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ABSTRACT

Curricula and programs for alcohol and drug abuse prevention for school districts in the western states is the subject of this directory. The first part of the directory is a brief guide to evaluating substance abuse curricula and programs, accompanied by a sample drug and alcohol curriculum or program review form which divides the selection and evaluation criteria into content, instructional, and physical properties. Part 2, the main portion of the document, is a compilation of descriptions of curricula and programs for drug and alcohol education. Entries are listed alphabetically and each entry contains the following information: title, year of publication, grade levels, type of product (program or curriculum), publisher, length (amount of time to complete, number of units or chapters, etc.), cost, and a brief description. Part 3 is an index of curricula and/or programs arranged by grade level (K-3, 4-6, 7-9, 10-12, college, and adults). Part 4 indexes the curricula and/or programs by publisher. (ABL)

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THE Northwest Regional Educational Laboratory

# PROGRAM REPORT

## Curricula and Programs for

# DRUG AND ALCOHOL EDUCATION

By

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and

Jennifer R. Salmon

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## INTRODUCTION

The Northwest Regional Educational Laboratory (NWREL) is providing this directory of curricula and programs for alcohol and drug abuse prevention for school districts in the western states. This directory is a listing of resources we have identified that are currently available. Many are in use in the western states.

The curricula and programs included have been suggested through interviews with professionals in 65 school districts in this region and reviewing the professional literature.

Our initial search resulted in 140 curricula, programs or resources. We wrote each publisher to verify the information about the materials they published. Those who responded with further information are included in this listing. Some of the publishers had moved with no forwarding address and others failed to respond by the cutoff date for publishing this directory. NWREL does not endorse any of the curricula or programs in this list. If we have excluded a resource, it merely reflects the process we used. We are interested in knowing of other resources which are available. Please complete the form at the end of part one.

The list includes, when available, information on the publisher, grade level, length, cost, and a brief description. Many of these descriptions came from the publisher's catalogs. Materials are classified into three "types": curricula, which are instructional materials to be used in the classroom; programs, which have a broader focus outside the classroom; and resources, which are useful supplements to curricula and programs.

All programs and curricula are listed alphabetically in part two. Part three is an index by grade level and part four is an index by publisher or source of the material.

### YOU CAN HELP!

The first part to this directory is a brief guide to evaluating a drug and alcohol curricula. Included, is a brief checklist for recording your evaluation. Please complete the checklist for the curriculum(a) used in your school. Your responses as well as that of others will be used for a future "consumer's guide" to assist schools in selecting materials.

## PART ONE

### Guide To Evaluating Substance Abuse Curricula and Programs

#### Introduction

With the passage of the Drug-Free Schools and Community Act of 1987, has come renewed national, state and local attention to the concerns for drug and alcohol using and abusing students. This concern, coupled with an infusion of federal monies has led to a renewed interest by schools to examine their prevention and intervention programs.

This guide provides an overview of currently available curricula and programs. We encourage school districts to use a school-based planning process which targets the specific needs of the school and plans accordingly for prevention and intervention before adopting a curriculum. Surveys of student substance use across our region have reinforced the conclusion that students' knowledge, attitudes, and behavior are different from school to school. In some places, drinking of alcohol is the prominent drug of use and abuse and is reinforced by attitudes of family, friends, and students. In other places it is marijuana or cocaine. In some schools there is heavy party use of alcohol while in others there is not.

Selecting and implementing a substance abuse curriculum is unlike any other curriculum review, selection, and installation. Adults within the school must be educated concerning their own attitudes, knowledge, and behavior concerning these issues before adopting a curriculum. One out of two adults and students are impacted with a friend or family member who is abusing alcohol or drugs. Faculty, staff, and administration in every school are not immune from these statistics.

The disease of substance abuse is also the disease of denial--denial that there is a problem with me, in this school, or in this community. Adults in the school, who generally have little experience, must receive training on the impact of chemical abuse on the adults in the community, their children who are students, and on themselves. Statistics reveal that at any one time one out of five students in our schools is a child of an alcoholic parent. These children live with extraordinary pressures, including verbal and physical abuse, alternating rejection and indulgence, and isolation from family or friends for fear of exposure. We would not expect teachers who have not had math training to pick up a curriculum and teach math. Without a thorough understanding of substance use and abuse, we cannot expect teachers or other school personnel to be sufficiently prepared to implement a drug and alcohol curriculum or program.

#### Selecting an Alcohol and Drug Abuse Curriculum or Program

Selecting a curriculum or program is a time consuming task. It involves understanding the purpose and philosophy of the program and the learning objectives at each age level. While some publishers offer a complete scope and sequence from K-12, it may not fit the school's needs and may require more funds than are available. On the other hand, spending more time and buying less expensive, smaller packages may require extensive review by faculty committees and potentially may create redundancy through mixing and matching smaller, inexpensive packages. School staff will have to balance cost and comprehensiveness against greater time and involvement required to select and implement a curriculum. Table 1 provides some general ideas about choosing comprehensive or focused curricula. This table does not represent all curricula since there are certainly inexpensive comprehensive curricula and focused curricula that are considered "spendy."

Table 1

**Balancing Features in Curriculum Selection**

	<u>Positive Features</u>	<u>Negative Features</u>
Comprehensive	No duplication across levels Includes all materials Training required	Generally high cost Some materials not used Length & cost of training
Focused	Responds to an identified need Generally inexpensive	Requires more planning May require additional materials

Generally, a curriculum committee must consider many facets as they consider the adoption of a curriculum. It is not the purpose of this guide to cover all aspects of selecting a curriculum, but to indicate those items that are particularly pertinent in the selection of a drug and alcohol curriculum. The literature on curriculum selection is vast and committees may wish to follow a more general approach based on this literature (Abt, 1970; Blcil, 1975; Fetter, 1978).

In contrast to subject area curriculum selection committees, which are made up of teachers primarily, it is a good idea to include students, parents, and community members in the selection of drug and alcohol curriculum. Sensitivity to community norms and student interests and culture will be enhanced by this wider participation.

We have divided our evaluation criteria into content, instructional, and physical properties.

**Content Properties**

Content consists of the facts, approach, conclusions, skills and attitudes embodied in the materials. It is important that the committee be familiar with the total curriculum in order to evaluate its philosophy, objectives, and approach. The following questions may help:

**The curriculum or program provides modules or approaches at each grade level or the materials fit easily into a comprehensive scope and sequence.**

Recent research has suggested the need for an every grade emphasis on drug abuse prevention in order to make an impact on student attitudes and use (Weisheit, 1983; DiCicco et. al., 1984). While there are many curriculum packages that are comprehensive, their utility may be offset by cost and other factors. If a school is not selecting the complete span of grade-related materials it is important that selection of single units be made with comprehensiveness in mind.

**The curriculum approach is clearly based on recent research.**

Research has now supplied us with strategies that are proven effective in dealing with substance use. Curriculum descriptions should indicate that their approach is based on recent research on alcohol and drug prevention and on developmental psychology and learning theory, e.g., materials are age appropriate, they include a variety of activities, etc. They must include and integrate not only cognitive (e.g., specific, factual information about substances and their effects) and decision-making skills, but also affective or coping and self-esteem materials and behavioral approaches. Refusal skills, the hallmark of the anti-smoking education success should be included. Materials should include a combination of didactic and experiential learning. Finally, while the materials should include the concept that substance use is illegal and harmful, they should present accurate and up-to-date information and not present areas where research is yet equivocal, such as the role of personality in addiction, as facts.

**The goals and instructional objectives are clearly defined and in harmony with community values.**  
In the past, drug and alcohol prevention curriculum suffered from poorly articulated goals and objectives. Curricula should contain clearly defined, in cognitive, affective and behavioral terms, the objectives of each lesson and objectives should be measurable. The organization should be clear and logical. The objectives should lead naturally to activities which are age appropriate, sufficient in variety, and in harmony with community values. For example, visiting the morgue to see accident victims may not be appropriate for many age groups and communities. Also, some affective techniques may require parental support or explanation before implementing.

**The materials are free of sex, race, or ethnic stereotypes.**

One of the interesting features of substance abuse in the 1980s is its sex-neutral aspects. The gender gap in use is narrowing. In some areas, girls are using with the same frequency as boys. The materials should equally identify boys and girls and persons of all races and ethnic groups as non-users, users and abusers. Stereotypes based on ethnic or cultural identity as well as economic or scholastic attainment should be avoided.

**The materials are not time-bound.**

Visuals in textbooks or audiovisual materials which depict students dressed in out-of-date clothing or engaging in out-moded fads should be avoided.

### **Instructional Properties**

**The level of difficulty is appropriate to the grade level.**

Special attention will have to be paid to make sure that the materials are understood by the range of readers at the designated grade levels. Age-appropriate content does not necessarily mean age-appropriate reading level; particularly for the slower readers at each age. Materials and activities designated for an elementary grade, for example, would be inappropriate for slower readers of the ninth grade. Directions for activities and reading materials may be provided for different reading levels at each grade.

**The materials easily fit into the curriculum.**

Most often, the alcohol and drug curriculum will be a part of another course, such as health, social studies, science, or biology. It is important that the materials and content fit easily into the curriculum of that course and do not overwhelm the other materials because of its length, style, and approach of supporting materials. Senior high materials will require greater flexibility since many schools do not have required courses throughout high school.

**There is evidence that the materials are effective.**

Since most curricula experienced major shifts in content and approach corresponding to recent research, publishers have not had the opportunity to do long-term evaluations. Publishers should provide preliminary evidence of ongoing evaluations and provide information on how the school may conduct its own intermediate and long-term evaluation of the curriculum. Evidence to date on many of the curricula suggest changes in attitude or knowledge, but little or no change in behaviors. This is partly due to the inability to have long-term followup evaluation. Student testing materials should be included with the curriculum along with scoring and interpretation guides. Assessments should have good reliability and validity.

**The materials attract and maintain student interest.**

Materials and topics in the curriculum should be presented through a variety of instructional and student involvement strategies. Well designed and age-motivating visuals in harmony with the approach that the school wishes to emphasize should be available. Materials should be of high quality. The approach should foster followup activities in support of community and/or school prevention and intervention programs.

**The materials have been field tested in a variety of schools.**

Evidence of field testing should be provided in a range of sites and across ethnic or cultural groups. Feedback to the developer should be evidenced by alternative approaches or strategies for differing target groups.

### **Physical Properties**

**The publisher makes it easy to preview and purchase the materials without undue pressure.**

Telephone calls or letters to the publisher should receive prompt response. Examination materials should be easily available to preview. Many schools will be ordering curriculum within the next two years so information should be available on ordering and potential time to get materials. Large orders should not present a problem in delivery.

