

Drug Prevention:

Health & Opioid Prevention Education (HOPE) Curriculum

Ohio SOPHE

Health Educators' Institute

October 27, 2017

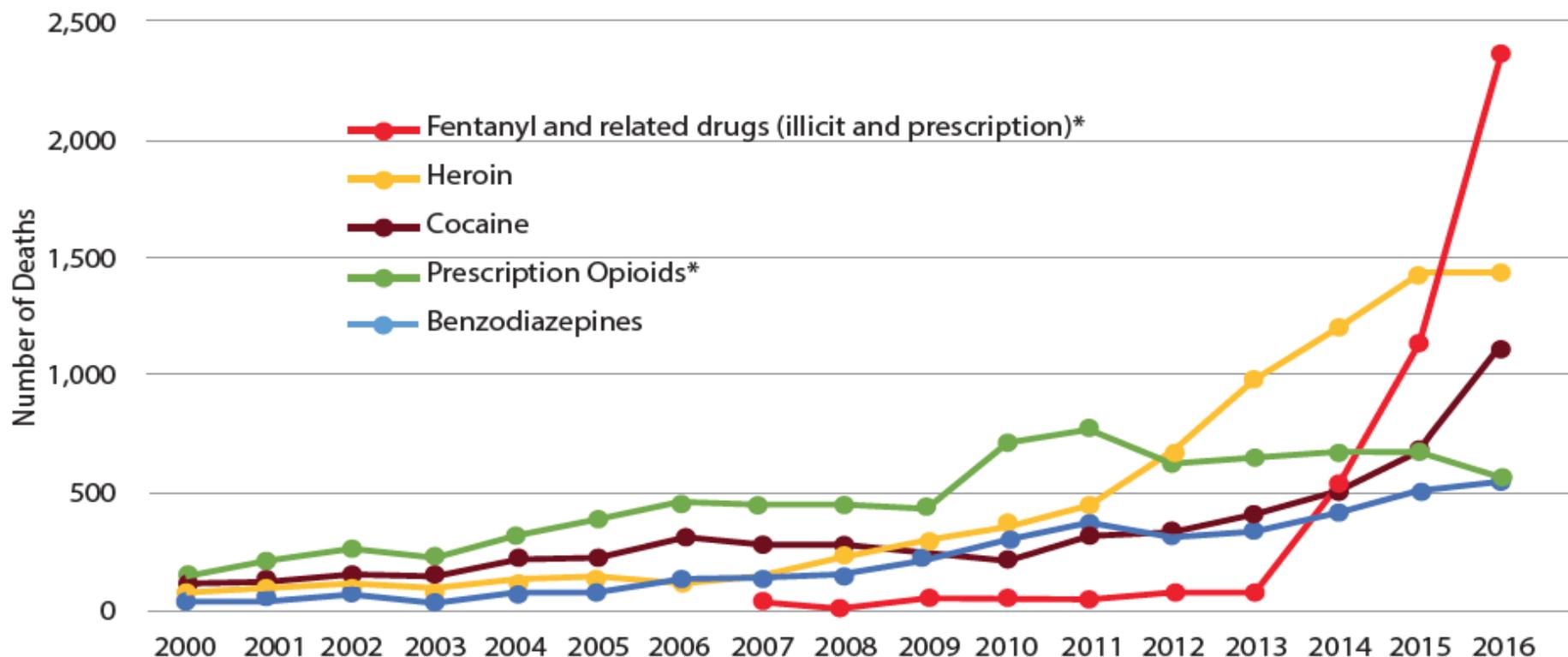
Kevin Lorson

HOPECurriculum@wright.edu

Today's Goals:

1. Describe prevention efforts in schools and across the state.
 - Examine the role of the teacher, health educators, school personnel and the school in drug abuse prevention to develop a School Drug Prevention Action Plan.
2. Describe the HOPE Curriculum.

Figure 7. Number of Unintentional Drug Overdose Deaths Involving Selected Drugs, by Year, Ohio, 2000-2016

