

This document contains identified WVBE Wellness Education Standards and selected links to resources that relate to the mission of ReClaim WV. The links to resources are provided to deepen educator’s knowledge, provide student activities and lesson plans for teachers to help in delivering the WVBE Wellness Education Standards. These links are not intended to fully address the corresponding standard, but serve as a tool as they determine the best way to address each specific standard.

Kindergarten to Grade 2		
Standard Number	Description	Links to Resources
WE.K.10	Explain medication should be avoided without supervised use.	https://www.fda.gov/drugs/understanding-over-counter-medicines/they-grow-teaching-your-children-how-use-medicines-safely#5 ; https://www.fda.gov/drugs/understanding-over-counter-medicines/tips-parents
WE.K.14	Recognize tobacco, alcohol, and other drugs as harmful substances.	https://www.drugabuse.gov/publications/brain-power/grades-k-1/protecting-your-brain-module-5
WE.K.16	Recognize potentially harmful or dangerous situations and explore appropriate refusal skills (e.g., meeting strangers, using harmful substances).	http://archive.ncpc.org/topics/violent-crime-and-personal-safety/strangers.html http://archive.ncpc.org/topics/drug-abuse.html
WE.1.10	Explain why medication should be avoided without adult supervision.	https://www.fda.gov/drugs/understanding-over-counter-medicines/they-grow-teaching-your-children-how-use-medicines-safely#5 ; https://www.fda.gov/drugs/understanding-over-counter-medicines/tips-parents
WE.1.14	Discuss appropriate refusal skills in potentially harmful or dangerous situations (e.g., meeting strangers, using harmful substances).	http://archive.ncpc.org/topics/violent-crime-and-personal-safety/strangers.html http://archive.ncpc.org/topics/drug-abuse.html
WE.2.7	Identify symptoms of poisoning and how to get help.	https://www.mayoclinic.org/first-aid/first-aid-poisoning/basics/art-20056657/
WE.2.11	Describe the harmful effects of tobacco, alcohol, and other drugs.	http://archive.ncpc.org/topics/violent-crime-and-personal-safety/strangers.html http://archive.ncpc.org/topics/drug-abuse.html
WE.2.12	Describe the importance of following directions for taking medicine and only taking medication under adult supervision.	https://www.fda.gov/drugs/understanding-over-counter-medicines/they-grow-teaching-your-children-how-use-medicines-safely#5 ; https://www.fda.gov/drugs/understanding-over-counter-medicines/tips-parents

Grades 3 - 5

Standard Number	Description	Links to Resources
WE.3.9	Demonstrate decision-making skills to avoid unhealthy risk-taking behaviors (e.g., swimming alone, talking with strangers, taking medicines without adult supervision).	http://archive.ncpc.org/topics/violent-crime-and-personal-safety/strangers.html
WE.3.11	Discuss appropriate and inappropriate uses of over the counter (OTC) and prescription medication.	https://teens.drugabuse.gov/teachers/lessonplans/operation-prevention ; https://www.fda.gov/drugs/understanding-over-counter-medicines/they-grow-teaching-your-children-how-use-medicines-safely#5
WE.3.13	Demonstrate appropriate refusal skills (e.g., clear "no" statement, walk away, repeat refusal).	https://www.educationworld.com/a_lesson/00-2/lp2195.shtml
WE.4.8	Discuss the improper use and abuse of drugs.	https://teens.drugabuse.gov/teachers/lessonplans/operation-prevention ; https://www.nsc.org/home-safety/safety-topics/child-safety/medicine
WE.4.14	Define risk-taking behaviors and resulting consequences.	http://archive.ncpc.org/resources/files/pdf/drug-abuse/elementary-drug-prevention-part1.pdf
WE.5.3	Recognize potentially dangerous situations (e.g., bullying, harassment, drug use, criminal activities) and know how to obtain help.	https://www.commonsense.org/education/articles/teachers-essential-guide-to-cyberbullying-prevention https://www.commonsense.org/education/articles/teachers-essential-guide-to-cyberbullying-prevention#What%20lesson%20plans%20and%20classroom%20resources%20are%20available%20to%20address%20cyberbullying? https://www.responsibility.org/prevent-underage-drinking
WE.5.7	Identify legal and illegal drugs.	https://teens.drugabuse.gov/teachers/lessonplans/operation-prevention
WE.5.9	Discuss how media may influence future behaviors (e.g., tobacco and alcohol use, violence, relationships).	https://www.fda.gov/consumers/consumer-updates/fdas-smoking-prevention-campaigns-reaching-teens-where-they-live