**Teacher training is available and easy to accomplish and teacher manuals are complete.**

Training must be readily available and within time constraints of a school. Some publishers require training and it is given either on site at great expense or offsite irregularly. The tradeoffs for required vs optional training should be examined. The publisher should have a training of trainers course available so that one or two representatives can return to the district to train teachers. Teacher manuals should be complete. If there is no required training, teacher manuals should be complete with sufficient background material, including how to take advantage of community resources.

**The materials are cost effective.**

The cost of the materials should be within school budgets. Materials do not have to be costly, however selecting less costly materials may require a greater investment in coordinating and aligning the more inexpensive curriculum components. Regardless of the curriculum cost, there will be time and effort on the part of many required to adequately implement the curriculum across the grades.

Hidden costs of the curriculum should be examined. For example, the cost for one set of K-12 materials may not be sufficient if all sixth grade teachers implement the instruction at the same time. It should be easy to divide the units so several teachers can implement the curriculum at the same time. Once purchased, materials should be durable and reproduceable. Other hidden costs include replacement of consumable student materials; replacement on non-consumable, e.g., lost or worn, and providing culture specific materials in lieu of the "canned" materials.

**There are suggestions for parent education and involvement.**

Parent education and involvement should be a major theme across the drug and alcohol curriculum. If the curriculum does not specifically offer this, the materials should be easily adapted for parent involvement and education.

**The support materials are targeted and useful.**

Support materials such as films, pamphlets, or games, should be relevant and integral to the curriculum content. They should support the educational objectives of the curriculum and not suffer from being "time bound".

## Conclusion

Selecting an alcohol and drug education curriculum should not occur in isolation from the planning for prevention and intervention within a school and community. It is more complex than other curriculum selection activities because it deals with personal experiences of teachers and students, community norms, and teaching in the affective mode. We have suggested that selection of a curriculum is set in the context of an overall community and school prevention effort. There are numerous excellent materials that have been developed. Those who select the curriculum will have to be sensitive to recent research in the field and the various cognitive, affective and behavioral developmental stages of children and youth.

The time and effort will be worth it. A well placed and evaluated curriculum will be effective in reducing the deleterious impact of drugs and alcohol on our children.

## References

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- DiCicco, L. et. al. (1984). Evaluation of the CASPAR alcohol education curriculum. Journal of Studies in Alcohol. 45, 2. 160-169.
- Fetter, Wayne R. (1978). An evaluation instrument for instructional materials. Educational Technology. 55-56.
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Northwest Regional Educational Laboratory  
Drug and Alcohol Curriculum or Program Review Form

Curriculum Title: \_\_\_\_\_

Publisher: \_\_\_\_\_

Evaluator's Name: \_\_\_\_\_

Position (Subject Taught): \_\_\_\_\_

School: \_\_\_\_\_

Address: \_\_\_\_\_

Date: \_\_\_\_\_ Is this review based on direct observation? Yes No

**Please indicate:**

SA-Strongly Agree A-Agree D-Disagree SD-Strongly Disagree NA-Not applicable/don't know

**CONTENT**

- |    |    |   |   |    |    |   |
|----|----|---|---|----|----|---|
| 1. | SA | A | D | SD | NA | The curriculum or program provides modules or approaches at each grade level or materials easily fit into a complete (K-12) sequence. |
| 2. | SA | A | D | SD | NA | The curriculum is based on recent research:   |
| 3. | SA | A | D | SD | NA | Affective, cognitive and behavioral approaches are integrated.  |
| 4. | SA | A | D | SD | NA | It is stressed that substance abuse is illegal and harmful  |
| 5. | SA | A | D | SD | NA | The goals and instructional objectives are clearly defined.   |
| 6. | SA | A | D | SD | NA | The goals and instructional objectives are in alignment with community values.  |
| 7. | SA | A | D | SD | NA | The materials are free of sex, race, or ethnic stereotypes.   |
| 8. | SA | A | D | SD | NA | The materials are not time-bound.   |

Comments on Content:

**INSTRUCTIONAL PROPERTIES**

- |     |    |   |   |    |    |   |
|-----|----|---|---|----|----|---|
| 9.  | SA | A | D | SD | NA | The level of difficulty is appropriate to the grade level.    |
| 10. | SA | A | D | SD | NA | The materials easily fit into the overall curriculum.         |
| 11. | SA | A | D | SD | NA | There is evidence that the materials are effective.           |
| 12. | SA | A | D | SD | NA | The materials attract and maintain student interest.          |
| 13. | SA | A | D | SD | NA | The materials have been field tested in a variety of schools. |

Comments on instructional properties:

**PHYSICAL PROPERTIES**

14. SA A D SD NA It is easy to preview and purchase the materials.
15. SA A D SD NA Teacher training is available and easy to accomplish.
16. SA A D SD NA The materials are cost effective.
17. SA A D SD NA There are suggestions for parent education and involvement.
18. SA A D SD NA The support materials are targeted and useful.

Comments on physical properties:

**Recommendation:**

19. /\_/ Strongly recommend /\_/Recommend with above notes /\_/ Do not recommend
- 

Northwest Regional Educational Laboratory  
Drug and Alcohol Curriculum Review  
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## Part Two

### DESCRIPTIONS OF CURRICULA AND PROGRAMS FOR DRUG AND ALCOHOL EDUCATION

- Title:** About Drugs: Drug-Education For Grades One-Six
- Year:** 1985
- Grade levels:** K-3, 4-6
- Type:** Curriculum
- Publisher:** San Diego City Schools; Health Services Department; 2716 Marcy Avenue; San Diego, CA 92113-2395; (619)233-7662
- Length:** 5 units per grade
- Cost:** Contact vendor
- Description:** Prevention curriculum helps elementary student to: identify useful/harmful substances; recognize habits; know individual responsibilities; and make good decisions. A kit of materials has been developed which makes use of outside resources, such as: parents, police officers and teen leaders. Kit includes black line masters
- 
- Title:** Adult Education Series
- Year:** 1984
- Grade levels:** Adult
- Type:** Curriculum
- Publisher:** Four Worlds Development Project; University of Lethbridge; 4401 University Drive; Lethbridge, Alberta, T1K 3M4 CANADA
- Length:** 9 units
- Cost:** \$20.50
- Description:** This series of nine discussion guides was designed with the North American Indian in mind. It can be used for any community "core group" interested in exploring the topics of: preventing alcohol and drug abuse; how history has affected native life; the vicious cycle of prejudice; transforming power of a new vision; connection between health and education; human possibility; holistic curriculum for health; community development; and helping your community.

**Title:** AL-CO-HOL for Junior High School  
**Year:** 1978  
**Grade levels:** 7-9  
**Type:** Curriculum  
**Publisher:** Contact your local A.A. Club; Safety/Public Relations Department; (703)222-6344  
**Length:** 5 units; 45 minutes each  
**Cost:** \$3.42 for teacher's guide and instructional materials; .08 for student book.  
**Description:** Uses a variety of team competition activities, including a version of "Hollywood Squares" and crossword puzzles to present factual information about the nature of alcohol and its effects on the mind, the body, and driving skills. Problem drinking symptoms, as well as the influences of peers and advertising are discussed. Decision making and communications skills are encouraged through role playing situations involving alcohol and driving.

**Title:** Alcohol, Drugs, Driving and You  
**Grade levels:** 10-12  
**Type:** Curriculum  
**Publisher:** Wisconsin Clearinghouse; P.O. Box 1468; Madison, WI 53701; (608)263-2797  
**Length:** 5 units/5 days  
**Cost:** \$32.50 teacher's manual; \$2.00 each for student manuals; \$60 for teacher training tape.  
**Description:** Uses structured discussions, debates, and site visits. Guest speakers and role playing are used to study the effect of alcohol on driving, understanding facts and myths, legal processes relating to driving and drinking, alcohol, drugs, and decisions and influencing others; peer resistance, legal consequences and alcohol and drug effects are emphasized.

**Title:** Alcohol and Other Drugs (Self Discovery Series)  
**Year:** 1984  
**Grade levels:** 7-9, 10 12  
**Type:** Curriculum  
**Publisher:** Network Publications; P.O. Box 1830; Santa Cruz, CA 95061-1830;  
(408)429-9822  
**Length:** 15 topics  
**Cost:** \$6.95 student; \$7.95 teacher  
**Description:** This book includes basic facts about alcohol, tobacco, marijuana and other drugs, together with strategies to avoid abusing them. Students use Self-Discovery skills to distinguish between responsible and irresponsible drugs. Illustrated with photographs, drawings and charts, this workbook helps students form their own rules and values while considering the effects their choices have on others. Can be used alone or with Self-Discovery: Developing Skills.

**Title:** As the Vision Blurs  
**Grade levels:** 4-6  
**Type:** Curriculum  
**Publisher:** FLI Learning Systems; P.O. Box 2233; Princeton, NJ 08540; (609) 466-9000  
**Length:** 7 lesson plans  
**Cost:** \$38 each  
**Description:** In this program "Chug" presents more detailed information in a factual, straight-forward manner. The lesson plans address the serious consequences of drunken behavior, the fact that drinking is against the law and that being old enough does not mean one must or should decide to drink.

**Title:** BACCHUS (Boost Alcohol Consciousness Concerning the Health of University Students)

**Grade levels:** College

**Type:** Program

**Publisher:** BACCHUS; 124 Tigert Hall; University of Florida; Gainesville, FL 32611; (904)392-1261

**Description:** BACCHUS has chapters on college campuses in over 35 states. It features a student to student approach which emphasizes the responsible use of alcohol, with special attention given to drinking and driving. The BACCHUS clubs also promote "wellness programs" to provide alternatives to drinking and drugs. BACCHUS booklets include "The BACCHUS Guide to Successful Partying" and "BACCHUS Program Guide" (how to set up a BACCHUS program on your campus).

**Title:** Be Smart! Don't Start!

**Year:** 1987

**Grade levels:** 4-6

**Type:** Program

**Publisher:** National Clearinghouse for Alcohol Information; Box 2345; Dept. BS/DS; Rockville, MD 20852

**Length:** 11 units

**Description:** Program includes 11 units addressing: the effects of alcohol, peer pressure, alternative activities, refusal skills, and the effects of advertising; public service advertisements, and a community action guide.

**Title:** Be Yourself  
**Year:** 1978  
**Grade levels:** 4-6  
**Type:** Curriculum  
**Publisher:** Operation Aware Inc.; 2410 Morris Thomas Road; Duluth, MN 55811; (218)722-6923  
**Length:** 15 30-minute lessons  
**Cost:** \$300.00  
**Description:** The eight 5th grade subjects are: Fronting, Being Misled, Problems, Lying, Stealing, Authority, Friend/Negative Buddy, and Put Downs. Each subject is introduced through teacher led discussions followed by the use of a filmstrip, which illustrates the subject for the day. There are two optional lessons with no filmstrip included. These lessons, "Children of Alcoholic Parents" and "Children of Divorced Parents", deal with family problems. The purpose of the Be Yourself Program is to help students to be "their best selves" by making choices that are right for them, and that do not hurt themselves or others. Teacher Training Workshop is required.