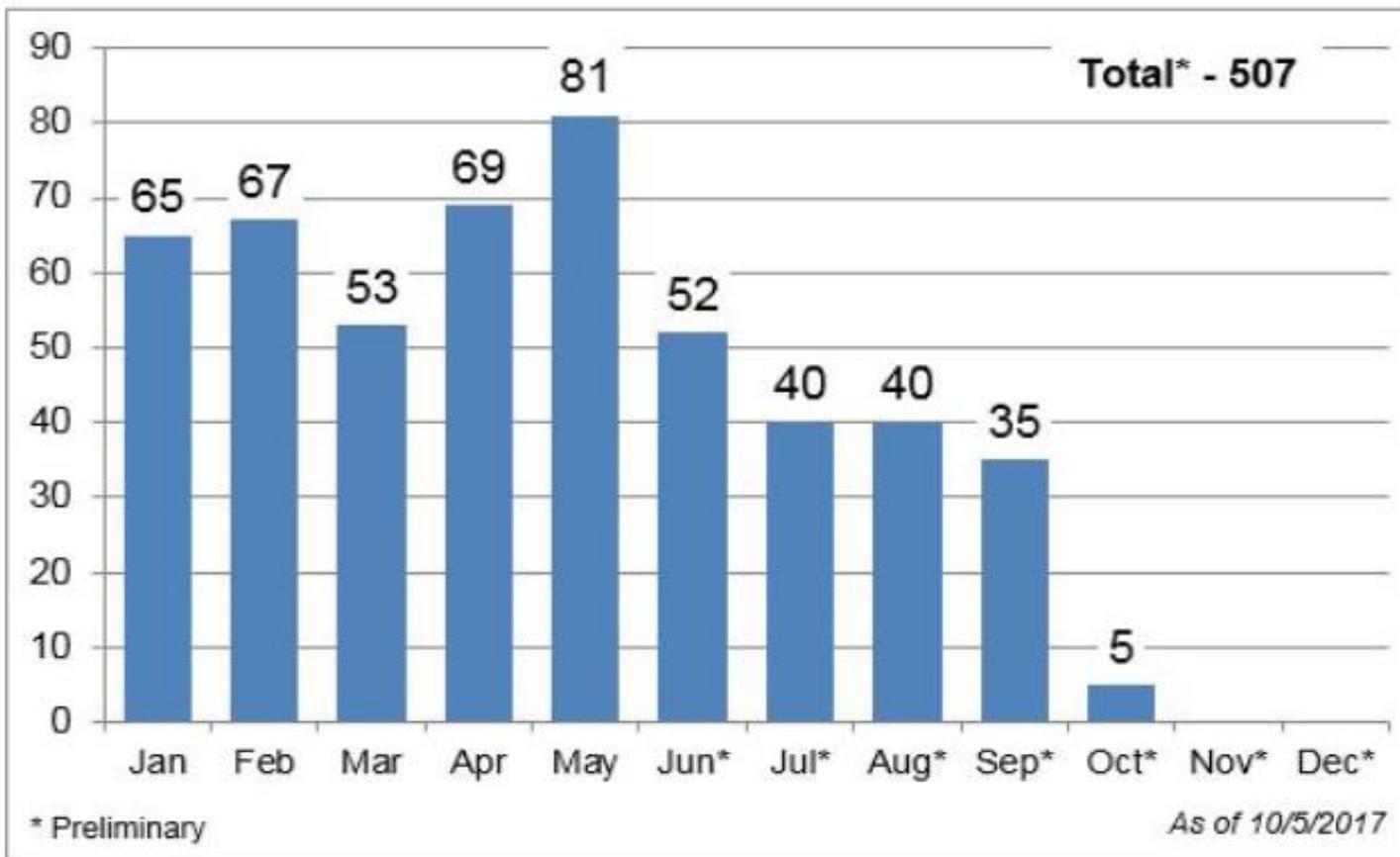


Source: Ohio Department of Health, Bureau of Vital Statistics; analysis conducted by ODH Violence and Injury Prevention Program.

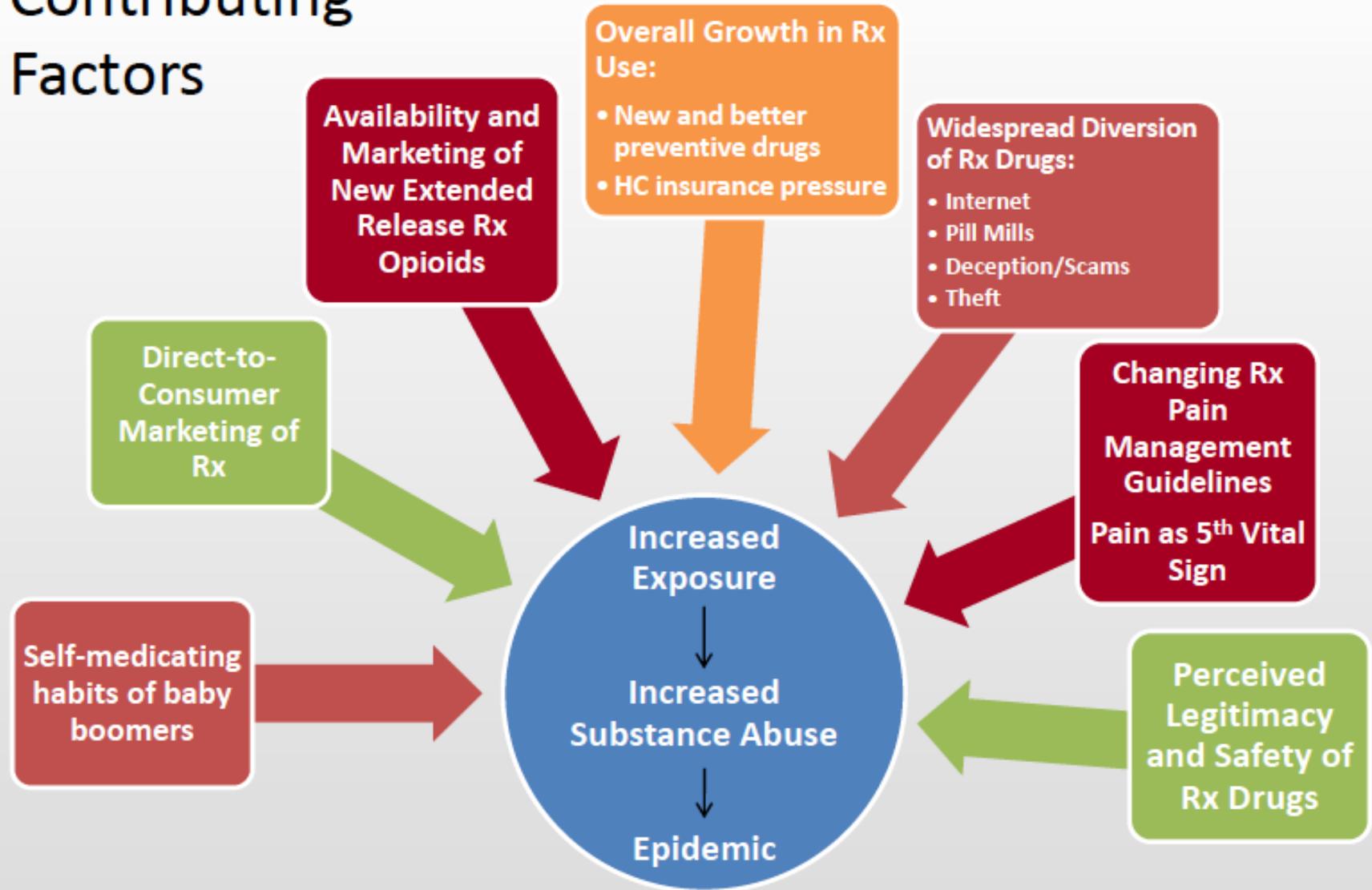
Multiple drugs are usually involved in overdose deaths. Individual deaths may be reported in more than one category.

