

Michigan Model for Comprehensive School Health Education®

Teens Voice Solutions to Alcohol, Tobacco, and Other Drugs: A Module for Grades 9-12

Length of Training: One Day

ESSENTIAL TRAINING COMPONENTS	TIME RECOMMENDED
Introductory Component	
<p>Welcome</p> <p>Introduce trainer(s). Provide logistical information (e.g., restrooms, lunch arrangements, telephones, credit information, etc.). Review goals and objectives for training and agenda.</p>	10 to 15 minutes
<p>Get-Acquainted/Networking Activity</p> <p>Conduct an activity designed to build a comfortable learning environment and to get participants talking with one another. Select or design an activity which relates to alcohol, tobacco, and other drug prevention. Perhaps solving a problem and asking pairs or trios to discuss their methods might lead into the first two lessons of this module.</p>	25 to 30 minutes

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ESSENTIAL TRAINING COMPONENTS**TIME
RECOMMENDED****Content and Skills of Module****Foundation for the Module**

20 to 30 minutes

Provide a rationale for teaching alcohol, tobacco, and other drug prevention. CDC categories of behaviors causing the most adverse social and personal outcomes and YRBS data are helpful. The ramifications of drug use can be presented along with the research on the differences between young people who use and those who do not. Highlight what research indicates “works” to prevent drug use/abuse.

Present information on the Health Belief Model as background for how to promote behavior change, linking to how the four elements are embedded in the module.

Describe the module development process. Educators appreciate the fact that teachers and students as well as content experts were involved.

Highlight the goals of the module and how knowledge and skills build from K-8 lessons.

Briefly mention the use of problem-based learning as the teaching methodology for this module.

Emphasize the importance of the teacher’s role.

Highlight options for integrating the module into their curriculum.

Overview the Module

5 to 10 minutes

Review the General Information and Introduction sections of the manual.

Point out the section which describes problem-based learning.

Briefly describe the sequence and content of the lessons.

Describe the use of Family Worksheets.

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ESSENTIAL TRAINING COMPONENTS**TIME
RECOMMENDED****Content and Skills of Module (continued)****Essential Prevention Skills and Review of Lessons 1 and 2**

40 to 50 minutes

Review Lessons 1 and 2, using an interactive format such as a jigsaw. Consider asking participants to look for the content covered in the lessons and teaching strategies used. Lead a discussion on their findings.

Conduct a brief practice of assertive communication and problem solving drawing from Lessons 1 and 2.

Highlight the use of these skills in avoiding and escaping drug related situations as well as skills needed for problem-based learning.

Explain the organization of the materials used with the module. Note the system for identifying the pamphlets which require approval by the district's Sex Education Advisory Committee and/or the local Board of Education and those pamphlets which must be obtained locally.

Introduce Problem-Based Learning

15 to 20 minutes

Explain the rationale for selecting problem-based learning as the teaching methodology.

Review the research which supports this teaching method.

Define and describe the problem-based learning approach.

Overview the steps involved in using problem-based learning in the classroom.

Modeling Problem-Based Learning1 hour and 30 minutes
to 1 hour and
45 minutes

Model Lessons 3-4 and the creation of the charts.

Have participants form research teams and briefly investigate one of the questions or topics for investigation generated by the group. Ask them to use the drug resource packets for information. Have them present their research findings to the large group.

Model the evaluation process for problem solutions from Lesson 11.

Describe Lessons 12-15, emphasizing the importance of school and community guests attending the student presentations on solutions.

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ESSENTIAL TRAINING COMPONENTS**TIME
RECOMMENDED****Content and Skills of Module (continued)****The Art of Asking Effective Questions**

Describe the role of the teacher in a problem-based learning classroom.

Discuss the importance of asking effective probing questions to further the students' thinking.

Review and/or explain tips for asking effective questions.

Demonstrate asking probing questions to hypothetical classroom discussions.

Provide time for educators to practice their skills at asking effective questions by using hypothetical situations.

1 hour to 1 hour and 30 minutes

Closure**Questions and Possibilities**

Provide time for teachers to ask questions regarding the implementation of the module.

If possible, provide time for small group discussion regarding implementation and large group sharing of ideas and concerns.

10 to 30 minutes

Evaluation and Closure

Distribute evaluation forms and conduct a closing activity.

Distribute certification forms, if appropriate.

5 minutes

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OPTIONAL TRAINING COMPONENTS**TIME
RECOMMENDED**

<p>Workshop Expectations and Norms</p> <p>Provide a mechanism to gather participants' expectations for the workshop and to set norms for behavior.</p> <p>Discuss the importance of classroom norms for discussion of alcohol, tobacco, and other drug prevention.</p>	10 to 15 minutes
<p>Answering Students' Questions</p> <p>Provide an opportunity for participants to discuss questions they worry about being asked.</p> <p>Provide a criteria for answering student questions.</p> <p>Practice responding to difficult questions.</p>	30 to 40 minutes
<p>Leading Effective Discussions</p> <p>Discuss skills and strategies for leading an effective discussion in the classroom.</p>	30 to 45 minutes
<p>Integration Into the Curriculum</p> <p>Provide time and a structure for participants to discuss how to integrate this module into their curriculum. One option is to group participants into academic subject areas.</p>	20 to 30 minutes
<p>Small Group Work Strategies</p> <p>Provide time for discussion of how small groups can be used in the classroom and how to handle any classroom management issues which are raised.</p>	20 to 30 minutes
<p>Criteria for Writing Your Own Scenarios</p> <p>Suggest that the scenarios contained in the module can be modified to more closely resemble the environment of their students.</p> <p>Present criteria for the development of new scenarios.</p> <p>Provide time for small groups to suggest new scenarios.</p>	10 to 30 minutes

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