**Title:** Best Prevention: Model Alcohol and Drug Education Program. NHTSA Prevention Guide  
**Grade levels:** K-3, 4-6, 7-9, 10-12  
**Type:** Program  
**Publisher:** National Highway Traffic Safety Administration; 400 Seventh St. SW; Washington, DC 20590  
**Cost:** Available in microfiche from vendor.  
**Description:** This program incorporates existing curricula (Here's Looking At You, Two; Drinking, Driving, Deciding; Family Interaction Program; STARR Project; Natural Helpers; and The Student Assistance Program) into an overall program model for schools and communities. It is a comprehensive manual to starting an alcohol and drug program, including: sample policies, methods for working with families and communities, and sample intervention strategies.

**Title:** CASPAR Alcohol Education Program  
**Year:** 1974; 1986  
**Grade levels:** K-3, 4-6, 7-9, 10-12  
**Type:** Program  
**Publisher:** CASPAR Alcohol Education Program; 226 Highland Avenue; Somerville, MA 02143; (617)623-2080  
**Cost:** \$125.00 grades 3-12  
**Description:** The CASPAR Program uses the Decisions About Drinking and Learning About Alcohol curricula for prevention education in the schools. Referral and peer assistance are part of this program which is recognized by The National Diffusion Network as a program that works. CASPAR has also developed a Peer Leadership Program.

**Title:** Challenges: A Young Man's Journal for Self Awareness and Personal Planning  
**Year:** 1984  
**Grade levels:** 7-9, 10-12, College  
**Type:** Curriculum  
**Publisher:** Network Publications; P.O. Box 1830; Santa Cruz, CA 95061-1830; (408)429-9822  
**Length:** 12 chapters  
**Cost:** \$12.95 (student) \$9.95 (teacher)  
**Description:** Journal/workbook designed to encourage young men to take control of their lives. Includes thought-provoking and practical information about: finances, career opportunities, decision-making, risk-taking, values and skills assessment, marriage and children, and assertiveness. Exercises and individual lessons promote classroom discussions and involve parents.

**Title:** The Changer and the Changed  
**Year:** 1983  
**Grade levels:** 7-9, 10-12  
**Type:** Curriculum  
**Publisher:** Network Publications; P.O. Box 1830; Santa Cruz, CA 95061-1830;  
(408)429-9822  
**Length:** 3 strands; 35 units  
**Cost:** \$11.95 (student); \$14.95 (teacher)  
**Description:** This guide to self-directed behavior change has three parts: the value of change; the need for change, and a way to change (a seven-step process for personal change). It is based on research and has been piloted in 14 schools.

**Title:** Chemical Awareness/Responsive Education (CARF)  
**Year:** 1981  
**Grade levels:** K-3, 4-6, 7-9, 10-12  
**Type:** Program  
**Publisher:** Great Falls Public Schools; Jim Gamell, CARE coordinator; 1100 4th Street South; P.O. Box 2428; Great Falls, MT 59403; (406)791-2299  
**Cost:** Contact vendor  
**Description:** Comprehensive program description based on training by Community Intervention (Minneapolis, MN) and awarded the "1987 Outstanding Student Assistance Program" by the National Association of Student Assistance Programs and Professionals. The program includes prevention, early intervention, crisis intervention, student assistance and staff and community awareness. It is widely adopted in Montana.

**Title:** Children are People School Curriculum  
**Year:** 1987 (Rev.)  
**Grade Levels:** K-3, 4-6  
**Type:** Curriculum  
**Publisher:** Children are People, Inc; 493 Selby Avenue; Saint Paul, MN 55102; (612) 227-4031  
**Length:** 20-30 half-hour lessons  
**Cost:** \$117 (per set, with teacher training); \$150 (set, without teacher training)  
**Description:** The Children Are People Program is based on the belief that schools need to work in partnership with parents and helping professionals to effectively prevent chemical abuse. The curriculum includes lessons which address: self-esteem, peer pressure and healthy peer relationships, problem solving methods, stress, and lack of information about chemicals. It is a comprehensive, sequential curriculum based on research.

**Title:** Choices and Challenges  
**Grade levels:** Adults  
**Type:** Curriculum  
**Publisher:** C. E. Mendez Foundation, Inc; P. O. Box 10059; Tampa, FL 33679; (813)875-2579  
**Length:** 2 hours/4 weeks  
**Cost:** \$495 a person/training  
**Description:** Choices and Challenges is an eight hour program designed for parents of preteens and teenagers to help them learn about substances and to strengthen the family's role in enhancing their child's self-esteem. The course is designed to assist parents in clarifying their attitudes, learning more about good adult role modeling, and better understanding the role they play in setting effective guidelines for kids.

**Title:** Choices: A Teen Woman's Journal for Self-Awareness & Personal Planning  
**Year:** 1983  
**Grade levels:** 7-9, 10-12, College  
**Type:** Curriculum  
**Publisher:** Network Publications; P.O. Box 1830; Santa Cruz, CA 95061-1830;  
(408)429-9822  
**Length:** 12 chapters  
**Cost:** 412.95 (student); \$9.95 (teacher)  
**Description:** Journal/workbook designed to encourage young women to take control of their lives. Includes thought-provoking and practical information about: finances, career opportunities, decision-making, risk-taking, values and skills assessment, marriage and children, and assertiveness. Exercises and individual lessons promote classroom discussions and involve parents.

**Title:** Choices: Learning To Say No  
**Year:** 1985  
**Grade levels:** 10-12  
**Type:** Curriculum  
**Publisher:** Illinois Renewal Institute, Inc; 200 East Wood Street, Suite 250;  
Palatine, IL 60067; 800-922-4474  
**Cost:** \$24.95  
**Description:** This high school prevention curriculum uses a "thinking" approach to the prevention of substance abuse. Lessons include: refusal strategies, effects of abuse and making positive choices.

**Title:** Choosing for Yourself  
**Grade levels:** K-3, 4-6, 7-9, 10-12  
**Type:** Curriculum  
**Publisher:** Shared Learning Inc.; 975 Walnut Street; Suite 216; Cary, NC 27511;  
(919)467-4602  
**Cost:** \$189/level  
**Description:** A multi-disciplinary program to assist students in making healthful, responsible decisions about use of drugs. Four grade level packages allow for a sequentially based curriculum. Content areas include: development of self-awareness, communication skills, drug information, decision-making skills and choosing alternatives to drug use. Student handouts, role plays, mini-lectures, surveys, and small group discussions are among the techniques used.

**Title:** Clear Choices  
**Grade levels:** 7-9  
**Type:** Curriculum  
**Publisher:** C. E. Mendez Foundation, Inc.; P. O. Box 10059; Tampa, FL 33679;  
(813)875-2579  
**Length:** 1 hour for 9 weeks  
**Cost:** \$975 for training and a school kit.  
**Description:** Clear choices equips students with skills and ammunition to say NO. Emphasis is on positive self-esteem and behaviors; effects of drugs; adolescent growth and development; peer pressure; communication; stages of alcohol, etc.

**Title:** Consider the Consequences  
**Grade levels:** 10-12  
**Type:** Curriculum  
**Publisher:** FLI Learning Systems; P.O. Box 2233; Princeton, NJ 08540; (609) 466-9000  
**Length:** 6 lesson plans  
**Cost:** \$265 each  
**Description:** Focuses on teen pressure to drink. Peer pressure responsibility, decision-making, etc. Includes 16 mm film.

**Title:** Coping for Kids  
**Year:** 1987  
**Grade levels:** 4-6, 7-9, 10-12  
**Type:** Curriculum  
**Publisher:** Center for Applied Research in Education, Inc.; P.O. Box 430; West Nyack, NY 10995; (201) 767-5030  
**Length:** 28 units  
**Cost:** \$39.95 (manual and 2 cassettes); \$4.95 (optional student workbook)  
**Description:** Complete stress control program which offers ready-to-use lessons, cassette tapes, and student worksheets to help preteens and teenagers to control the stresses of: test anxiety, "stage fright" before speeches, nervousness about competitions and tryouts, peer pressure, problems about self and appearance, family problems, self-consciousness during adolescence, and pressures of our fast-paced world.

**Title:** CORT Thinking Program

**Grade levels:** K-3, 4-6, 7-9, 10-12, College, Adult

**Type:** Curriculum

**Publisher:** Pergamon Press; Fairview Park; Elmsford, NY 10523; (415)841-7715

**Length:** 6 topics; 10 lessons each

**Cost:** \$185 (\$27-\$31/topic)

**Description:** The CORT Thinking Program, written by Dr. Edward de Bono, is designed to be incorporated easily into the classroom. It teaches students to develop creative solutions to problems; to broaden their perceptions of life situations; to improve expository writing skills; and to renew their interest in their own education. There is teacher training available.

**Title:** D-E-C-I-D-E (The Stanford D-E-C-I-D-E Curriculum)

**Year:** 86 Rev.

**Grade levels:** K-3, 4-6, 7-9, 10-12

**Type:** Curriculum

**Publisher:** Project Pegasus; 703 Welch Road, Suite H4; Palo Alto, CA 94304; (415)321-3727

**Length:** 5-20 units depending on grade level

**Cost:** Contact vendor

**Description:** The D-E-C-I-D-E approach, which is presented in classroom settings, allows students to learn how to make responsible decisions. For grades K-3 only, decision-making skills and good health practices are emphasized; illicit drugs are not mentioned. Lesson plans are provided for each classroom session. A separate high school module is available. The grades 4-8 guide discusses pharmacology, peer influence, respect, communication and trust building with adults, and personal risk decisions and refusal skills.

**Title:** Deciding  
**Year:** 1972  
**Grade levels:** 4-6, 7-9  
**Type:** Curriculum  
**Publisher:** College Board Publications; Dept G95, Box 886; New York, NY 10101  
**Cost:** \$6.00 (Leader's Guide); \$2.50 (Student)  
**Description:** This curriculum assists students in making well informed and well considered decisions about themselves, their education, and their future. The program is a course of study in development of decision making skills that can serve as a basis for a schoolwide decision making curriculum, as a major component in the guidance program, or as part of subject areas such as English, Social Studies, and Health Education.