Includes Ohio residents who died due to unintentional drug poisoning (underlying cause of death ICD-10 codes X40-X44).

* Excludes deaths involving fentanyl and related drugs.



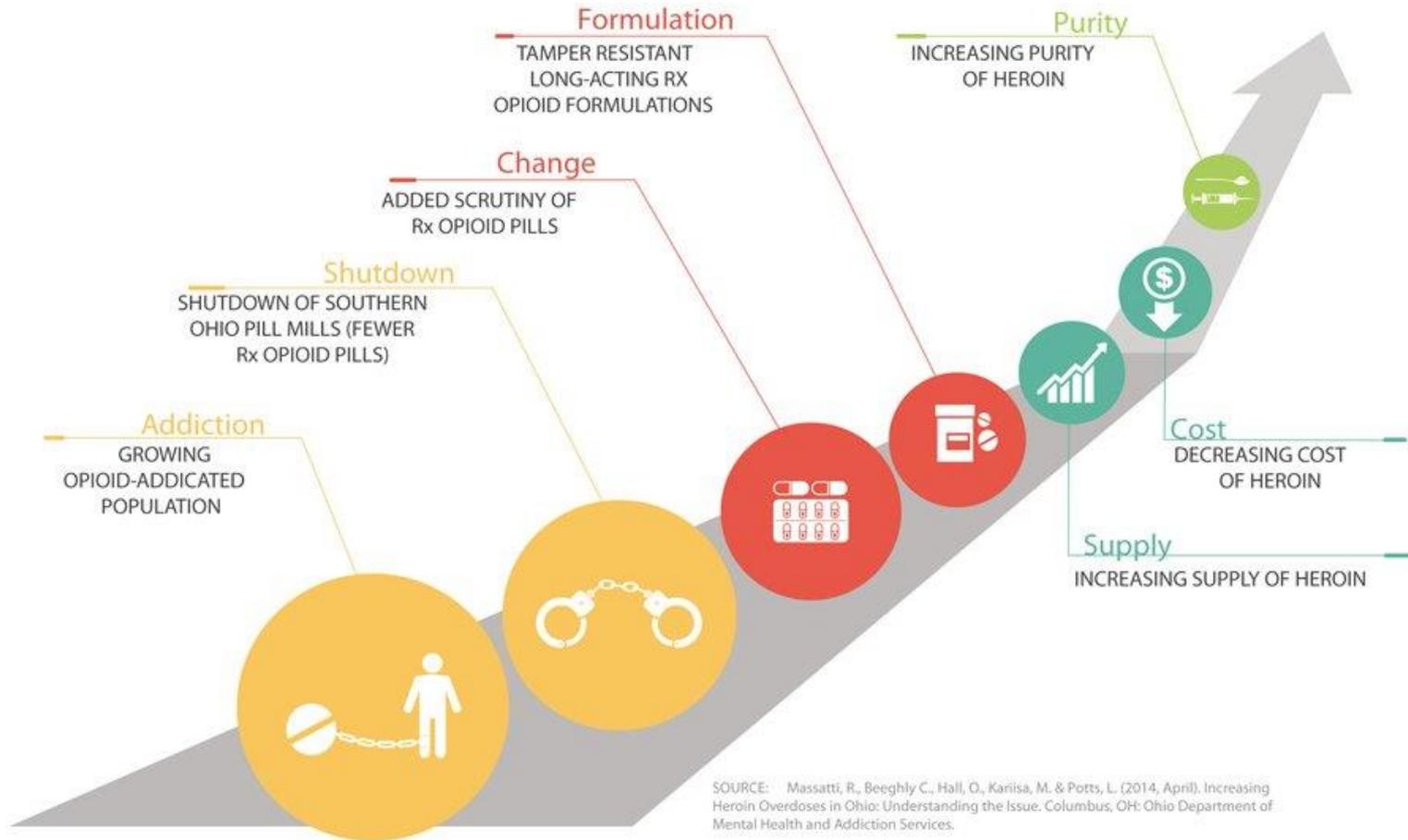
Contributing Factors

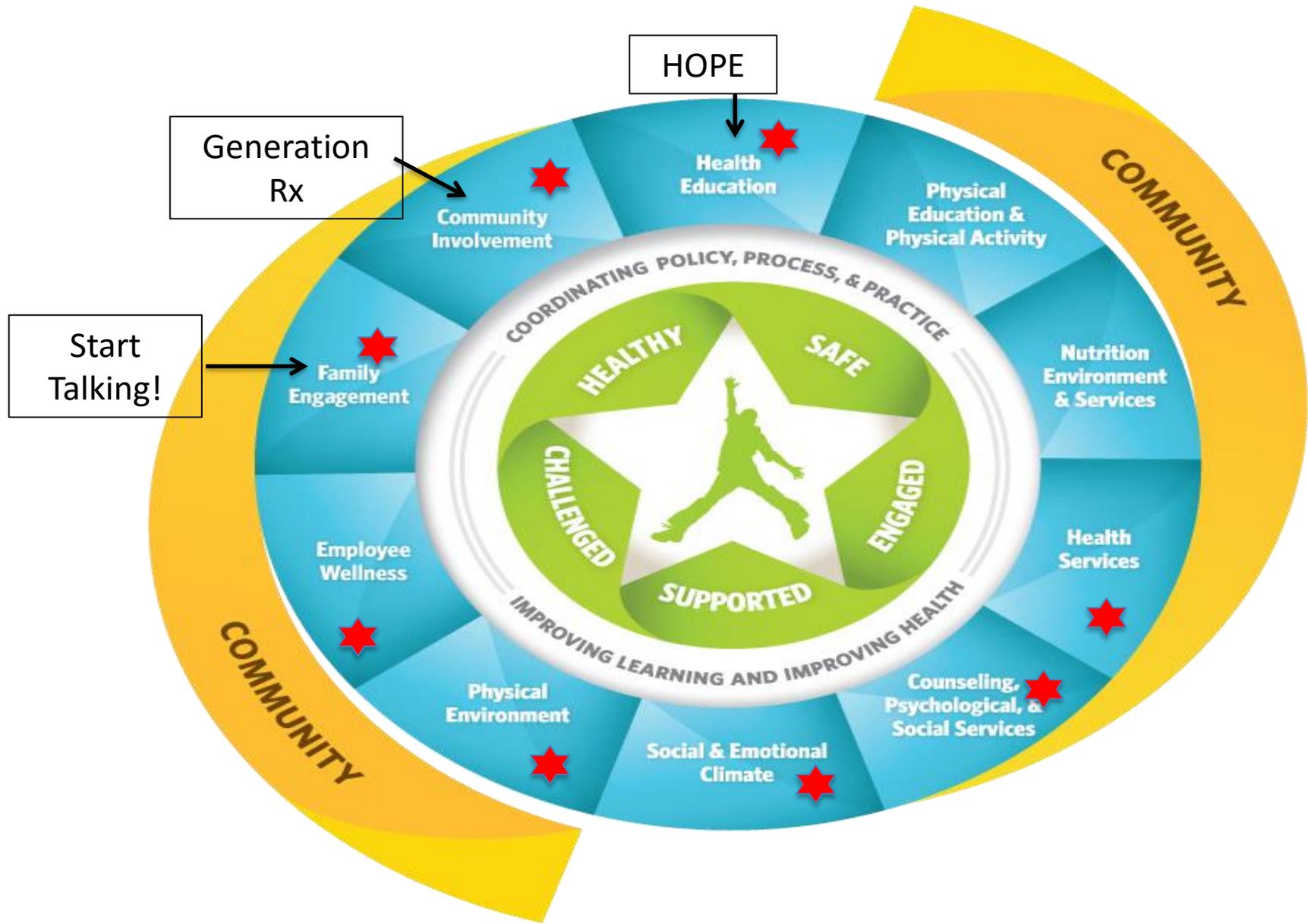


KEY FACTORS

Heroin Shift in Ohio

ADAPTED FROM OHIO DEPARTMENT OF MENTAL HEALTH AND ADDICTION SERVICES





Ohio's Response: HB 367 Overview

- HB 367 requires Ohio schools to select a health curriculum that **includes instruction on the dangers of prescription opioid abuse and the connection between prescription opioid abuse and addiction to other drugs, such as heroin.**
 - Governor's Cabinet Opiate Action Team (GCOAT) makes recommendations that are published by [ODE](#).
 - ODE provided recommendations for instruction at each grade band (K-2, 3-5, 6-8, 9-12)

Ohio Joint Study Committee on Drug Use Prevention Education Recommendations

1. K-12 Substance Abuse Prevention Education – consistent, age-appropriate, evidence-based.
2. Required Reporting for Schools – how are schools fulfilling the requirements to provide substance abuse education.
3. Social and Emotional Learning Standards – Standards exist for K-3, extend to K-12.
4. School & Community Surveys – Complete YRBS or OHYES! Survey annually.
5. Expand Substance Abuse Curriculum across Subjects.