WE.5.12	Demonstrate refusal skills to avoid risky behaviors or situations (e.g., drug use, criminal activity, being alone with a stranger, inappropriate digital communication).	http://www.nea.org/tools/practice-saying-no.html
WE.5.17	Identify strategies to change unhealthy behaviors.	https://www.uen.org/preventiondimensions/downloads/lessons/first/Lesson8-HealthyandUnhealthyBehaviors.pdf

Grades 6 - 8

In accordance with W. Va. Code §18-2-9:

- In the subject of health education in any of the grades six through twelve as considered appropriate by the county board shall include at least sixty minutes of instruction for each student on the dangers of opioid use, the additive characteristics of opioids, and safer alternatives to treat pain.

Standard Number	Description	Links to Resources
WE.6.2	List short-term and long-term effects of alcohol, drugs, and tobacco.	https://www.nih.gov/news-events/news-releases/teen-e-cigarette-use-doubles-since-2017 CATCH My Breath E-Cigarette & JUUL Prevention Program https://www.drugabuse.gov/publications/drugs-brains-behavior-science-addiction/preface https://teens.drugabuse.gov/teachers/lessonplans/empowering-teens-nida-toolkit-out-school-time https://www.responsibility.org/prevent-underage-drinking
WE.6.5	Describe how family health history, hereditary factors, and personal lifestyle choices impact personal health.	https://www.hhs.gov/ash/oah/adolescent-development/healthy-relationships/healthy-friendships/peer-pressure/index.html
WE.6.8	Analyze how media messages influence choices on health behaviors (e.g., tobacco, drugs, alcohol, eating disorders, etc.).	https://www.fda.gov/consumers/consumer-updates/fdas-smoking-prevention-campaigns-reaching-teens-where-they-live CATCH My Breath E-Cigarette & JUUL Prevention Program
WE.6.9	Analyze advertiser influences on consumer choices (e.g., brand names, fads).	http://mediasmarts.ca/sites/mediasmarts/files/pdfs/lesson-plan/Lesson_Advertising_All_Around_Us.pdf
WE.6.11	Explain the influence of personal values, beliefs, and culture on health practices and behaviors.	https://www.civiced.org/resources/curriculum/lesson-plans/1785
WE.6.12	Explain how peers, school, and community can impact personal health practices and behaviors.	https://www.fda.gov/consumers/consumer-updates/fdas-smoking-prevention-campaigns-reaching-teens-where-they-live

		https://www.hhs.gov/ash/oah/adolescent-development/healthy-relationships/healthy-friendships/peer-pressure/index.html https://teens.drugabuse.gov/blog/post/why-does-peer-pressure-influence-teens-try-drugs https://www.civiced.org/resources/curriculum/lesson-plans/1785
WE.6.15	Analyze the validity of health information, products, and services.	https://ods.od.nih.gov/Health Information/How To Evaluate Health Information on the Internet Questions and Answers.aspx
WE.6.16	Identify sources of valid health information.	https://ods.od.nih.gov/Health Information/How To Evaluate Health Information on the Internet Questions and Answers.aspx
WE.6.17	Describe situations that may require professional health services (e.g., drug addiction, suicide prevention, sudden illness, accidents).	
WE.6.18	Recognize the dangers of opioid use, the addictive characteristics of opioids, and safer alternatives to treat pain.	https://teens.drugabuse.gov/teachers/lessonplans/empowering-teens-nida-toolkit-out-school-time https://teens.drugabuse.gov/teachers/lessonplans#/results/all http://headsup.scholastic.com/teachers/teaching-guide https://www.operationprevention.com/virtual-field-trip
WE.6.19	Demonstrate effective verbal and non-verbal communication skills (e.g., refusal skills, body language, restating).	https://www.fda.gov/consumers/consumer-updates/fdas-smoking-prevention-campaigns-reaching-teens-where-they-live
WE.6.20	Describe a variety of positive coping mechanisms and conflict resolution skills to deal with difficult situations.	http://creducation.net/resources/CR Guidelines and 10 CR lessons FCPS.pdf
WE.6.22	Explain refusal and negotiation skills to avoid or reduce risks of dangerous situations.	https://www.uen.org/preventiondimensions/downloads/lessons/fifth/Lesson7-RefusalSkills.pdf
WE.6.25	Describe potential outcomes when making health-related decisions (obesity, alcoholism, drug dependence) for self and others.	https://www.fda.gov/consumers/consumer-updates/teens-and-steroids-dangerous-combo ; https://www.fda.gov/consumers/consumer-updates/fdas-smoking-prevention-campaigns-reaching-teens-where-they-live http://headsup.scholastic.com/teachers/teaching-guide
WE.6.27	Examine multiple options and differentiate between healthy and unhealthy choices when making decisions.	https://www.fda.gov/consumers/consumer-updates/teens-and-steroids-dangerous-combo
WE.6.38	Discuss ways health messages can be altered depending on the audience.	https://www.scholastic.com/teachers/lesson-plans/teaching-content/pictures-and-slogans-persuade-audience/