**Title:** Deciding About Drugs  
**Year:** 1987  
**Grade levels:** 4-6  
**Type:** Curriculum  
**Publisher:** Society for Visual Education, Inc.; 1345 Diversey Parkway; Chicago, IL 60614; (312) 525-1500  
**Cost:** \$159 (filmstrip or VHS versions)  
**Description:** This series focuses on helping kids develop a drug free attitude by getting them to understand that whatever problems they may encounter while growing up, drugs are not the answer. The message is that drugs are for losers, and that each of them is a winner. Each filmstrip ends with an open-ended scenario that students finish themselves, figuring out what they would do if they were in that situation. Class discussion and decision-making activities are included in the teacher's guide as well as in 24 reproducible skill sheets.

**Title:** Decisions About Drinking  
**Year:** 1977  
**Grade levels:** 4-6, 7-9, 10-12  
**Type:** Curriculum  
**Publisher:** ASPAR Alcohol Education Program; 226 Highland Avenue; Somerville, MA 02138; (617)623-2080  
**Length:** 7-10 unit level  
**Cost:** \$125 plus training costs  
**Description:** Alcohol use and decision making are covered during the first six or seven periods, with alcoholism covered only during the last one to three periods, when children who are experiencing family problems will be more ready to accept this information. The curriculum emphasizes high student involvement through participatory activities such as debates, role plays, polls, drawings, and small group discussions. Activities focus on real life issues and situations, and convey repeated and consistent messages about responsible decision making in relation to alcohol use.

**Title:** Decisions About Drug Use: Adolescent Issues Curricula  
**Year:** 1982  
**Grade levels:** 7-9, 10-12  
**Type:** Curriculum  
**Publisher:** Judge Baker Guidance Center; 295 Longwood Avenue; Boston, MA 02115; (617)232-8390  
**Cost:** \$25.00  
**Description:** Part of a curriculum which addresses adolescent issues of: drug use, sexuality, work, law and government.

**Title:** Developing Skills (Self Discovery Series)  
**Year:** 1984  
**Grade levels:** 7-9, 10-12  
**Type:** Curriculum  
**Publisher:** Network Publications; P.O. Box 1830; Santa Cruz, CA 95061-1830; (408)429-9822  
**Length:** 6 topics; 4-7 units/topics  
**Cost:** \$11.95 (student); \$14.95 (teacher).  
**Description:** This book provides strategies designed to help teenagers meet their personal needs and gain self-acceptance without resorting to unhealthy or potentially destructive habits. Photographs, illustrations, charts, activities, questionnaires and real life accounts provide a series of self-directed experiences to enable students to appreciate themselves, set goals, manage stress, build relationships, make decisions and help themselves to change and grow.

**Title:** Development of an Alcohol Education and Traffic Safety Module for Elementary School, Kindergarten Through Sixth Grade  
**Year:** 1982  
**Grade levels:** K-3, 4-6  
**Type:** Curriculum  
**Publisher:** AAA Foundation for Traffic Safety; 8111 Gatehouse Road; Falls Church, VA 22047  
**Length:** 5 units/grade  
**Cost:** Available in ERIC ED 220191, 459 pages  
**Description:** This document provides field tested instructional modules focusing on the use and misuse of alcoholic beverages for students in kindergarten through sixth grade. Modules for each of the seven grade levels consist of five lessons, each including introductory sections describing instructional objectives, content of the lesson, recommended teaching techniques, and materials needed.

**Title:** Drinking, Driving, and Deciding  
**Year:** 1983  
**Grade levels:** 10-12  
**Type:** Curriculum  
**Publisher:** Comprehensive Health Education Foundation; 20832 Pacific Highway South; Seattle, WA 98198; (206)824-2907  
**Length:** 3 topics; 18 hours  
**Cost:** \$85.00  
**Description:** Comprehensive multimedia curriculum to help students make responsible decisions about their use of alcohol, especially as it relates to driving.

**Title:** Drug Education and Deterent Testing (DETER)  
**Year:** 1987  
**Grade levels:** College  
**Type:** Program  
**Publisher:** Dept. of Intercollegiate Athletics, Temple University; McGonigle Hall, Philadelphia, PA 19122; (215) 221-7077  
**Description:** DETER is an alcohol education and drug testing program for college athletes.

**Title:** Drug Education Curriculum  
**Year:** 1982  
**Grade levels:** K-3, 4-6, 7-9, 10-12  
**Type:** Curriculum  
**Publisher:** New York State Education Dept., Bureau of Health and Drug Education Services; Albany, NY 12234; (518) 473-1265  
**Length:** 11-24 units per grade  
**Cost:** Contact vendor  
**Description:** These curriculum guides are part of the School-Community Drug Abuse Prevention Program. The guides include activities to develop positive self concept, communication skills and coping skills. Individual guides available for each grade, K-6; junior high and senior high.

**Title:** Drugs and Alcohol: A Handbook for Young People  
**Year:** 1987  
**Grade levels:** 4-6, 7-9  
**Type:** Curriculum  
**Publisher:** Do It Now Foundation; Box 21126; Phoenix, AZ 85036; (602)257-0797  
**Length:** Discretionary  
**Cost:** \$1.50 each; discount for quantities  
**Description:** Concerns drug education and development of decision making skills regarding drug use. Following an introduction, material is divided into four parts. Part 1, a glossary, defines such basic vocabulary as addiction, overdose, withdrawal, and dependence, and differentiates between narcotics, depressants, stimulants, hallucinogens, and inhalants. Part 2 discusses various drugs, including alcohol, marijuana, speed, cocaine, hallucinogens, and narcotics. The derivations of these drugs and their physical and mental effects are discussed. Parts 3 and 4 focus on why people take drugs and factors the individual should consider when faced with the opportunity to take drugs.



**Title:** Drugs, Kids, and Schools  
**Year:** 1980  
**Grade levels:** 4-6, 7-9, 10-12  
**Type:** Curriculum  
**Publisher:** Scott, Foresman and Company; 1900 E. Lake Avenue, Glenview, IL 60025; (312)729-3000  
**Length:** 30 activities  
**Description:** This useful reference text, by Diane Jane Tessler, assists educators in understanding alcohol and drug abuse and how to cope with abusing students in their classrooms. There are 30 activities and lists of resources for classroom ideas.

**Title:** Eight-thirty Monday Morning  
**Year:** 1981 (Rev.)  
**Grade levels:** 10-12  
**Type:** Curriculum  
**Publisher:** Alcohol Research Information Service; 1120 East Oakland Avenue; Lansing, MI 48906; (517)485-9900  
**Length:** 6 topics; 21 activities  
**Cost:** \$39.95plus shipping  
**Description:** This alcohol prevention curriculum has six typical areas. The Life Styles section handles peer relationships and the influence of media. There are also sections on decision-making, values, and self-esteem. Alternatives to drinking and prevention ideas are also covered.

**Title:** Family Activity Book  
**Grade levels:** K-3, 4-6, 7-9, 10-12, Adult  
**Type:** Curriculum  
**Publisher:** Comprehensive Health Education Foundation; 20832 Pacific Highway South; Seattle, WA 98198; (206)824-2907  
**Cost:** \$2.95  
**Description:** Designed to be used alone or in conjunction with the "Here's Looking At You, Two" curriculum. Focuses on alcohol and drug information decision making, coping skills and self concept. Activities are designed for parents and children to complete together.

**Title:** Fetal Alcohol Syndrome  
**Year:** 1979  
**Grade levels:** 7-9, 10-12  
**Type:** Curriculum  
**Publisher:** Comprehensive Health Education Foundation; 20832 Pacific Highway South; Seattle, WA 98188 (206)824-2907  
**Length:** 8-25 activities  
**Description:** The goal of this curriculum is to help young people make responsible decisions in regard to preparenting behavior and the use of alcohol and other teratogens.

**Title:** Friends Can Be Good Medicine  
**Grade levels:** K-3, 4-6, 7-9, 10-12  
**Type:** Curriculum  
**Publisher:** California Dept. of Mental Health; Publications, P.O. Box 1015; North Highlands, CA 95660  
**Cost:** \$13.50  
**Description:** Curriculum objectives are: recognizing the role of lifestyle in health; maintaining social support systems, using communication skills to initiate, develop and maintain personal relationships; and recognizing the importance of reciprocity in solid friendships and support systems. The guide includes lesson plans, student worksheets, a health factors chart, a bibliography and list of films of related interest.

**Title:** Friendship  
**Year:** 1984  
**Grade levels:** 4-6  
**Type:** Curriculum  
**Publisher:** Operation Aware Inc; 2410 Morris Thomas Road; Duluth, MN 55811;  
(218)722-6923  
**Length:** 15 sessions, 30 min.  
**Cost:** \$145 (includes teacher's manual)  
**Description:** This 4th grade program covers the following friendship skills: Communicating, Feeling, Accepting, Trusting, Caring, and Making Choices. These subjects are presented in group discussions, activities, pictures, role playing and card games. The purpose of the Friendship Program is to guide the students through a series of activities to help them find and learn a method of being a friend and making friends. No training is required.

**Title:** Growing Healthy  
**Grade levels:** K-3, 4-6, 7-9  
**Type:** Program  
**Publisher:** National Center for Health Education; Betty Spectorman; Director, School Health Programs; 30 East 29 Street; New York, NY 10016;  
(212)689-1886  
**Length:** One semester  
**Cost:** Contact director  
**Description:** This program uses the school team to implement the Growing Healthy curriculum and program. The teacher uses a learning center approach to cover units on: general health and feelings, emotions and communication methods, skeletal and muscular systems; digestive system; respiratory system; circulatory system; and nervous system. Information on health and safety is covered throughout, including the use of alcohol and drugs. It is recognized as a National Diffusion network effective program.

**Title:** Guidance Opportunities for Affective Learning (GOAL)  
**Year:** 1981  
**Grade levels:** K-3, 4-6  
**Type:** Curriculum  
**Publisher:** Irvine Unified School District; Guidance Projects; 5050 Barranca Parkway; Irvine, CA 92714; (714)552-4882  
**Length:** 5 units/136 lessons  
**Cost:** \$195 (kit); \$350 (training 25 persons)  
**Description:** This curriculum may be used for small groups or in a regular classroom. The five strands include: social skills, accountability skills (personal responsibility), self-control through relaxation, critical thinking skills and career challenge. In addition to the teacher's guide and materials, there is a parent handbook (English and Spanish).

**Title:** Guide for Teaching Selected Health Units in Health & Driver Education 1  
**Year:** 1986  
**Grade Levels:** 10-12  
**Type:** Curriculum  
**Publisher:** San Diego City Schools; Health Services Dept.; 2716 Marcy Avenue; San Diego, CA 92113-2395; (619)233-7662  
**Length:** 5 units  
**Cost:** Contact vendor  
**Description:** Supplementary teacher's guide for the textbook, Health and Safety and You, 7th ed. (McGraw-Hill, 1986). Units include: understanding yourself; substance abuse; communicable diseases; food, digestion, and nutrition; safety and emergency.