Ohio Joint Study Committee on Drug Use Prevention Education Recommendations

6. Resources for schools about substance abuse prevention.
7. Substance Abuse and Mental Health Intervention Training.
8. Dedicated Prevention Personnel at the Department of Education.
9. Strengthen and Involve Law Enforcement.
10. Support Before- and After-school Programs.

Ohio Joint Study Committee on Drug Use Prevention Education Recommendations

11. Community-based Prevention.
12. Engaging Families and Caregivers.
13. Youth-led prevention.
14. Incorporate Prevention in Higher Education.
15. Study Committee keeps working.

[Full Report](#)

Current Opioid & Drug Abuse Prevention Education Ohio Initiatives

- **Start Talking**
 - Governor Kasich’s initiatives to give families, educators, and community leaders the tools to start the conversation with Ohio’s youth about the importance of living health, drug-free lives
 - Information, teachable moments in the classroom, athletics and law enforcement.
 - Parents360Rx
 - Know!
 - 5 minutes for Life



Generation Rx

- Educational resource to prevent the misuse of prescription medications
- Any can use the materials but health care professionals and pharmacy community are key resources for community, school, parents, college, adults.
- Key messages about medicine safety.
- Lessons and additional content available at <https://www.generationrx.org/>



Ohio's Health Education Requirements

- Graduation Requirement:
 - One-half unit (60 hours)
- K-8: **NO** Time Requirement *but*, Must have a health education curriculum for all schools that must include:
 - Nutrition (including natural and organically produced foods, the relation to health and the use and effects of food additives.
 - Harmful effect and legal restrictions against the use of drugs of abuse, alcoholic beverages, and tobacco.
 - Venereal disease*
 - Personal safety and assault prevention, child abuse prevention (K-6), 9-12 Dating violence and sexual assault prevention.
 - Prescription opioid abuse prevention.
 - Anatomical Gifts

Health Education in Ohio

- Ohio is the **ONLY** state without health education standards.
- Health Education is the **ONLY** academic content area without academic content standards.
- General Assembly has oversight of health education, not the Ohio Department of Education (ODE).
 - Only content area.
 - Ohio is a local control state
- **NO** ODE health education consultant.
- ODE cannot develop or publish curriculum, but they can provide links and resources.

Effective Health Education Curriculum

- Focusing on Health-related Skills, Attitudes, and Functional Knowledge
 - Emphasizing health-enhancing beliefs and norms
 - Analyzing peer pressure as well as media pressure
 - Helping students to develop competency and self-efficacy in health-enhancing skills
- Skills v. Information Approach to Health Education: An Example
- [Health Education Curriculum Analysis Tool \(HECAT\)](#)
- [Characteristics of Effective Health Education Curriculum.](#)

Health Education Standards

1. **KEY CONCEPTS** – comprehend concepts related to health promotion and disease prevention.
2. **ANALYZING INFLUENCES** – analyze the influence of others, culture, media, technology on health.
3. **ACCESSING VALID HEALTH RESOURCES** - access valid information, products and services.
4. **INTERPERSONAL COMMUNICATION SKILLS** - use interpersonal communication skills to enhance health and avoid or reduce health risks.

Health Education Standards

5. **DECISION-MAKING SKILLS** - use decision-making skills to enhance health.
6. **GOAL-SETTING SKILLS** - use goal-setting skills to enhance health.
7. **SELF-MANAGEMENT SKILLS** – demonstrate health-enhancing behaviors to avoid or reduce health risks.
8. **ADVOCACY SKILLS** - advocate for personal, family, and community health.

Characteristics of the HOPE Curriculum

- Designed for K-12 with lessons for each grade band
 - K-5 - designed for classroom teachers, aligned with English Language Arts.
 - Middle and High School - designed for licensed health education teacher.
- Enhance health education, not a new program.
- Designed to supplement, not replace, a comprehensive approach to alcohol and other drugs prevention education.
- Connected with *Start Talking!*; *Generation Rx*; youth-led prevention programs.

Why the Classroom Teacher?

- Classroom teacher is a trusted adult at school.
- Role of one caring adult.
- Consistent messages across the school day and school year.
- Already contributing to drug prevention
- *Why not science?*
 - Easy connection with ELA outcomes

HOPE Curriculum

1. *Lesson Plans - Draft Completed*

- Three lesson plans for each grade K-8, 10 lessons for HS.
- Includes with an lesson enhancements and extensions.

2. *Teacher Guide - Draft September 2017*

- Tips to implement the lessons and additional content knowledge packets with instructor notes

3. *School Administrator Guides – Draft September 2017*

- Additional resources; FAQs; letter to parents overviewing the topic and resources.

