HOPE Curriculum:
Health & Opioid Prevention Education

Safe & Healthy Schools Conference
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Today’s Goals:

1. Examine the opioid epidemic and the federal, state and local response.
2. Describe Ohio’s prevention efforts.
3. Examine the role of the teacher, health educators, school personnel and the school in drug prevention.
4. Review the HOPE Curriculum Lessons.

![Graph showing number of unintentional overdoses involving selected drugs, by year, Ohio, 2000–2015.](image)
Montgomery County – 2017
Accidental Overdose Deaths Total

Where does the HOPE Curriculum fit?
HB 367 Overview

- 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)

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).
  - Ohio is a local control state
  - NO ODE health education consultant.
- ODE cannot develop or publish curriculum, but they can provide links and resources.
- Senate Bill 287 – Sen. Sykes

Ohio’s Health Education Requirements:

- Graduation Requirement: One-half unit (60 hours)
- K-8: NO Time Requirement, but……
- **ALL Schools** MUST have a health education curriculum that includes:
  - 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
    - K-6: child abuse prevention,
    - 7-12: Dating violence and healthy relationships.
  - Prescription opioid abuse prevention.
  - Anatomical Gifts
**Effective Health Education Curriculum**

- Focused 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.
- Resources for Effective Health Education:
  - Health Education Curriculum Analysis Tool (HECAT)
  - Characteristics of Effective Health Education Curriculum.

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**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.
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?
  - Science provides knowledge about our bodies, but not how to make health choices to be healthy.
  - Easy connection with ELA outcome
HOPE Curriculum

1. **Lesson Plans** - Draft Completed ✓ (Revision Aug. 2018)
   - Three lesson plans for each grade K-8, 10 lessons for HS.
   - Includes with a lesson enhancements and extensions.

2. **Teacher Guide** – Draft Completed ✓
   - Tips to implement the lessons and additional content knowledge packets with instructor notes

3. **School Administrator Guides**
   - Additional resources; FAQs; letter to parents overviewing the topic and resources.

4. **Staying Connected**
   - 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 a 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

### Key Outcomes:

**Grades K-2**

- **Lesson 1 - Identify rules about medicines at home and school**
  - Identify trusted adults who can help with taking medicines.
  - Recognize the healthy decision when encountering medicine, unknown or unsafe substances.
    - Don’t know = Don’t touch, don’t taste, don’t take & tell a trusted adult.
- **Lesson 2 - Decision Making**
  - Choose a healthy option when making a decision.
- **Lesson 3 - Communication Skills**
  - Use effective communication skills to make healthy choices.

### Lesson Plan:

<table>
<thead>
<tr>
<th>Lesson</th>
<th>Grade</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>K</td>
<td>Trusted Adults &amp; Using Medicines Safely</td>
</tr>
<tr>
<td>2</td>
<td>K</td>
<td>Safe, Unsafe, or Unsure? Making Healthy Decisions</td>
</tr>
<tr>
<td>3</td>
<td>K</td>
<td>Healthy Decisions Keep “Sammy Safe”</td>
</tr>
<tr>
<td>4*</td>
<td>1st</td>
<td>I Will Make Healthy Choices about Medicine</td>
</tr>
</tbody>
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**Making Healthy Choices**

- **Making Healthy Choices to Protect My Brain**
  - Students play a Jeopardy-type game to make healthy choices and to identify trusted adults.
  - The lesson reinforces making healthy choices to protect the brain from the negative consequences of drug misuse.
- **Safe, Unsafe, or Unsure? Making Healthy Decisions**
  - Students will look at pictures to decide if they are safe, unsure or unsafe decisions.
  - Students are reminded it is unhealthy, unsafe or unsure to “Do NOT touch, take, taste and get help from a trusted adult!”
- **Who Wants to Make Healthy Choices?**
  - 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.
- **Steps to Making Healthy Choices**
  - 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.”
- **Healthy Decisions Keep “Sammy Safe”**
  - Asking a Trusted Adult for Help to Make a Healthy Decision
  - Asking Assumption To Be Healthy
  - Encouraging Others to Make Healthy Choices about Medicine
  - I Will Make Healthy Choices about Medicine
  - I Will Make Healthy Choices about Medicine
  - Encouraging Others to Make Healthy Choices about Medicine

**I Will Make Healthy Choices**

- Students will develop and sign the pledge to be safe with medicines and harmful substances, “I will make healthy choices and only take medicines from a trusted adult.”

