

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.

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

## 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).	<a href="http://archive.ncpc.org/topics/violent-crime-and-personal-safety/strangers.html">http://archive.ncpc.org/topics/violent-crime-and-personal-safety/strangers.html</a>
WE.3.11	Discuss appropriate and inappropriate uses of over the counter (OTC) and prescription medication.	<a href="https://teens.drugabuse.gov/teachers/lessonplans/operation-prevention">https://teens.drugabuse.gov/teachers/lessonplans/operation-prevention</a> ; <a href="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/they-grow-teaching-your-children-how-use-medicines-safely#5</a>
WE.3.13	Demonstrate appropriate refusal skills (e.g., clear "no" statement, walk away, repeat refusal).	<a href="https://www.educationworld.com/a_lesson/00-2/lp2195.shtml">https://www.educationworld.com/a_lesson/00-2/lp2195.shtml</a>
WE.4.8	Discuss the improper use and abuse of drugs.	<a href="https://teens.drugabuse.gov/teachers/lessonplans/operation-prevention">https://teens.drugabuse.gov/teachers/lessonplans/operation-prevention</a> ; <a href="https://www.nsc.org/home-safety/safety-topics/child-safety/medicine">https://www.nsc.org/home-safety/safety-topics/child-safety/medicine</a>
WE.4.14	Define risk-taking behaviors and resulting consequences.	<a href="http://archive.ncpc.org/resources/files/pdf/drug-abuse/elementary-drug-prevention-part1.pdf">http://archive.ncpc.org/resources/files/pdf/drug-abuse/elementary-drug-prevention-part1.pdf</a>
WE.5.3	Recognize potentially dangerous situations (e.g., bullying, harassment, drug use, criminal activities) and know how to obtain help.	<a href="https://www.commonsense.org/education/articles/teachers-essential-guide-to-cyberbullying-prevention">https://www.commonsense.org/education/articles/teachers-essential-guide-to-cyberbullying-prevention</a>  <a href="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.commonsense.org/education/articles/teachers-essential-guide-to-cyberbullying-prevention#What%20lesson%20plans%20and%20classroom%20resources%20are%20available%20to%20address%20cyberbullying?</a>  <a href="https://www.responsibility.org/prevent-underage-drinking">https://www.responsibility.org/prevent-underage-drinking</a>
WE.5.7	Identify legal and illegal drugs.	<a href="https://teens.drugabuse.gov/teachers/lessonplans/operation-prevention">https://teens.drugabuse.gov/teachers/lessonplans/operation-prevention</a>
WE.5.9	Discuss how media may influence future behaviors (e.g., tobacco and alcohol use, violence, relationships).	<a href="https://www.fda.gov/consumers/consumer-updates/fdas-smoking-prevention-campaigns-reaching-teens-where-they-live">https://www.fda.gov/consumers/consumer-updates/fdas-smoking-prevention-campaigns-reaching-teens-where-they-live</a>

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).	<a href="http://www.nea.org/tools/practice-saying-no.html">http://www.nea.org/tools/practice-saying-no.html</a>
WE.5.17	Identify strategies to change unhealthy behaviors.	<a href="https://www.uen.org/preventiondimensions/downloads/lessons/first/Lesson8-HealthyandUnhealthyBehaviors.pdf">https://www.uen.org/preventiondimensions/downloads/lessons/first/Lesson8-HealthyandUnhealthyBehaviors.pdf</a>