**Title:** Health Choices  
**Year:** 85  
**Grade levels:** 7-9, 10-12  
**Type:** Curriculum  
**Publisher:** Hazelden Educational Materials; P.O. Box 176; Center City, MN 55012; Contact: Patricia Benson; (612) 257-4010 x2120  
**Length:** 6 units; 54 hours  
**Cost:** \$59.95  
**Description:** Activities in the areas of: self-acceptance, stress management, sexuality, chemical health, safety and nutrition are "ready to use." Students learn to: seek information on health topics, identify reasons for making healthy choices, identify alternatives to unhealthy choices, practice healthy decision making and talk to friends, parents and teachers about health issues.

**Title:** Health Skills for Life  
**Year:** 1987 (Rev.)  
**Grade levels:** K-3, 4-6, 7-9, 10-12  
**Type:** Curriculum  
**Publisher:** Health Skills for Life; Contact: James Terhune; 20 East Thirteenth Avenue; Eugene, OR 97401; (503)484-2601  
**Length:** 3 1/2 to 5 hours for each grade  
**Cost:** \$1180 (complete set); single grades available.  
**Description:** Health Skills for Life is a comprehensive, K-12 curriculum which includes 118 separate teaching units, a teacher's guide for each grade, performance indicator posters for each grade K-8, a scope and sequence poster, a detailed scope and sequence chart, a Media Guide, an Administrator's Guide, a 90 minute introductory audio tape, and optional inservice training. Teaching units average 60-65 pages and include detailed lesson plans with handouts, tests, performance checklists, and an optional list of media resources. Ten major health areas are covered including drug abuse, mental health, growth and development, nutrition, environmental health, consumer health and health services, safety, disease prevention, fitness, and dental health. Units cover a wide variety of skills such as decision making, problem solving, coping skills, refusal skills, and communication skills. The program's philosophy maintains that comprehensive health is the best way to prevent drug abuse.

**Title:** Here's Looking At You, 2000: A Teacher's Guide for Drug Education  
**Year:** 1986  
**Grade levels:** K-3, 4-6, 7-9, 10-12.  
**Type:** Curriculum  
**Publisher:** Comprehensive Health Education Foundation (CHEF); 20832 Pacific Highway South; Seattle, WA 98198-5997; (206)824-2907  
**Length:** 14-31 lessons/grade level  
**Cost:** \$525-\$1,395 ea. (\$7,250 total)  
**Description:** This multi-media curriculum is designed to teach students information, social skills (refusal skills) and to increase school and family bonding. It focuses on: gateway drugs, nicotine, alcohol, and marijuana and the message is clearly "no drug use" for young people. Materials are durable and reusable. Training is provided by Roberts, Fitzmahan and Associates, 9131 California Ave. SW, Seattle, WA 98136-2599, (206)932-8409.

**Title:** Here's Looking At You, Two  
**Year:** 1981  
**Grade levels:** K-3, 4-6, 7-9, 10-12  
**Type:** Curriculum  
**Publisher:** Comprehensive Health Education Foundation (CHEF); 20832 Pacific Highway South; Seattle, WA 98198-5997; (206)824-2907  
**Length:** 7 levels; 20 units each  
**Cost:** Contact vendor  
**Description:** This comprehensive K-12 curriculum focuses on: alcohol and drug information, decision-making, coping skills, and self-concept; and a teacher training program to prepare teachers to implement the curriculum. A separate "Yellow Pages" includes relevant information on effects of drug and alcohol use and abuse. It is possible to update this curriculum with materials from the newer edition "Here's Looking At You 2000".

**Title:** Hole in the Fence  
**Year:** 1983  
**Grade levels:** K-3, 4-6  
**Type:** Curriculum  
**Publisher:** Canadian Government Publishing Centre; Hull, Quebec K1A 0S9  
CANADA; (613)990-7853  
**Cost:** \$5.40/student and \$2.40/teacher (outside Canada)  
**Description:** This collection of 19 stories is aimed at developing responsible personal-social behaviors in children. Lessons focus on: self-confidence, interpersonal skills and peer understanding. There is a family guide "Talking Through The Hole in the Fence" available free from: Health Promotion Directorate, 4th floor, Jeanne Mance Building, Tunney's Pasture, Ottawa, Ontario K1A 1B4

**Title:** If You Drive...What About Drinking?  
**Grade levels:** 10-12  
**Type:** Curriculum  
**Publisher:** Contact local AAA.  
**Cost:** Contact local AAA.  
**Description:** This self-contained unit focuses on the issues of drinking and driving. It is designed to make students aware of the nature of alcohol, how alcohol is absorbed and eliminated from the body, how it affects mental and physical performance for driving, the legal consequences of drinking and driving, and methods for coping with drinking and driving situations.

**Title:** I'm Special  
**Grade levels:** K-3, 4-6  
**Type:** Curriculum  
**Publisher:** Drug Education Center; 500 East Morehead; Charlotte, NC 28202;  
(704)375-3784  
**Length:** 8 one hour lessons  
**Cost:** \$10.00 plus \$1.00 shipping  
**Description:** The goal of the program is to develop and nurture the student's sense of uniqueness and self-worth. It also teaches skills of healthy living steps for decision making and effective group interaction. 12 hours of training available.

**Title:** Innerchoice: A Drug, Alcohol Abuse, and Smoking Prevention Program  
**Year:** 1985  
**Grade levels:** 7-9, 10-12  
**Type:** Curriculum  
**Publisher:** Palomares and Associates; P.O. Box 1577; Spring Valley, CA 92077;  
(619)698-6654  
**Length:** 44-47 units/grade level; 8-12 activities per unit  
**Cost:** \$235.00  
**Description:** This drug/alcohol abuse and smoking prevention program guides students in the assessment of their strengths, goals, beliefs, values, feelings, thoughts, and behaviors. Promotes self-esteem, group understanding, respect for others, decision making and problem solving. Each kit provides enough activities for an entire school year. Each activity is generally one class period or less. However, the program is designed so that the facilitator can pick and choose the most viable activities according to the needs of the group. Available in Spanish, Hebrew, and French.

**Title:** INSITE (In-School Intervention Training for Educators)  
**Year:** 1985  
**Grade levels:** Adult  
**Type:** Program  
**Publisher:** Roberts, Fitzmahan and Associates; 9131 California Avenue SW; Seattle, WA 98136; Contact: Beverly Hines; (206)932-8409  
**Cost:** Contact vendor  
**Description:** The INSITE program prepares school staff to establish a school-based intervention model which will systematically identify students who demonstrate inappropriate school behaviors and then refer them to the appropriate community resource for help.

**Title:** Knowing What the Matter Is: CASPAR Groups for Children From Families With Alcoholics  
**Type:** Curriculum  
**Grade levels:** K-3, 4-6, 7-9, 10-12  
**Publisher:** CASPAR Alcohol Education Program; 226 Highland Avenue; Somerville, MA 02143; (617)623-2080  
**Cost:** Contact vendor  
**Description:** For use in group counselling. This curriculum is designed for guidance counselors, social workers, mental health personnel, and others who conduct psychoeducational groups for children of alcoholic families.

**Title:** Learning About Alcohol  
**Year:** 1986  
**Grade levels:** K-3  
**Type:** Curriculum  
**Publisher:** CASPAR Alcohol Education Program; 226 Highland Avenue;  
Somerville, MA 02143; (617)623-2080  
**Length:** 7 topics; 30 lessons  
**Cost:** \$75.00 plus training costs  
**Description:** Uses word search, story completion, films, games and demonstrations to help eliminate confusion about alcohol, drinking and drunkenness.

**Title:** Learning About Drugs (CASPAR Drug Component)  
**Year:** In Press  
**Grade levels:** K-3  
**Type:** Curriculum  
**Publisher:** CASPAR Alcohol Education Program; 226 Highland Avenue;  
Somerville, MA 02143; (617)623-2080  
**Cost:** Contact vendor  
**Description:** Drug education curriculum for primary grades. In pilot stage.

**Title:** Life Skills  
**Grade levels:** K-3, 4-6, 7-9  
**Type:** Program  
**Publisher:** Guidance Projects, Irvine Unified School District 5050 Barranca Parkway; Irvine, CA 92714; Contact: Nancy Richards; (714) 552-4882  
**Length:** 20 units and supplementary lessons  
**Cost:** Contact vendor  
**Description:** Irvine Unified School District has implemented a life skills program at all middle schools and several elementary schools, to teach students vital communication and coping skills. Lessons cover awareness of personal rights, discriminating between passive, aggressive, and assertive behavior, developing conversational skills, learning to say "no", learning to handle criticism and peer pressure. In addition, there are units on coping, decision-making, social skills, managing stress, understanding personality differences, and facts about substance abuse. This program makes use of GOAL, PLUS, STAR and STAGES curriculum, as well.

**Title:** Life Skills for Mental Health  
**Year:** 1977  
**Grade levels:** K-3, 4-6, 7-9, 10-12  
**Type:** Curriculum  
**Publisher:** University of Georgia, Center for Continuing Education; 878 Peachtree St. NE; Atlanta, GA 30309; (404) 894-6347  
**Length:** Recommended two 30 minute lessons a week  
**Cost:** \$14.00/set of 4 levels  
**Description:** Coping skills are stressed in this curriculum. Activities focus on: acceptance of self and others, feelings, and being with others.

**Title:** ME-ME Drug and Alcohol Prevention Education Program  
**Year:** 1987 (Rev.)  
**Grade levels:** K-3, 4-6  
**Type:** Program  
**Publisher:** ME-ME, Inc.; 4216 W. College Avenue; Appleton, WI 54911; (414)735-0114  
**Length:** 1 unit/week/year  
**Cost:** \$39 plus training costs  
**Description:** Since most young people who abuse drugs have poor self-concepts and lack skills necessary to make good decisions, the ME-ME Program is based on the premise that if these conditions can be improved early in a child's life, he/she will be less likely to turn to drugs later on. Drug information is presented to children according to their grade and knowledge level about drugs. Lower grades learn about medicines and who is qualified to administer them. The upper grades learn the effects of common drugs and the difference between these as compared to prescription drugs. The program is used weekly by the classroom teacher. The materials are compatible with all areas of the curriculum. The program works best when it is implemented by all K-6 classroom teachers. There are different activities for each grade level and they are arranged in sequential order. There are enough activities to last an entire school year without repeating any. The program has shown to increase students' self-concept, their ability to make good decisions, and their factual information about drugs.

**Title:** Me-ology  
**Year:** 1987  
**Grade levels:** K-, 4-6  
**Type:** Curriculum  
**Publisher:** C. E. Mendez Foundation, Inc.; P. O. Box 10059; Tampa, FL 33679; (813)875-2579  
**Length:** K-5: 9 units; 6: 18 units  
**Cost:** \$875 (trainee)  
**Description:** The curriculum focuses on knowledge of effects of legal and illegal drugs, feelings, personal responsibility, interpersonal skills, refusal skills, decision-making skills, knowledge of legal issues and alternative activities. The curriculum requires trained teachers.