**I Will Make Healthy Choices about Medicine**

- 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.

**Encouraging Others to Make Healthy Choices about Medicine**

- Students will develop a paragraph that describes 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.
Kindergarten, Lesson 1

Key Outcomes:

Grades 3-5

• Lesson 1 – Rules, consequences and healthy choices
  – Explain how to use medicines correctly
  – Identify family and school rules about medicines and drug use.
  – Identify trusted adults who can help with taking medicines or how to get help for others.
  – Explain the harmful effects of unhealthy decisions or misuse of medicines, drugs and harmful products.

• Lesson 2 - Identify options and their potential outcomes when making a healthy decision.

• Lesson 3 - Demonstrate effective verbal and nonverbal communication skills to avoid drug use.

• Lesson 4 – Advocating to be Drug-Free!
Lesson 4: Healthy Decision Detective

The lesson will reinforce following school rules and respect for self and others. Students will compare and contrast healthy and unhealthy decisions. The focus is on standing up for yourself and respectful. Students will use the steps of the Stop, Think, Choose decision making process of Stop, Think, Choose to make and how to combat them to make healthy decisions and the healthy decisions you make. Students will also identify the consequences of making healthy or unhealthy decisions.

- healthy decision in the role of Detective
- Students will compare and contrast the elements of making a healthy decision, identify the consequences of making healthy or unhealthy decisions.
- Students will pose as a Secret Agent and complete a series of case files that require "Think Ahead," and determine possible consequences before making a choice. Students will play "Three No's and a Walk" refusal technique. Students will practice refusal skill performance.
- Students will use a "Game of Chance," or "Roll of the Dice" activity to show the risks and consequences of making healthy choices and the unhealthy decisions.

Reasons for Drug Abuse

The purpose of this lesson is to analyze reasons to make healthy choices about prescription and OTC medications. Students will use refusal strategies to make healthy choices about prescription and other medicines. Students will discuss 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 and OTC medications. The lesson will reinforce taking, storing and disposing medicines inappropriately. Students will discuss the reasons for drug abuse including: looking at the person, stating reasons to make healthy choices, and practice verbal and nonverbal communication skills.

Stop, Think, Choose Refusal Skills

The purpose of the lesson is to reinforce following school rules and respect for self and others. Students will compare and contrast OTC and Prescription Medicines. The lesson will practice decision- making skills. Students will examine how positive personal values, beliefs, and goals for their future can help them make healthy decisions. Students will learn refusal strategies to gain confidence in using refusal skills.

Don't Give in to Peer Pressure:

The lesson will develop assertive communication strategies. Students will learn refusal strategies to gain confidence in decision-making and to identify all the important things they need to consider when making a healthy decision. Students will think, choose and to identify all the different scenarios. The teacher will guide students to "think ahead," and determine possible consequences before making a choice. Students will practice refusal through role plays. Students will say no to drugs and put them into the healthiest choice.

Stop, Think, Choose Refusal Model

This lesson will practice decision-making skills. Students will use the Stop, Think, Choose model to help think about the alternatives and possible consequences. Students will analyze the effectiveness of a peer's refusal skill or strategy that best fits the situation through skill practice. Students will understand the key elements of refusal and practice refusal strategies for making healthy choices.

Reasons for Drug Abuse

The purpose of this lesson is to analyze reasons to make healthy choices about prescription and OTC medicines. Students will identify other valid and reliable sources of information for healthy use of prescription and OTC medicines. Students will examine how positive personal values, beliefs, and goals for their future can help them make healthy decisions. Students will learn refusal strategies to gain confidence in using refusal skills.
Key Outcomes

High School:

1. Proper Use & Misuse of opioid, prescription drugs and OTC medicines.
   - Reasons & Consequences
2. Influences on drug use.
3. Communication strategies & refusal skills.
   - Encouraging others to make a healthy choice.
   - Responding to peer pressure and influence.
4. Decision-making skills.
5. Community Connections and Getting Help.
6. Advocating to be Drug-Free.