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

		<a href="https://www.hhs.gov/ash/oah/adolescent-development/healthy-relationships/healthy-friendships/peer-pressure/index.html">https://www.hhs.gov/ash/oah/adolescent-development/healthy-relationships/healthy-friendships/peer-pressure/index.html</a>  <a href="https://teens.drugabuse.gov/blog/post/why-does-peer-pressure-influence-teens-try-drugs">https://teens.drugabuse.gov/blog/post/why-does-peer-pressure-influence-teens-try-drugs</a>  <a href="https://www.civiced.org/resources/curriculum/lesson-plans/1785">https://www.civiced.org/resources/curriculum/lesson-plans/1785</a>
WE.6.15	Analyze the validity of health information, products, and services.	<a href="https://ods.od.nih.gov/Health%20Information/How%20To%20Evaluate%20Health%20Information%20on%20the%20Internet%20Questions%20and%20Answers.aspx">https://ods.od.nih.gov/Health Information/How To Evaluate Health Information on the Internet Questions and Answers.aspx</a>
WE.6.16	Identify sources of valid health information.	<a href="https://ods.od.nih.gov/Health%20Information/How%20To%20Evaluate%20Health%20Information%20on%20the%20Internet%20Questions%20and%20Answers.aspx">https://ods.od.nih.gov/Health Information/How To Evaluate Health Information on the Internet Questions and Answers.aspx</a>
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.	<a href="https://teens.drugabuse.gov/teachers/lessonplans/empowering-teens-nida-toolkit-out-school-time">https://teens.drugabuse.gov/teachers/lessonplans/empowering-teens-nida-toolkit-out-school-time</a> <a href="https://teens.drugabuse.gov/teachers/lessonplans#/results/all">https://teens.drugabuse.gov/teachers/lessonplans#/results/all</a>  <a href="http://headsup.scholastic.com/teachers/teaching-guide">http://headsup.scholastic.com/teachers/teaching-guide</a>  <a href="https://www.operationprevention.com/virtual-field-trip">https://www.operationprevention.com/virtual-field-trip</a>
WE.6.19	Demonstrate effective verbal and non-verbal communication skills (e.g., refusal skills, body language, restating).	<a href="https://www.fda.gov/consumers/consumer-updates/fdas-smoking-prevention-campaigns-reaching-teens-where-they-live">https://www.fda.gov/consumers/consumer-updates/fdas-smoking-prevention-campaigns-reaching-teens-where-they-live</a>
WE.6.20	Describe a variety of positive coping mechanisms and conflict resolution skills to deal with difficult situations.	<a href="http://creducation.net/resources/CR_Guidelines_and_10_CR_lessons_FCPS.pdf">http://creducation.net/resources/CR Guidelines and 10 CR lessons FCPS.pdf</a>
WE.6.22	Explain refusal and negotiation skills to avoid or reduce risks of dangerous situations.	<a href="https://www.uen.org/preventiondimensions/downloads/lessons/fifth/Lesson7-RefusalSkills.pdf">https://www.uen.org/preventiondimensions/downloads/lessons/fifth/Lesson7-RefusalSkills.pdf</a>
WE.6.25	Describe potential outcomes when making health-related decisions (obesity, alcoholism, drug dependence) for self and others.	<a href="https://www.fda.gov/consumers/consumer-updates/teens-and-steroids-dangerous-combo">https://www.fda.gov/consumers/consumer-updates/teens-and-steroids-dangerous-combo</a> ; <a href="https://www.fda.gov/consumers/consumer-updates/fdas-smoking-prevention-campaigns-reaching-teens-where-they-live">https://www.fda.gov/consumers/consumer-updates/fdas-smoking-prevention-campaigns-reaching-teens-where-they-live</a>  <a href="http://headsup.scholastic.com/teachers/teaching-guide">http://headsup.scholastic.com/teachers/teaching-guide</a>
WE.6.27	Examine multiple options and differentiate between healthy and unhealthy choices when making decisions.	<a href="https://www.fda.gov/consumers/consumer-updates/teens-and-steroids-dangerous-combo">https://www.fda.gov/consumers/consumer-updates/teens-and-steroids-dangerous-combo</a>
WE.6.38	Discuss ways health messages can be altered depending on the audience.	<a href="https://www.scholastic.com/teachers/lesson-plans/teaching-content/pictures-and-slogans-persuade-audience/">https://www.scholastic.com/teachers/lesson-plans/teaching-content/pictures-and-slogans-persuade-audience/</a>