4. *Staying Connected – Draft Winter 2018*

- Ideas for additional follow-up, community and parent engagement, and social marketing based on the foundation established by *Start Talking!*

HOPE Key Concepts:

- Only take medicine from a trusted adult.
 - Who is a trusted adult?
- Never share or take someone else's medicine.
- Store medicines in locked cabinet and out of reach of children.
- Properly dispose excess or expired prescriptions.
- If it is unhealthy, unsafe or you're unsure:
“Don't take! Don't taste! Don't touch! Tell a trusted adult.”

HOPE Essential Skills:

- Decision-making
 - Stop, Think, Choose
- Analyzing influences
 - Media, peers, other
- Communication skills
 - Refusal Skills & Ways to say No!
 - Assertive verbal and nonverbal communication
 - Empathy & supporting others

Lesson	K	1 st	2 nd
1	<p>Trusted Adults & Using Medicines Safely</p> <p>Students will differentiate between an adult, friends and trusted adults at home, school or in the community who can help with taking medicines. The emphasis is to only take medicine with the help of a trusted adult.</p>	<p>We Make Healthy Choices</p> <p>Students will read multiple scenarios and sort them into healthy and unhealthy choices. The lesson reinforces how to make healthy and safe choices with medicine and only take medicines from a trusted adult.</p>	<p>Making Healthy Choices to Protect My Brain</p> <p>Students play a Jeopardy-type game to make a healthy choice and to identify trusted adults. The lesson reinforces making healthy choices to protect the brain from the negative consequences of drug misuse.</p>
2	<p>Safe, Unsafe, or Unsure? Making Healthy Decisions</p> <p>Students will look at pictures to decide if they are safe, unsure or unsafe decisions. Students are reminded it is an unhealthy, unsafe or they are unsure to “Do NOT touch, take, taste and get help from a trusted adult!”</p>	<p>Who Wants to Make Healthy Choices?</p> <p>Students will play the game “Who Wants to Make Healthy Choices?” Students analyze the situation to determine if it was a healthy and safe, or unhealthy and unsafe choice.</p>	<p>Steps to Making Healthy Choices</p> <p>Students will use the steps of making a healthy decision in three situations. Students will apply school and home rules for medicines and drugs to make healthy choices and unlock the “Code of Choices.”</p>
3	<p>Healthy Decisions Keep “Sammy Safe”</p> <p>Students will analyze choices and determine if they are safe and healthy or unsafe and unhealthy. Students will apply the guidelines for making healthy decisions with medicine to help the “Sammy Safe” puppet.</p>	<p>Asking a Trusted Adult for Help to Make a Healthy Decision</p> <p>Lesson 3 applies decision-making and communication skills in scenarios. The emphasis will be to identify healthy choices and when to ask for help from a trusted adult.</p>	<p>Being Assertive To Be Healthy</p> <p>This lesson introduces assertive communication skills to make a healthy decision to avoid unhealthy and unsafe situations. Students will practice assertive communication and asking for help from a trusted adult.</p>
4*	<p>I Will Make Healthy Choices</p> <p>Students will develop and sign the pledge to be safe with medicines and harmful substances, “I will make healthy choices about medicine. I will only take medicine from a trusted adult.”</p>	<p>I Will Make Healthy Choices about Medicine</p> <p>Students will brainstorm three possible reasons for making healthy choices. The student selects their favorite reason and writes a sentence. The student also writes a sentence about who can help them make a healthy choice.</p>	<p>Encouraging Others to Make Healthy Choices about Medicines</p> <p>Students will develop a paragraph that describe how to make healthy choices, who can help with making healthy choices, and the reasons to make healthy choices to encourage others to make healthy choices.</p>

Kindergarten, Lesson 1

NAME _____



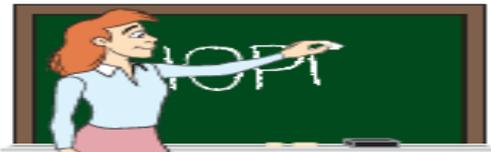
FAMILY



FRIENDS



POLICE



TEACHER

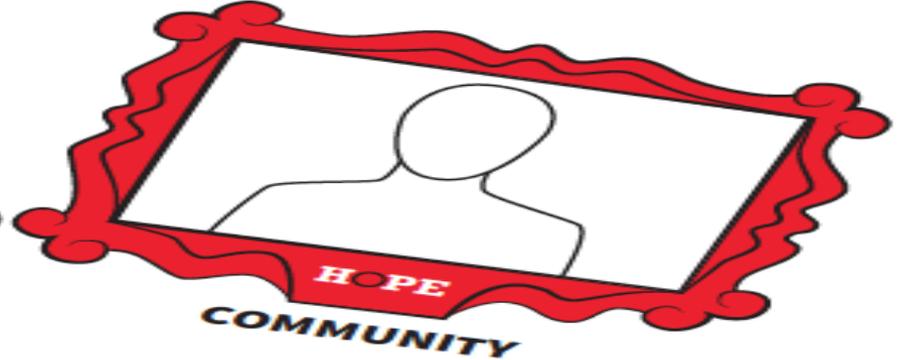


MAN ON BENCH



NURSE

Draw a picture of someone you trust helping you.