**Title:** Miraculous Me  
**Year:** 1980  
**Grade levels:** K-3, 4-6  
**Type:** Curriculum  
**Publisher:** Comprehensive Health Education Foundation; 20832 Pacific Highway South; Seattle, WA 98198-5997; (206)824-2907  
**Length:** 100 activities  
**Cost:** \$8.50  
**Description:** This activity guide includes lessons to improve: communication skills, personal pride, recognition of achievement, self assessment, and coping skills.

**Title:** Morvina  
**Grade levels:** 4-6  
**Type:** Curriculum  
**Publisher:** FLI Learning Systems; P.O. Box 7233; Princeton, NJ 08540; (609) 466-9000  
**Length:** 7 lesson plans  
**Cost:** \$50  
**Description:** The Morvina filmstrip and co-curricular support materials cover the proper use of drugs and medicines while emphasizing the importance of positive self-image in resisting peer pressure.

**Title:** Natural Helpers  
**Year:** 1979  
**Grade levels:** 7-9, 10-12  
**Type:** Program  
**Publisher:** Roberts, Fitzmahan and Associates; 9131 California Avenue SW;  
Seattle, WA 98136-2499; (206)932-8409  
**Length:** 30 hrs. of training; ongoing program  
**Cost:** \$3,000, travel, per diem  
**Description:** Student, faculty and staff are identified through a survey to be trained as counselors. The training includes 30 hours of training in communication and decision making skills, information on problems facing students, use of local resources, and awareness of their limits as helpers. Natural helpers counsel, lead discussions, organize prevention activities under the guidance of an in-school coordinator.

**Title:** New Perspectives on Drug Abuse Prevention  
**Grade levels:** 4-6, 7-9  
**Type:** Program  
**Publisher:** New Perspectives; 484 Magnolia Avenue; Larkspur, CA 94939;  
(415) 925-2500  
**Length:** 8 manuals including grades 5, 7, 9 curriculum  
**Cost:** \$10 each manual  
**Description:** This comprehensive program includes manuals for administrators, parents, counselors, and teacher in-service trainees. Instructional manuals include influences, decision-making, coping, addiction, and the family and drugs.

**Title:** Ombudsman: A Classroom Community  
**Year:** 1987 (Rev.)  
**Grade levels:** 4-6  
**Type:** Curriculum  
**Publisher:** Drug Education Center Publications; 500 East Morehead; Charlotte, NC 28202; (704)375-3784  
**Length:** 30 hours; 2 units/week  
**Cost:** \$15.00 plus \$1.50 shipping  
**Description:** The concept of an ombudsman, meaning an arbitrator between the citizens and government, has been transformed by the Drug Education Center into a program that encourages students to value themselves and reach out to help others. The course has three major phases. The first phase, self-awareness, involves exercises permitting a wider understanding of personal values and autonomy. The second phase teaches group, communication, and decision making skills to be applied in class as well as in family life. The third phase involves using the gained insights and skills to carry out a project within the community or school.

**Title:** Parent Educator Program  
**Year:** 1986  
**Grade levels:** Adult  
**Type:** Program  
**Publisher:** Center for Human Development; 3702 Mt. Diablo Blvd.; Lafayette, CA 94549; (415)283-7040  
**Length:** 21 hours of training  
**Description:** Parents are trained as teachers for team teaching alcohol and drug prevention curriculum in elementary schools. Training includes classroom environment, awareness, communication, structuring lessons, planning a lesson, delivering lessons, and feedback. Program received national honors by Health and Human Services.

**Title:** Peer Assistance Leadership  
**Grade levels:** K-3, 4-6, 7-9, 10-12  
**Type:** Program  
**Publisher:** Orange County Department of Education; 200 Kalmus Drive;  
P.O. Box 9050; Costa Mesa, CA 92628; (714) 966-4377  
**Length:** Varies  
**Cost:** \$135 to \$200/day & expenses  
**Description:** Comprehensive array of services, training, curriculum for grades 2-12. Elementary level uses teams of parents to teach nine to twelve lessons a year. Intermediate teachers provide up to 50 lessons to 7-9th graders on communication and self management. Positive caring and peer tutoring are the basis for the high school program.

**Title:** Peer Pressure  
**Year:** 1976  
**Grade levels:** 4-6  
**Type:** Curriculum  
**Publisher:** Operation Aware, Inc; 2410 Morris Thomas Road; Duluth, MN 55811;  
(218)722-6923  
**Length:** 26 sessions, 30 minutes each  
**Cost:** \$474 (video); \$594 (16 mm)  
**Description:** This 6th grade curriculum includes: Fronting, Being Misled, Problems, Class Skipping, Stealing, Authority, Put Downs, Drugs, Friendship, Setting Standards, Confidence, and Juvenile Procedure. They are presented through teacher/student discussions, movies, videotapes, field trips, parent sessions, speakers and other relevant materials. The purpose of the Peer Pressure Program is to help students understand peer pressure as it relates to drug use, friendship, and self confidence; to develop problem solving skills; to provide information to assist them in making choices when confronted with negative peer pressure. Teacher Training Workshop is required.

**Title:** PICADA  
**Grade levels:** 4-6, 7-9, 10-12  
**Type:** Curriculum  
**Publisher:** PICADA Curricula; Wisconsin Clearinghouse; P.O. Box 1468; Desk DA; Madison, WI 53701; (608)255-0819  
**Length:** 15 1 hr. lessons  
**Cost:** \$50-75 each; \$200 a set  
**Description:** Designed as a complete education and prevention program, the PICADA Curriculum is both comprehensive and effective. Each grade level component contains 15 days of structured, sequential lessons, with each lesson tailored to fit a 45-50 minute class period. Each module contains a history of the curriculum's development and underlying philosophy, helpful discussions of the theories involved, a guide for using each notebook, an evaluation summary, and a resource section of additional recommended materials.

**Title:** Plus: Life Skills for Adolescents  
**Grade levels:** 10-12  
**Type:** Curriculum  
**Publisher:** Irvine United School District; Guidance Projects; 5050 Barranca Parkway; Irvine, CA 92714; (714)552-4882  
**Cost:** Kit: \$175; Student workbooks: \$5; one day consultation: \$350 plus expenses  
**Description:** A comprehensive collection of life skills that can be taught to the high school student by teachers, parents or other school professionals. Social skills, problem solving and stress management are taught through discussions, stories, and short worksheets. Lesson plans include objectives, assignments, behavioral objectives, materials, and activities.

**Title:** Positive Action  
**Grade levels:** K 3, 4-6, 7-9  
**Type:** Curriculum  
**Publisher:** Positive Action Publishing; P.O. 2347; Twin Falls, ID 83301; (208)733-1328  
**Length:** 140 lessons/grade  
**Cost:** \$200/grade  
**Description:** Positive Action is a curriculum and school climate program to build healthy self concepts. Through everyday classroom lessons, individual reinforcement, schoolwide activities, and parental involvement, Positive Action develops motivation and teaches skills which enable children to be healthy, responsible, capable, and positive. Positive Action believes that effective drug prevention education requires a comprehensive, year-round approach to teach kids how and why they can live without drugs. Positive Action is primary prevention: it works every day, integrating drug prevention education with basic, universal principles for self concept development.

**Title:** Preventing Alcohol Abuse: Responsible Decisions  
**Year:** 1983  
**Grade levels:** 10-12  
**Type:** Curriculum  
**Publisher:** FLI Learning Systems, Inc; P. O. Box 2233; Princeton, NJ 08540; (609)466-9000  
**Length:** 12 lesson plans  
**Cost:** \$190 & 3 percent shipping  
**Description:** A multi-media program with 12 lesson plans that focuses on the facts about, and legal consequences of, drunk driving. Emphasis is placed on developing a mature, responsible attitude toward not using alcohol when driving and a complete understanding of the legal implications of driving while intoxicated (DWI).

**Title:** Preventing Alcohol Related Accidents (PARA)  
**Year:** 1980, updated 1985  
**Grade levels:** 10-12  
**Type:** Curriculum  
**Publisher:** Martin Pawlicki; Oakland County Health Division; 1200 North Telegraph Road; Pontiac, MI 48053  
**Length:** 3 units, 50 min. each  
**Description:** The PARA Manual was developed in response to the expressed need of driver education instructors for a systematic approach to drug and alcohol use and driving. Students are expected to spend out-of-class time in various learning experiences. The lessons are presented in outline form and include a list of materials needed to assimilate the lessons into class instruction. There are pre-course assignments to be assigned two weeks prior to the beginning of the unit; also included are homework sheets, scenarios, and questions which are to be completed during the course. The Guide is designed for at least 50-minute class periods. It makes use of the AAA guide, You--Alcohol and Driving.

**Title:** Primary Intervention Program  
**Grade levels:** K-3  
**Type:** Curriculum  
**Publisher:** California Dept. of Mental Health; 1600 9th Street, Room 250; Sacramento, CA 95814; Contact: Deborah B. Johnson, (916)323-9581  
**Length:** Depends on needs of child  
**Cost:** Contact vendor  
**Description:** This school-based early intervention program provides early detection of students with school adjustment problems based on screening by mental health professionals, interviews with parents, and teacher input. A Child Aide is selected to work with the child in a specially designed playroom for 30-40 minutes a week, under the direction of a mental health professional. The program is modeled after the Primary Mental Health Project in Rochester, N.Y. Southwest Regional Laboratory (Los Alamitos, CA) is under contract to provide training materials for the program.

**Title:** Project Alert  
**Year:** 1984  
**Grade levels:** 7-9  
**Type:** Curriculum  
**Publisher:** Rand Corporation; 1700 Main Street, P.O. Box 2138; Santa Monica, CA 904062138; (916)445-4688  
**Description:** Project Alert is an innovative smoking and drug prevention program for adolescents. It teaches young people to identify and resist the social pressures that lead to experimentation with drugs. Project Alert is sponsored by the Conrad N. Hilton Foundation and designed by staff at The Rand Corporation. The program consists of two curricula, the Health Educator Only Curriculum (HEC) and the Teen Leader Curriculum (TLC). The two curricula are in pilot form.

**Title:** Project Charlie  
**Grade levels:** K-3, 4-6  
**Type:** Curriculum  
**Publisher:** Project Charlie; 5701 Normandale Road; Edina, MN 55424; (612)925-9706  
**Length:** 150 lessons  
**Cost:** \$450 a person for training (includes copy of the curriculum)  
**Description:** Project Charlie is a drug abuse prevention program for elementary school children based on building self esteem, teaching social competencies and discouraging the use of drugs as a way to avoid problems. The program emphasizes feeling good about yourself without sacrificing anyone else's well being.