WE.6.39	Explain how to influence others to make positive health choices.	http://wvsadd.org/ https://teens.drugabuse.gov/blog/post/why-does-peer-pressure-influence-teens-try-drugs
WE.6.40	Discuss results of national or state youth risk behavior survey information.	https://www.fda.gov/consumers/consumer-updates/teens-and-steroids-dangerous-combo
WE.7.2	Analyze the effects of risky lifestyle behaviors on body systems and general wellness.	https://www.fda.gov/consumers/consumer-updates/teens-and-steroids-dangerous-combo
WE.7.5	Explain short-term and long-term effects of alcohol, drug, and tobacco use.	https://teens.drugabuse.gov/teachers/nida-toolkit https://www.responsibility.org/prevent-underage-drinking
WE.7.8	Research the dangers of opioid use, the addictive characteristics of opioids, and safer alternatives to treat pain.	http://headsup.scholastic.com/teachers/teaching-guide https://www.operationprevention.com/virtual-field-trip https://www.pbs.org/inthemix/educators/lessons/drugabuse1/
WE.7.9	Compare and contrast the influence of peers, community, and cultural beliefs on health behaviors.	http://wvsadd.org/; https://www.fda.gov/consumers/consumer-updates/fdas-smoking-prevention-campaigns-reaching-teens-where-they-live https://teens.drugabuse.gov/blog/post/why-does-peer-pressure-influence-teens-try-drugs https://www.civiced.org/resources/curriculum/lesson-plans/1785
WE.7.10	Debate how messages from the media and advertising can influence health behaviors.	https://www.fda.gov/consumers/consumer-updates/teens-and-steroids-dangerous-combo; https://www.fda.gov/consumers/consumer-updates/fdas-smoking-prevention-campaigns-reaching-teens-where-they-live https://www.operationprevention.com/virtual-field-trip https://www.pbs.org/inthemix/educators/lessons/drugabuse1/
WE.7.13	Determine the intent of media messages about alcohol, tobacco, and other drugs (e.g., alcoholic beverage commercials, prescription, and OTC drugs).	https://www.fda.gov/consumers/consumer-updates/teens-and-steroids-dangerous-combo;

		https://www.fda.gov/consumers/consumer-updates/fdas-smoking-prevention-campaigns-reaching-teens-where-they-live http://www.scholastic.com/otc-med-safety/
WE.7.15	Examine the influence of the family on the health of adolescents (e.g., smoking, drinking, drug use, meal plans).	https://www.pbs.org/inthemix/educators/lessons/drugabuse1/ https://www.responsibility.org/prevent-underage-drinking
WE.7.17	Identify valid health information from a variety of sources (e.g., home, community, internet).	https://ods.od.nih.gov/Health_Information/How_To_Evaluate_Health_Information_on_the_Internet_Questions_and_Answers.aspx
WE.7.21	Analyze the effectiveness of a variety of positive coping mechanisms/conflict resolution skills (e.g., peer mediation, non-violent strategies to deal with upset feelings and difficult situations).	http://wvsadd.org/
WE.7.22	Give examples of refusal and negotiation skills to avoid health risks.	https://www.uen.org/preventiondimensions/downloads/lessons/fifth/Lesson7-RefusalSkills.pdf
WE.7.26	Role-play situations and practice positive decision-making concerning alcohol, tobacco and other drugs.	https://www.fda.gov/consumers/consumer-updates/teens-and-steroids-dangerous-combo https://www.pbs.org/inthemix/educators/lessons/drugabuse1/ https://www.responsibility.org/prevent-underage-drinking
WE.7.37	Explain why making positive health choices will influence others.	https://teens.drugabuse.gov/blog/post/why-does-peer-pressure-influence-teens-try-drugs
WE.7.38	Analyze results of national or state youth risk behavior survey information.	https://www.fda.gov/consumers/consumer-updates/teens-and-steroids-dangerous-combo
WE.8.2	Analyze the effects of risky behaviors on body systems and wellness (e.g., substance abuse, processed and high sugar foods).	https://www.fda.gov/consumers/consumer-updates/teens-and-steroids-dangerous-combo https://teens.drugabuse.gov/blog https://www.operationprevention.com/virtual-field-trip
WE.8.6	Identify cultural influences on health behaviors (e.g., nutrition, hygiene, relationships, medical, drug use).	https://www.fda.gov/consumers/consumer-updates/teens-and-steroids-dangerous-combo https://www.responsibility.org/prevent-underage-drinking
WE.8.10	Research how health information, products, and services are financed (e.g., government, consumers, trusts).	https://ods.od.nih.gov/Health_Information/How_To_Evaluate_Health_Information_on_the_Internet_Questions_and_Answers.aspx https://www.pbs.org/inthemix/educators/lessons/drugabuse1/