Kindergarten - Lesson 2



Lesson	3 rd	4 th	5 th
1	<p>Healthy Choices are Best for Me! Students will compare and contrast the positive and negative consequences of making healthy choices about medicines. The lesson will reinforce following school and family rules for medicine use and always asking for help from a trusted adult to take medicine.</p>	<p>Your Health is not a Game of Chance The purpose of the lesson is to reinforce making healthy choices and the consequences of unhealthy choices. We will use a “Game of Chance,” or “Roll of the Dice” activity to show the risks and consequences of making healthy or unhealthy decisions.</p>	<p>Healthy Decisions: Over-The-Counter and Prescription Medicines. Students will compare and contrast OTC and prescription medicines. The lesson will reinforce home and school rules for taking, storing and disposing medicines in the context of learning about prescription medicines.</p>
2	<p>Healthy Decision Detective Students will apply the steps to making a healthy decision in the role of Detective H.S. (Healthy, Safe) Decision. As Detective H.S. Decision, students will use the steps of making a healthy decision, identify consequences of the decision, and determine if the decision healthy, safe and respectful.</p>	<p>Your Mission? Making Healthy Decisions Students will pose as a Secret Agent and complete a series of case files that require a healthy decision to complete the mission. The missions will require students to “think ahead,” and determine if places, people or things could lead to unhealthy decisions.</p>	<p>Stop, Think, & Choose to Make Healthy Decisions The Stop, Think, Choose model will be used to help student think about the alternatives and possible consequences before making a choice. Students will play a board game where they will review key concepts, identify consequences of decisions and apply the decision-making skills.</p>
3	<p>Refuse to Use The focus is on standing up for yourself and the healthy decisions you make. Students will learn practice the four aspects of assertive communication including: looking at the person, stating the decision firmly but politely, walking away if pressured continuously, and telling a trusted adult about an unhealthy/unsafe situation.</p>	<p>Being Confident & Assertive to Make Healthy Choices The lesson will develop assertive communication skills and strategies to be confident and stand up for yourself and your healthy decisions. Students will think about what they will say in a situation, and then practice being assertive in delivering the message with a peer.</p>	<p>Don't Give in to Peer Pressure: Make Healthy Choices Students will practice the “Three No’s and a Walk” refusal technique. Students will apply the refusal techniques in two different scenarios. The teacher will debrief the scenarios to reinforce positive influences on healthy choices, and being assertive to make healthy choices.</p>
4*	<p>Advocating to be Drug-Free - Lesson 4 is a lesson enhancement. This lesson could be added as an extension to another lesson or it can be a separate stand-alone lesson if time allows. Students are asked to share what they have learned about healthy choices and express that in a creative manner using a RAFT (Role, Audience, Format, Topic).</p>		

Lesson	6 th	7 th	8 th
1	<p>Proper Use v. Misuse</p> <p>The purpose of this lesson is for students to understand the dangers associated with taking prescription and Over the Counter (OTC) medications inappropriately. Students will discuss perceptions of norms regarding prescription and OTC medications. They will practice identifying proper and improper use of medications by analyzing various scenarios.</p>	<p>Reasons for Drug Abuse</p> <p>This lesson takes a closer look at why some teens use drugs and identify alternatives to drug use. Students will look at influences on behavior and examine how positive personal values, beliefs, and goals for their future can help them make healthy choices. Students develop a visual that includes five reasons to make healthy choices about drugs and medicines.</p>	<p>Influences on Drug Use</p> <p>The purpose of this lesson is to analyze the influence of media on healthy choices, in particular prescription drugs. Students identify other valid and reliable sources of information for healthy use of prescription drugs and medicines. Students develop a message using one of the techniques to encourage healthy choices about prescription and other drugs.</p>
2	<p>Communication Strategies for Refusing Drugs</p> <p>Students will understand the key elements and practice verbal and nonverbal communication skills. Students will learn the difference between passive, assertive, and aggressive communication and strategies.</p>	<p>Refusal Skills</p> <p>The goal of this lesson is for students to gain confidence in using refusal skills. Students will learn refusal strategies to say no to drugs and put them into practice through role plays. Students will analyze the effectiveness of a peer’s refusal skill performance.</p>	<p>Refusal & Communication Skills</p> <p>In this lesson Students will analyze situations that could lead to drug use and different influences that are present when it comes to peer pressure to apply a refusal skill or strategy that best fits the situation.</p>
3	<p>Making Healthy Decisions about Drug Use</p> <p>The purpose of this lesson to reinforce the decision-making process of Stop, Think, Choose and to identify all the important things they need to consider when making decisions. Students will gain confidence in decision-making by practicing the proper decision-making steps through scenarios.</p>	<p>Decision-Making</p> <p>This lesson is for students to review the <i>Stop, Think, Choose</i> decision making model and analyze the outcomes of a decision. Students will also identify various influences on the decisions we make and how to combat them to make the healthiest choice.</p>	<p>Effective Communication to Facilitate Healthy Choices</p> <p>This lesson will practice decision-making using “Stop, Think, Choose” and effective communication skills in scenarios. Students will identify possible consequences from making poor choices and gain confidence with how to handle these situations through skill practice and class discussion.</p>
4*	<p>Advocating to be Drug-Free</p> <p>*Lesson 4 – Advocating to be Drug-Free by writing a letter that encourages a 5th grader to make drug-free choices when they get to middle school. (*Lesson 4 is an additional that can be used as a culminating assessment in middle school).</p>		