**Title:** Project H.O.L.D. (Help Overcome Learner Dropouts)  
**Year:** 1980  
**Grade levels:** 7-9, 10-12  
**Type:** Program  
**Publisher:** Pajaro Valley Unified School District; 550 Rodriguez Street; Watsonville, CA 95076; Contact: Joan Ross (408) 728-6330 (also in ERIC ED 203255)  
**Cost:** \$20  
**Description:** The Classroom Guidance Manual for Project H.O.L.D. includes information on identification of "at risk" students, self-esteem activities, learning skills, attendance monitoring, school information for volunteers, coordination with community agencies and parents.

**Title:** Project Self Esteem: A Parent Involvement Program for Elementary-Age Children  
**Year:** 1986  
**Grade levels:** K-3, 4-6  
**Type:** Curriculum  
**Publisher:** Network Publications; P.O. Box 1830; Santa Cruz, CA 95061-1830; (408)429-9822  
**Length:** 12 units/grade  
**Cost:** \$19.95  
**Description:** Based on the philosophy that it is imperative to help children have confidence in their own feelings of self worth, this program offers a complete program for teaching self-esteem concepts. Uses puppets to cover topics such as: realizing your uniqueness, compliments, stress reduction, friendship, social skills, stealing and teasing, peers and conformity and goal setting.

**Title:** Protecting Oneself and Others--Smoking, Drinking, and Drugs: Teenage Health Training Modules.

**Year:** 1983

**Grade levels:** 7-9, 10-12

**Type:** Curriculum

**Publisher:** Education Development Center, Inc.; 55 Chapel Street; Newton, MA 02160; (800) 225-4276

**Length:** 13-15 units

**Description:** The Teenage Health Teaching Modules (THTM) program is a health education curriculum for adolescents. Each THTM module frames an adolescent health task emphasizing development of self-assessment, communication, decision making, health advocacy, and self-management. This module seeks to help students articulate the healthy, positive group norms they hold. Protecting Oneself and Others helps students make healthy decisions to enhance their present and future well-being, particularly with respect to cigarette smoking and drug and alcohol use.

**Title:** Red Cliff Alcohol and Drug Program

**Grade levels:** 4-6

**Type:** Curriculum

**Publisher:** Red Cliff Reservation P.O. Box 529; Bayfield, WI 54814; (715)779-5805

**Length:** 67 activities

**Cost:** \$4950 (including 3 days of training); also available in units

**Description:** Curriculum is aimed at Indian elementary aged children. Social skill development, coping with peer pressure, and information about alcohol and drugs are the main emphases. Includes objectives, step by step instructions and supplemental materials.

**Title:** Route One  
**Grade levels:** 7-9  
**Type:** Curriculum  
**Publisher:** FLI Learning Systems; P.O. Box 2233; Princeton, NJ 08540; (609) 466-9000  
**Length:** 5 lesson plans  
**Cost:** \$152 each  
**Description:** Focuses on physical and behavioral effect of alcohol abuse, including effects on motor abilities, personality, judgment and self-awareness; and its effects on specific body organs. Students learn amount of alcohol in drinks and effects on blood alcohol. Materials include 16 mm film, transparencies, games, etc.

**Title:** Sacred Tree  
**Year:** 1983  
**Grade levels:** 10-12; Adult  
**Type:** Curriculum  
**Publisher:** The Four Worlds Development Project; University of Lethbridge, 4401 University Drive; Lethbridge; Alberta, Canada T1K 3M4; (403)329-2184  
**Cost:** \$180 (package); \$8.50 (student); \$8.50 (teacher's guide)  
**Description:** Learning activities and background information are featured in this guide to a program of self exploration and development suitable for high school students or adults. Introductory material explains the philosophy of the curriculum, which approaches alcohol and drug abuse prevention among Native people by presenting a code of ethics, ideals, and traditional values of Native culture.

**Title:** Save the Children  
**Year:** 1987  
**Grade levels:** Adult  
**Type:** Program  
**Publisher:** Northwest Regional Educational Laboratory; 101 SW Main, Suite 500; Portland, OR 97204, contact Joe Coburn; (503)275-9600  
**Length:** 8 hours (training)  
**Cost:** Contact vendor  
**Description:** Program to train teachers to identify Indian children of substance abusing parents. Teachers are trained to lead classroom activities which provide children with coping skills. A positive self-image, liking school, and improved grades are likely results of this program. The overall goal is to prevent these high risk students from becoming substance abusers.

**Title:** Say It Straight  
**Grade levels:** 4-6, 7-9, 10-12, College, Adult  
**Type:** Curriculum  
**Publisher:** Say It Straight Foundation; P.O. Box NTSU 8608; Denton, TX 76203; (817)383-4162  
**Length:** 5-7 class periods  
**Cost:** \$7.50/Student (first 30 students); \$650 for 40-hr. trainer's workshop.  
**Description:** Say It Straight Training (SIS) is a school based program for prevention of substance abuse and other destructive behaviors. This research-based and successfully tested program gives young people the key to enhance their self esteem and allows them to develop communication skills necessary to implement constructive decisions. Within the safe framework of "making a movie," students discover their own deepest wishes in situations involving alcohol/drugs, cheating, stealing, vandalism, and sexual behavior. They discover how they feel and what effect they have on others when they communicate in ways in which they honor themselves, compared to ways in which they demean themselves and others. They learn how to say "no" and feel good about themselves. They also learn how to talk to a friend about whose behavior they are concerned.

**Title:** **Saying No to Drugs**  
**Year:** 1984  
**Grade levels:** 4-6  
**Type:** Curriculum  
**Publisher:** Weekly Reader Skills Books 1250 Fairwood Avenue; Columbus, OH 43216  
**Length:** 5 activities  
**Cost:** Student Book: \$1.50; Spirit Masters \$2.95  
**Description :** A student workbook contains five one act plays, drug and alcohol information, and short quizzes. 16 Spirit Masters provide three different endings for each play.

**Title:** **School Administrator's Guide for a Drug-Free Campus**  
**Grade levels:** Adult  
**Type:** Program  
**Publisher:** Social Concerns Program; 2716 Marcy Avenue; San Diego, CA 92113; (619)233-7662  
**Cost:** Contact vendor  
**Description:** Understanding the administrator's role in dealing with police is covered in this guide.

**Title:** Secondary School Drug and Narcotic Education (DANE) Program: The Team Approach

**Year:** 1983

**Grade levels:** 7-9, 10-12

**Type:** Program

**Publisher:** San Diego City Schools; Health Services Department; 2716 Marcy Avenue; San Diego, CA 92113-2395; (619)233-7662

**Length:** 5 hours training & ongoing program

**Cost:** Contact vendor

**Description:** A team approach to teaching drug education and providing student intervention services. Includes: early intervention counselling, teen leader program, community awareness, and inservice education.

**Title:** Self-Esteem: A Classroom Affair (101 Ways to Help Children Like Themselves)

**Year:** 1978

**Grade levels:** K-3, 4-6

**Type:** Resource

**Publisher:** Harper & Row Publishers, Inc; 10 E. 53rd Street; New York, NY 10022

**Length:** 101 activities

**Description:** By Michele and Craig Borba. Stories and activities to engage children in learning about themselves, develop good communication skills, and to like themselves are included in this book.

**Title:** Skills for Adolescence  
**Grade levels:** 7-9  
**Type:** Curriculum  
**Publisher:** Quest National Center; 6655 Sharon Woods Boulevard; Columbus, OH 43229; 614-882-6400  
**Length:** 80 lessons  
**Cost:** \$13.25/student; Books less in quantity; Training and Teachers materials extra.  
**Description:** Emphasis in making responsible decisions, resisting peer pressure, developing self confidence, set and achieve goals, develop critical thinking skills. Includes family involvement through parent seminars, a book and classroom involvement suggestions. Lions, International are major partner in support and distribution.

**Title:** Skills for Growing  
**Year:** 1988  
**Grade levels:** K-3, 4-6  
**Type:** Curriculum  
**Publisher:** Quest National Center; 6655 Sharon Woods Blvd.; Columbus, OH 43229; (614)882-6400  
**Description:** New curriculum to be released in 1988 following the successful Quest program for middle school students.

**Title:** STAGES - Skills to Manage Stressful Changes  
**Grade levels:** K-3, 4-6  
**Type:** Curriculum  
**Publisher:** Irvine Unified School District; Guidance Projects; 5050 Barranca Parkway; Irvine, CA 92714; (714)552-4882  
**Length:** 88 lessons  
**Cost:** \$185/level  
**Description:** STAGES is a curriculum for teachers, counselors and parents to teach skills to students to handle change effectively. The curriculum is well organized and easy to teach. Lessons include skills to understand stages of denial, anger, bargaining, depression, acceptance and hope. Lessons are general, easy to present, and enjoyable for all students. Activities include scripts, stories, discussions, art, and stress management techniques.

**Title:** Stages II  
**Year:** 1985  
**Grade levels:** 7-9, 10-12  
**Type:** Curriculum  
**Publisher:** Irvine Unified School District; 5050 Barranca Parkway; Irvine, CA 92714; (714)552-4882  
**Length:** 28 lessons  
**Cost:** \$160 (curriculum); \$350 1 day consultation.  
**Description:** A curriculum to help students cope with life's transitions, e.g., divorce, remarriage, or death of a parent; job changes of parents or school problems. Emphasis is on improving reactions to change, coping skills, dealing with denial, depression.

**Title:** STARR Project--Summer Tobacco and Alcohol Risk Reduction Project  
**Year:** 1980  
**Grade levels:** 10-12  
**Type:** Program  
**Publisher:** STARR Project; 1202 Wood Avenue; Sumner, WA 98390; (206)863-2201  
**Description:** Comprehensive school and community program based on assessing needs, using community resources, and school staff. Positive role models, curriculum, education of alcohol suppliers, mass media, and law enforcement are included.

**Title:** Starting Early: An Alcohol and Traffic Safety Awareness Program for Elementary Grades K-6  
**Year:** 1982; revised 1986  
**Grade levels:** K-3, 4-6  
**Type:** Curriculum  
**Publisher:** Contact local AAA club  
**Cost:** Contact local AAA club  
**Description:** Utilizes classroom instruction that draws upon the younger student's real-life experiences to ensure personal and social relevance. Participatory teaching activities of demonstrated effectiveness for each grade level are emphasized, especially those that build fun into learning. Five lessons are presented in each of the seven teacher's guides (K-6), with reproducible pages for classroom use.