Drug Use & Its Impact on You
Students will discuss appropriate and inappropriate uses of drugs, explore reasons why people would abuse drugs, and discuss the impact of drug use on relationships, society, as well as the user's health, education, and future.

Addiction
Students will identify the stages of addiction and explore the reasons behind drug use. They will discuss the consequences of addictive behavior and the impact on individuals and society.

Proper Use of Prescription and OTC Medicines
Students will identify the characteristics of appropriate use, storage, and disposal of OTC and prescription medications. They will practice drug recognition and discuss the importance of taking medication as prescribed.

Decision-Making
Students will apply the Stop, Think, Choose Model in scenarios. They will apply their knowledge about prescription and other drugs to identify healthy choices. Class discussions will identify everyone who could benefit from positive influence or making healthy drug-free choices.

Opioid Abuse Prevention
Students will identify the characteristics of OTC and prescription medications. They will identify the consequences associated with misuse of prescription drugs and OTC medicines.

Influences on Drug Use
Students will identify various biological, psychological, environmental, and social influences on drug use. They will analyze the influence of risk and protective factors in regards to drug use.

Refusal Skills
Students will practice refusal skills in role play scenarios. By the end of the lesson, students will have multiple strategies to keep themselves safe from the pressures associated with drug use.

Avoiding Driving or Riding with a Person Under the Influence
Students will analyze situations to identify 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.

Getting Help
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.

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. Students will learn how to create effective promotion messages, such as posters, poems, rap, etc. Students who advocate for healthy behaviors are more likely to adopt those healthy behaviors.
HS Lesson Practice

• What is the skill or behavior targeted in this lesson?
• What is the functional health knowledge?
• What are the challenges you see?
  – Students?
  – Teacher?
• What will your students learn in this lesson?

HOPE Curriculum: K-5 Recommendations

• Utilize & coordinate existing school, community and prevention resources.
  – Use the Whole School Model
• 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 for other topics.

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.
Building a Skill-Based Health Education Curriculum

1. Start with the Standards
2. Build the infrastructure with the Characteristics of Effective Health Education.
3. Develop your Curriculum.
   - Align with all of Ohio required topics
4. Professional Development & Implementation

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
   - Teacher, Student and Parent Supports?
   • The Power of ONE Caring Adult
   • *Safer Schools Ohio Training

HOPES in Schools

• What is HOPES?
  o Health
  o Opioid
  o Prevention
  o Education
  o Supports
    o Trauma-informed care
    o Teachers/Secondary Trauma
    o Connecting & Communicating with resources
• Outcomes
  1. Schoolwide Drug Prevention & Supports Plan
  2. Opioid-related trauma resource
• What is the relationship between HOPES in Schools and the HOPE Curriculum?
Components of a School-wide Plan

- Strategic Planning Process
  - Data
  - Strategic Planning
  - Policy & Environment
- School Climate
- Health Services
- Staff Supports
  - Self-care
  - Professional Development
- Health Education Curriculum & Prevention Programming
- Consistent Messaging
  - Students, Families, Communities
- Social-Emotional Learning
- Youth Led Prevention & Mentoring Programs
- Parent Engagement & Supports
- Community Education
- Community Coalitions

Opioid-Related Trauma Resource

- Opioid-Related Trauma vs. Trauma
- Creating A Trauma Sensitive Classroom
  1. Self-Awareness
  2. Relationship
  3. Belief
  4. Live, Laugh, Love
  - Self-Care
- Strategies
  - School
  - Classroom
  - Teacher
  - Community/Family Supports & Connections

Drug Prevention Recommendations

- Classroom teacher is more effective than one-time presenter (consistent messaging).
- They need to know you care!
  - Give students a reason to care.
- The Power of One Caring Adult!
- Use local data to share the norm
  - e.g. 80% of students have not misused prescription drugs.
School-wide Drug Prevention Plan Recommendations

- Consistent, coordinated, and purposeful approach that engages your students, school, parents and community.
  - Prevention is effective!
  - Youth led prevention is a key asset.
  - Schools are the hub of activity
  - Assemblies don’t work unless they are followed up by reinforcing messages or work to address what was learned.
  - Reflection and commitment to put a drug-free plan into action.

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