WE.8.12	Evaluate the dangers of opioid use, the addictive characteristics of opioids, and safer alternatives to treat pain.	https://www.operationprevention.com/virtual-field-trip
WE.8.14	Develop a variety of positive coping mechanisms/conflict resolution skills (e.g., negotiation, peer-mediation, non-violent strategies).	http://wvsadd.org/
WE.8.15	Compare and contrast various refusal and negotiation skills to avoid or reduce risky and harmful health behaviors (e.g., pregnancy, drunk driving, STDs/STIs, dating violence, harassment, alcohol, tobacco, and other drugs).	https://teens.drugabuse.gov/blog/post/why-does-peer-pressure-influence-teens-try-drugs https://www.pbs.org/inthemix/educators/lessons/drugabuse1/
WE.8.17	Develop healthy practices regarding health-related issues (e.g., nutrition, weight control, exercise, prescription drugs).	https://www.fda.gov/consumers/consumer-updates/teens-and-steroids-dangerous-combo
WE.8.18	Predict potential outcomes of health-related decisions (e.g., alcohol, tobacco, and other drug use, nutrition, seatbelts and positioning in various modes of transportation).	https://www.fda.gov/consumers/consumer-updates/teens-and-steroids-dangerous-combo http://headsup.scholastic.com/teachers/teaching-guide https://www.operationprevention.com/virtual-field-trip https://www.pbs.org/inthemix/educators/lessons/drugabuse1/ https://www.responsibility.org/prevent-underage-drinking
WE.8.22	Assess personal health practices (e.g., safety, diet, exercise, sleep, alcohol, tobacco, and other drug use).	https://www.responsibility.org/prevent-underage-drinking
WE.8.28	Explain protective behaviors used to avoid and reduce threatening situations (e.g., anger, bullying, harassment, gang membership, eating disorders).	http://wvsadd.org/ https://www.commonsense.org/education/articles/teachers-essential-guide-to-cyberbullying-prevention https://www.commonsense.org/education/articles/teachers-essential-guide-to-cyberbullying-prevention#What%20lesson%20plans%20and%20classroom%20resources%20are%20available%20to%20address%20cyberbullying?
WE.8.34	Explain how to encourage others to make positive health choices	http://wvsadd.org/ https://www.operationprevention.com/virtual-field-trip https://teens.drugabuse.gov/blog/post/why-does-peer-pressure-influence-teens-try-drugs

WE.8.35	Explain the need for legislation to protect and promote personal safety and health (e.g., traffic laws, health departments).	https://www.civiced.org/resources/curriculum/lesson-plans/1785
WE.8.37	Analyze results of national or state youth risk behavior survey information.	https://www.fda.gov/consumers/consumer-updates/teens-and-steroids-dangerous-combo

High School

In accordance with W. Va. Code §18-2-9:

- In the subject of health education in any of the grades six through twelve as considered appropriate by the county board shall include at least sixty minutes of instruction for each student on the dangers of opioid use, the additive characteristics of opioids, and safer alternatives to treat pain.