**Title:** Staying Well Resource Package  
**Grade levels:** 4-6, 7-9, 10-12  
**Type:** Curriculum  
**Publisher:** California Dept. of Mental Health; P.O. Box 1015; No. Highlands, CA 95660  
**Length:** 30 audiotapes  
**Cost:** \$19/set  
**Description:** Discussion guide and 30 audiotapes on health and behavior. Subjects include "Watching How Much You Drink," "Smoking and Social Guilt," "Living in a Drug Culture," "Shyness," and others.

**Title:** Stop Auto Fatalities Through Youth Efforts (SAFTYE)  
**Year:** 1986  
**Grade levels:** 10-12  
**Type:** Program  
**Publisher:** Washington Traffic Safety Commission; 1000 S. Cherry PD-11; Olympia, WA 98504; (206) 753-6197  
**Cost:** Contact vendor  
**Description:** A notebook of projects, stickers, A-V aids, lesson plans for adolescents in a school or community to focus many activities toward reducing youth traffic fatalities.

**Title:** Student Assistance Program  
**Year:** 1980  
**Grade levels:** 10-12  
**Type:** Program  
**Publisher:** Student Assistance Program, Ellen Morehouse, Director; Westchester Co. Dept. of Mental Health; 234 Co. Office Bldg; 148 Martine Ave.; White Plains, NY 10602; (914)682-2669  
**Cost:** Contact vendor  
**Description:** Program description of elements of a student assistance program and steps to implement it. Program includes services for students with alcoholic parents, students using drugs/alcohol, students with poor school performance and community/parent involvement.

**Title:** Student Awareness System

**Grade levels:** 4-6 "Just Say No!" messages; 7-Adult, all messages

**Type:** Program

**Publisher:** The Institute for Drug and Alcohol Prevention; 1635 S. Rancho Santa Fe Road, Suite B; San Marcos, CA 92060, Contact: Charles Granger, Ph.D.; (619) 471-0144

**Length:** 65, 3-5 min. taped messages

**Cost:** \$6,000 for Communicator, comprised of initial messages, Communicator and statistical feedback capability. Message updates, new messages and tape, Communicator maintenance, and telephone resource consultation are included at no cost for the first year, after which these services are provided at a cost of \$400 per year.

**Description:** The Student Awareness System is a telephone answering machine providing access to over 60, 3-5 min. tapes on the subjects of: drugs, alcohol, tobacco, related mental health issues, (i.e., depression, suicide, stress, anxiety). Additional messages are also available on general health issues, nutrition, weight, safety, first aid, AIDS, and child abuse.

Information is anonymously and confidentially available twenty-four hours a day through Touch-Tone telephones to a local telephone number. Participants select desired subject from a message "menu" provided to each student.

Messages are written by authoritative individuals in the areas of law enforcement, medicine, drug prevention and rehabilitation, psychologists, nutritionists and other health providers. Each message is then formatted by education specialists to meet the comprehension level of the target audience. As new information becomes available in each subject area, message scripts are updated, retaped, and made available to System participants on an ongoing basis.

**Title:** Student Taught Awareness and Resistance (STAR)

**Grade levels:** 4-6, 7-9

**Type:** Curriculum

**Publisher:** Irvine Unified School District; 5050 Barranca Parkway; Irvine, CA 92714; (714) 552-4882

**Length:** 50 lessons

**Cost:** Contact vendor

**Description:** Complete lesson plans, materials and procedures in social skill development, personality style recognition and stress management.

**Title:** Students Helping Others Cope

**Grade levels:** K-3, 4-6, 7-9,10-12

**Type:** Program

**Publisher:** Sanger School District; 1905 Seventh Street; Sanger, CA 93657; (209)237-3171

**Length:** Varies

**Cost:** Contact publisher

**Description:** Three components make up the Sanger Program: (1) a modification of the Primary Intervention Program (PIP) identifies primary age children with early adjustment problems, who are then provided with immediate, extensive and effective helping services using trained cross-age child aides; (2) large group instruction for K-6 students in effective student interactions, problem-solving and refusal skills. K-3 component uses high school students and puppets; (3) conflict management through Peer Communicators is the high school program.

**Title:** Suppression of Drug Abuse in Schools Program

**Year:** 1986

**Grade levels:** 7-9, 10-12

**Type:** Program

**Publisher:** Office of Criminal Justice Planning; 1130 K Street; Suite 300; Sacramento, CA 95814; (916) 324-9100

**Description:** Describes the many types of school-law enforcement collaborative programs funded to reduce drug use/abuse in the schools.

**Title:** TALK Project  
**Year:** 1983  
**Grade levels:** 10-12; Adults  
**Type:** Program  
**Publisher:** TALK Project Coordinator, Bozeman Public Schools; P.O. Box 520; Bozeman, MT 59715  
**Cost:** Contact vendor  
**Description:** A drug/alcohol awareness program for parents and teens.

**Title:** Teaching About Drugs  
**Year:** 1985  
**Grade levels:** K-3, 4-6, 7-9, 10-12  
**Type:** Curriculum  
**Publisher:** American School Health Association; A.S.H.A. Building; 7263 State Route 43; P.O. Box 708, Kent, OH 44240; (216) 678-1601  
**Cost:** \$13.95  
**Description:** This guide has suggested activities for each grade level, reference materials, and teaching aides such as discussion ideas, identification of drug abusers, and photographs of various drugs and paraphernalia. The lower elementary activities are designed to help children know and understand that drug products, household substances, and environmental factors affect health. Middle elementary students learn sources of drugs and their use as well as responsibility for personal health.

**Title:** Teen Involvement  
**Year:** 1978; reprinted 1984  
**Grade levels:** 7-9, 10-12  
**Type:** Curriculum  
**Publisher:** National Institute for Drug Abuse; 5600 Fishers Lane; Rockville, MD 20857  
**Length:** 8 lessons  
**Cost:** Contact vendor  
**Description:** 8 lessons for youth to teach youth on affection, respect, skill, enlightenment, power, wealth, well-being and responsibility. The aim is to prevent alcohol and drug abuse. Manual describes roles and responsibilities for teen advisors.

**Title:** That's Life - A Telesis Drug Education Curriculum  
**Grade levels:** K-3, 4-6, 7-9  
**Type:** Curriculum  
**Publisher:** TELESIS II of California Inc; 3180 University Avenue, Suite 650; San Diego, CA 92104; (619) 280-1828  
**Length:** 32 units/grade  
**Cost:** \$65/grade; \$585 (complete)  
**Description:** The TELESIS Program stresses self-understanding, interpersonal communication, counselling, and peer leadership. Activities identifying values and developing decision making skills, communication skills, and counselling skills help the students in the development of a positive self-concept which may lead them to choose positive alternatives in life rather than destructive ones. Available in Spanish, Laotian, Cambodian, and Vietnamese. IBM Computer disk also available, as well as a parent handbook.

**Title:** Thinking, Changing, Rearranging  
**Grade levels:** 4-6  
**Type:** Curriculum  
**Publisher:** Timberline Press; P.O. Box 70071; Eugene, OR 97401; attn: Sally J. Dammen; (503) 345-1771  
**Length:** 10 weeks  
**Cost:** \$260 for classroom kit or \$42 for program kit  
**Description:** This 10 week curriculum includes a teacher's guide, 20 worksheets, 1 text, and thematic stickers, posters, etc. The curriculum is designed to build a child's self-esteem through exploring topics such as: inter-relationships, inner language, and distinguishing beliefs from facts. It uses a cognitive, skills-based approach.

**Title:** Together  
**Grade levels:** 7-9, 10-12  
**Type:** Curriculum  
**Publisher:** Shared Learning, Inc.; 975 Walnut Street, Suite 216; P.O. Box 5096; Cary, NC 27511; (919) 467-4602  
**Length:** 22 hours  
**Cost:** \$995 (complete kit)  
**Description:** Consists of seven learning modules that lead the student toward a greater appreciation of him/herself and the importance of others to personal growth and attitudinal development.

**Title:** Too Much of Anything is No Good  
**Grade levels:** K-3  
**Type:** Curriculum  
**Publisher:** FLI Learning Systems; P.O. Box 2233; Princeton, NJ 08540; (609) 466-9000  
**Length:** 8 lesson plans  
**Cost:** \$51 each  
**Description:** A mythical character "Chug" teaches children about harmful effects of excessive use of alcohol, including physical and behavioral effects on the body. The leader's guide and co-curricular support materials further address the consequences of under age drinking and the importance of saying no to peer pressure.

**Title:** Walking With Grandfather, Great Wolf and Little Mouse Sister  
**Year:** 1984  
**Grade levels:** K-3, 4-6, 7-9, 10-12  
**Type:** Curriculum  
**Publisher:** Four Worlds Development Project; Univ. of Lethbridge; 4401 University Drive; Lethbridge, Alberta, Canada T1K 3M4; (403)329-2184  
**Length:** "Several weeks"  
**Cost:** Contact vendor  
**Description:** Learning activities, discussion, games, and interviews provide several weeks of extended lessons around each of the videotapes. It is specific to Indian students, taking into account the culture and learning needs of Indian students.

**Title:** Well and Good Substance Abuse Prevention Program  
**Year:** 1985  
**Grade levels:** 4-6, 7-9  
**Type:** Curriculum  
**Publisher:** Well and Good Health Promotion; 1133 Eaton Road; San Dimas, CA 91773-2183; (714)592-1304  
**Length:** 15 units  
**Cost:** Teacher's guide: \$50; Student \$2; Teacher training: \$100.  
**Description:** The general approach of the curriculum involves students as active participants. Students are encouraged to participate actively through the use of class discussions, small group discussions, skits, and behavioral rehearsals. Peer opinion leaders assist in the delivery of the program in the role of small group leaders. Parents are encouraged to participate through student-parent homework assignments. Students are provided with a workbook which includes both in-class activities and homework assignments. Group leaders are also provided with special instruction for the completion of their roles.

**Title:** Whiskers Says No to Drugs  
**Grade levels:** K-3  
**Type:** Curriculum  
**Publisher:** Weekly Reader Skills Book; 1250 Fairwood Avenue; Columbus, OH 43216  
**Cost:** \$1.50 per student  
**Description:** Whiskers, a favorite weekly reader character, is the hero of these high interest stories which help children develop decision-making skills that will enable them to reject drugs and alcohol.

**Title:** Yes, You Can Say No! Building Assertiveness for Personal Safety  
**Year:** 1985  
**Grade levels:** K-3, 4-6  
**Type:** A-V  
**Publisher:** Committee for Children; 172 20th Avenue; Seattle, WA 98122; (206) 322-5050  
**Length:** 19 min.  
**Cost:** \$195  
**Description:** This video and one-hour discussion guide is designed to build assertiveness in children, using both verbal and nonverbal skills; coping skills; and identifying potential resource people. Especially good for helping children refuse exploitative touching.

## PART THREE

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