I STOP'D – Making Smart Choices for Me Summarize how communicating with others can help improve overall health. Demonstrate coping behaviors related to grief and loss. Demonstrate constructive ways of managing stress. Demonstrate qualities that help form healthy interpersonal relationships. Explore how relationships can contribute to self-worth. Develop and model vocabulary that shows respect for self and others.	29
7.	WE STOP'D – Making Smart Choices for Us Summarize how communicating with others can help improve overall health. Demonstrate constructive ways of managing stress. Demonstrate qualities that help form healthy interpersonal relationships. Explore how relationships can contribute to self-worth. Develop and model vocabulary that shows respect for self and others.	39
8.	Alcohol: Knowing The Facts! – More practice with “I STOP'D” Identify the effects of alcohol on body organs. Identify effects of alcohol on performance. Identify and demonstrate reasons for not using alcohol.	49
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Recognize the importance of setting short-term, long-term, and lifelong goals. Set some personal short-term, long-term and lifelong goals.	
14. Support Systems – More practice with “Bully Blockers”	81
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