Standard Number	Description	Links to Resources
HE.3	Analyze and interpret ways public health and social policies, along with government regulations, influence health promotion and disease prevention (e.g., local, state, federal, and world health organizations).	https://www.fda.gov/consumers/consumer-updates/fdas-smoking-prevention-campaigns-reaching-teens-where-they-live
HE.7	Analyze how personal health behaviors/choices affect the function of body systems in preventing premature death (e.g. lifestyle choices, chronic disease).	https://www.fda.gov/consumers/consumer-updates/teens-and-steroids-dangerous-combo http://headsup.scholastic.com/teachers/teaching-guide https://www.operationprevention.com/virtual-field-trip https://learning.blogs.nytimes.com/2005/03/18/foul-ball/
HE.8	Evaluate how media of all forms can impact personal, family, community and national health (e.g. validation of sources, technology's impact on modern communication).	https://www.fda.gov/consumers/consumer-updates/teens-and-steroids-dangerous-combo ; https://www.fda.gov/consumers/consumer-updates/fdas-smoking-prevention-campaigns-reaching-teens-where-they-live https://www.operationprevention.com/virtual-field-trip https://www.pbs.org/inthemix/educators/lessons/drugabuse1/

HE.11	Analyze the impact peer influences have on healthy and unhealthy behaviors.	http://wvsadd.org/; https://www.fda.gov/consumers/consumer-updates/fdas-smoking-prevention-campaigns-reaching-teens-where-they-live; https://www.hhs.gov/ash/oah/adolescent-development/healthy-relationships/healthy-friendships/peer-pressure/index.html https://teens.drugabuse.gov/blog/post/why-does-peer-pressure-influence-teens-try-drugs https://www.common sense.org/education/articles/teachers-essential-guide-to-cyberbullying-prevention https://www.common sense.org/education/articles/teachers-essential-guide-to-cyberbullying-prevention#What%20lesson%20plans%20and%20classroom%20resources%20are%20available%20to%20address%20cyberbullying? https://www.operationprevention.com/virtual-field-trip https://www.pbs.org/inthemix/educators/lessons/drugabuse1/
HE.16	Describe healthy ways to express emotions, needs, and desires in different situations (e.g. sportsmanship, relationships, death, dying and grief).	http://wvsadd.org/ https://teens.drugabuse.gov/blog/post/why-does-peer-pressure-influence-teens-try-drugs
HE.18	Identify potentially harmful situations and devise strategies and develop skills to avoid such situations through refusal, negotiation, and collaboration skills (e.g., violence and abuse situations, peer mediation, conflict resolution, support groups, “I” statements).	https://www.hhs.gov/ash/oah/adolescent-development/healthy-relationships/healthy-friendships/peer-pressure/index.html https://learning.blogs.nytimes.com/2005/03/18/foul-ball/ https://www.pbs.org/inthemix/educators/lessons/drugabuse1/
HE.21	Analyze the effects of potentially harmful decisions that impact health and the effect these decisions have on family, community, and self (e.g., drugs, STDs/STIs, teen pregnancy/parenting).	http://headsup.scholastic.com/teachers/teaching-guide https://www.operationprevention.com/virtual-field-trip https://www.pbs.org/inthemix/educators/lessons/drugabuse1/

HE.22	Evaluate mechanisms and decision making processes to formulate alternatives to health-related issues or problems (e.g., refusal skills, defense/coping mechanisms).	http://wvsadd.org/
HE.23	Evaluate the effectiveness of health-related decisions (e.g., risk behavior inventories, Youth Risk Behavior Survey- YRBS data).	https://www.fda.gov/consumers/consumer-updates/teens-and-steroids-dangerous-combo
HE.30	List examples and explain short and long-term impacts of health decisions on the individual, family and community.	https://www.fda.gov/consumers/consumer-updates/teens-and-steroids-dangerous-combo https://www.operationprevention.com/virtual-field-trip https://learning.blogs.nytimes.com/2005/03/18/foul-ball/ https://www.pbs.org/inthemix/educators/lessons/drugabuse1/ https://www.responsibility.org/prevent-underage-drinking
HE.36	Present on the dangers of opioid use, the addictive characteristics of opioids, and explore safer alternatives to treat pain.	http://headsup.scholastic.com/teachers/teaching-guide https://www.operationprevention.com/virtual-field-trip
HE.38	Demonstrate the ability to adapt health messages to characteristics of a particular audience (e.g. peer education, projects, role play).	https://www.fda.gov/consumers/consumer-updates/fdas-smoking-prevention-campaigns-reaching-teens-where-they-live https://www.pbs.org/inthemix/educators/lessons/drugabuse1/ https://www.responsibility.org/prevent-underage-drinking
HE.42	Analyze the results of national youth risk behavior surveys.	https://www.cdc.gov/healthyyouth/data/yrbs/index.htm