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

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

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

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

### 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).	<a href="https://www.fda.gov/consumers/consumer-updates/fdas-smoking-prevention-campaigns-reaching-teens-where-they-live">https://www.fda.gov/consumers/consumer-updates/fdas-smoking-prevention-campaigns-reaching-teens-where-they-live</a>
HE.7	Analyze how personal health behaviors/choices affect the function of body systems in preventing premature death (e.g. lifestyle choices, chronic disease).	<a href="https://www.fda.gov/consumers/consumer-updates/teens-and-steroids-dangerous-combo">https://www.fda.gov/consumers/consumer-updates/teens-and-steroids-dangerous-combo</a> <a href="http://headsup.scholastic.com/teachers/teaching-guide">http://headsup.scholastic.com/teachers/teaching-guide</a> <a href="https://www.operationprevention.com/virtual-field-trip">https://www.operationprevention.com/virtual-field-trip</a> <a href="https://learning.blogs.nytimes.com/2005/03/18/foul-ball/">https://learning.blogs.nytimes.com/2005/03/18/foul-ball/</a>
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).	<a href="https://www.fda.gov/consumers/consumer-updates/teens-and-steroids-dangerous-combo">https://www.fda.gov/consumers/consumer-updates/teens-and-steroids-dangerous-combo</a> ; <a href="https://www.fda.gov/consumers/consumer-updates/fdas-smoking-prevention-campaigns-reaching-teens-where-they-live">https://www.fda.gov/consumers/consumer-updates/fdas-smoking-prevention-campaigns-reaching-teens-where-they-live</a> <a href="https://www.operationprevention.com/virtual-field-trip">https://www.operationprevention.com/virtual-field-trip</a> <a href="https://www.pbs.org/inthemix/educators/lessons/drugabuse1/">https://www.pbs.org/inthemix/educators/lessons/drugabuse1/</a>

HE.11	Analyze the impact peer influences have on healthy and unhealthy behaviors.	<a href="http://wvsadd.org/">http://wvsadd.org/;</a>  <a href="https://www.fda.gov/consumers/consumer-updates/fdas-smoking-prevention-campaigns-reaching-teens-where-they-live;">https://www.fda.gov/consumers/consumer-updates/fdas-smoking-prevention-campaigns-reaching-teens-where-they-live;</a>  <a href="https://www.hhs.gov/ash/oah/adolescent-development/healthy-relationships/healthy-friendships/peer-pressure/index.html">https://www.hhs.gov/ash/oah/adolescent-development/healthy-relationships/healthy-friendships/peer-pressure/index.html</a>  <a href="https://teens.drugabuse.gov/blog/post/why-does-peer-pressure-influence-teens-try-drugs">https://teens.drugabuse.gov/blog/post/why-does-peer-pressure-influence-teens-try-drugs</a>  <a href="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</a>  <a href="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.common sense.org/education/articles/teachers-essential-guide-to-cyberbullying-prevention#What%20lesson%20plans%20and%20classroom%20resources%20are%20available%20to%20address%20cyberbullying?</a>  <a href="https://www.operationprevention.com/virtual-field-trip">https://www.operationprevention.com/virtual-field-trip</a>  <a href="https://www.pbs.org/inthemix/educators/lessons/drugabuse1/">https://www.pbs.org/inthemix/educators/lessons/drugabuse1/</a>
HE.16	Describe healthy ways to express emotions, needs, and desires in different situations (e.g. sportsmanship, relationships, death, dying and grief).	<a href="http://wvsadd.org/">http://wvsadd.org/</a>  <a href="https://teens.drugabuse.gov/blog/post/why-does-peer-pressure-influence-teens-try-drugs">https://teens.drugabuse.gov/blog/post/why-does-peer-pressure-influence-teens-try-drugs</a>
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).	<a href="https://www.hhs.gov/ash/oah/adolescent-development/healthy-relationships/healthy-friendships/peer-pressure/index.html">https://www.hhs.gov/ash/oah/adolescent-development/healthy-relationships/healthy-friendships/peer-pressure/index.html</a>  <a href="https://learning.blogs.nytimes.com/2005/03/18/foul-ball/">https://learning.blogs.nytimes.com/2005/03/18/foul-ball/</a>  <a href="https://www.pbs.org/inthemix/educators/lessons/drugabuse1/">https://www.pbs.org/inthemix/educators/lessons/drugabuse1/</a>
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).	<a href="http://headsup.scholastic.com/teachers/teaching-guide">http://headsup.scholastic.com/teachers/teaching-guide</a>  <a href="https://www.operationprevention.com/virtual-field-trip">https://www.operationprevention.com/virtual-field-trip</a>  <a href="https://www.pbs.org/inthemix/educators/lessons/drugabuse1/">https://www.pbs.org/inthemix/educators/lessons/drugabuse1/</a>

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