<p style="text-align: center;">1</p> <p style="text-align: center;">Drug Use & Its Impact on You</p> <p>Students will discuss appropriate and inappropriate uses of a drug, explore reasons why a person would abuse a drug, and find alternatives to drug use. Students will explore the scope of the problem by analyzing the impact of drug use on relationships, society, as well as the user's health, education, and future.</p>	<p style="text-align: center;">2</p> <p style="text-align: center;">Addiction</p> <p>Students will take a closer look at the stages of addiction. The lesson uses scenarios to help students understand addiction leads to a progression of consequences on themselves and others they care about. Students writing a personal anti-drug message stating specific reasons to make healthy and drug-free choices.</p>	<p style="text-align: center;">3</p> <p style="text-align: center;">Proper Use of Prescription and OTC Medicines</p> <p>Students will identify the characteristics of appropriate use, storage and disposal of OTC and prescription medicines. Students will describe the consequences associated with misuse of prescription and OTC medicines. Students will read scenarios and identify proper use/misuse and alternatives to OTC and prescription medicine misuse.</p>
<p style="text-align: center;">4</p> <p style="text-align: center;">Decision-Making</p> <p>Students will apply the Stop, Think, Choose Model in scenarios. Students will apply their knowledge about prescription and other drugs to identify the healthy choice. A class discussion will identify others who could be helpful and a positive influence in making healthy, drug-free choices.</p>	<p style="text-align: center;">5</p> <p style="text-align: center;">Opioid Abuse Prevention</p> <p>Students will identify the consequences associated with opioid use. Students will analyze the impact opioid use has on an individual's health, relationships with loved ones, career opportunities, academic success, and the communities we live in.</p>	<p style="text-align: center;">6</p> <p style="text-align: center;">Influences on Drug Use</p> <p>Students will identify various biological, psychological, environmental, and social influences on drug use. Students will also describe the influence of risk and protective factors in regard to drug use. Students will develop strategies to overcome these influencers and identify healthy choices.</p>
<p style="text-align: center;">7</p> <p style="text-align: center;">Refusal Skills</p> <p>Students will practice peer resistance skills in role play scenarios. By the end of this lesson, students will have multiple strategies to keep them safe from the pressures associated with drug use.</p>	<p style="text-align: center;">8</p> <p style="text-align: center;">Avoiding Driving or Riding with a Person Under the Influence</p> <p>Students will analyze situations to understand the dangers associated with impaired driving. Students will practice what to say and do if they want to prevent a person from driving while under the influence.</p>	<p style="text-align: center;">9</p> <p style="text-align: center;">Getting Help</p> <p>Students will learn how to get help for themselves and/or others who are dealing with drug addiction. They will learn how to identify warning signs and the proper steps for getting help. Students will practice demonstrating empathy to reach out and support the individual while also seeking out help from others.</p>

Lesson 10 - Advocating to be Drug-Free

Lesson 10 is an advocacy lesson where students will put the skills and information they have learned from the unit into action by formulating a drug-free promotion message for their target audience. Promotion messages can include: video, news story, poster, poem, rap, commercial, role play, etc. Students who advocate for healthy behaviors are more likely to adopt those healthy behaviors.

HOPE Curriculum: K-5 Recommendations

- Utilize & coordinate existing school, community and prevention resources.
- K-5: Examine opportunities to integrate and reinforce drug abuse prevention education in ELA.
- Provide professional development or resources for teachers.
- Examine presence & potential of health education in K-5.

HOPE Curriculum:

Health Education Recommendations

- Refine the focus to functional health knowledge, skills, and behaviors to be drug-free.
- Revise Middle School & High School Curriculum to align with health education standards.
 - Consistent messaging across different content.
- Develop an effective ATOD Unit.
- Examine opportunities to integrate consistent messages to families & integrate consistent drug-free messages in your school and community using the WSCC Model.

Supporting Teachers & Students: Recognize, Reach Out, & Refer

1. RECOGNIZE:

- Sudden *CHANGE* in indicators

2. REACH OUT:

- Tell them you care.

3. REFER:

- Follow district policies for reporting incidents of abuse or mental or behavioral health issues.
 - Know whom to report incidents also make connections to social service agencies or 211 systems in the community
- The Power of **ONE** Caring Adult
- *[Safer Schools Ohio Training](#)

Parent Education & Community Connections

- Be skills based!
 - Parents need communication and decision-making skills to help their children be drug free
 - Parents also need functional, essential knowledge about opioids and prescription drugs.
- Share what your students are learning to reinforce key messages
- Outside resources & speakers **must** align with your local curriculum.
- Use existing resources
 - Teachers
 - Counselors
 - Start Talking!
 - Resource Officers
- Community Connections
 - ESC
 - ADAMHS Boards
 - County Task Forces

