

## Research Article

# A Proposal for a Comprehensive Opioid Education and Prevention Health Curriculum for Grades K-12 in Pennsylvania

Peter A. Clark<sup>\*1</sup>, Gabriella Mamo<sup>\*2</sup>, Justin Stout<sup>3</sup>, Joseph Treacy<sup>3</sup>, David Grana<sup>3</sup>, Haley Patrick<sup>3</sup>, Nicholas Imperato<sup>2</sup>, Keerthy Joseph<sup>4</sup>, Verushka Bedi<sup>4</sup>, Vihitha Theta<sup>4</sup>, Rushabh Shah<sup>4</sup>, Chen Song<sup>4</sup>, Jack Hirschfield<sup>3</sup>, Daniel DiSandro<sup>3</sup>, Nathan Morrison<sup>2</sup>, Elisa Giammo<sup>2</sup>, Patrick Laird<sup>2</sup>, Rishi Gulati<sup>2</sup>, Thomas Jenkins<sup>3</sup>, Danielle DeStasio<sup>3</sup>

<sup>1</sup>Institute of Clinical Bioethics, Saint Joseph's University, 5600 City Avenue, Philadelphia, PA, USA

<sup>2</sup>Philadelphia College of Osteopathic Medicine, 4170 City Avenue, Philadelphia, PA, USA

<sup>3</sup>Saint Joseph's University Research Fellows -Institute of Clinical Bioethics Philadelphia, PA, USA

<sup>4</sup>Internal Medicine Medical Residents-Mercy Catholic Medical Center Darby, PA, USA

**\*Corresponding author:** Peter A. Clark S.J, Director, Institute of Clinical Bioethics, Saint Joseph's University, 5600 City Avenue, Philadelphia, PA, USA 19131, Tel: 610-660-3425, Email: pclark@sju.edu

Gabriella Mamo, Philadelphia College of Osteopathic Medicine, 4170 City Avenue, Philadelphia, PA, USA 19131, Email: gm270930@pcom.edu

## Abstract

The opioid epidemic has become one of the leading public health issues in the United States, with Philadelphia being one of the cities most greatly affected. Various programs, such as the D.A.R.E (Drug Abuse Resistance Education) program, have been implemented to educate students about the effects of drugs and addiction. More recently, the Ohio HOPE (Health and Opioid Prevention Education) Curriculum, was designed to educate students on the dangers and detrimental effects of opioid abuse and provide instruction for students to make healthy decisions about drugs in their future. In this paper, we propose a new opioid education and prevention curriculum for grades K-12 in Pennsylvania, using the Ohio HOPE Curriculum as a model to support existing health education curriculums in schools. A stronger focus on the harm reduction theory is employed for students to recognize that drug use and abuse will occur regardless; therefore one should aim to reduce the negative consequences. The curriculum will serve as a paradigm for other school districts in the country to enhance opioid education and prevention.

## Introduction

The opioid epidemic has risen to be one of the United States' leading public health crises. Since the 1980s, the liberal use of narcotics to treat acute pain quickly became an industry among pharmaceutical companies as intent for these drugs shifted to an economical motive. Today, even with the use of prescription drug monitoring programs (PDMP), opioid-related drug deaths are still a prominent problem in America. According to the Centers for Disease Control and Prevention (CDC), opioid-related deaths in 2018 averaged 128 deaths per day<sup>[1]</sup>. Monitoring prescriptions and providing information on the risks and benefits of long-term narcotic pain management has helped to slow the prescription rate among providers. However, much of the problem remains in the users. Philadelphia is one of the cities most greatly affected by the opioid epidemic. As of May 2014, it was estimated that 50,000 people overused prescription painkillers and opioids in one year, and there were about 70,000 heroin users in the Philadelphia area<sup>[2]</sup>. Furthermore, nearly one in every four U.S. high school seniors has had some form of lifetime exposure to prescription opioids, whether it was medically or non-medically related<sup>[3]</sup>. We propose that education, presented in an age-appropriate way, is the best method to reduce opioid misuse and related deaths among the population. Implementing a curriculum in Pennsylvania for grades K-12 would help narrow

**Received date: March 26, 2021**

**Accepted date: April 16, 2021**

**Published date: April 20, 2021**

**Citation:** Clark, P.A., Mamo, G., et al. Proposal for a Comprehensive Opioid Education and Prevention Health Curriculum for Grades K-12 in Pennsylvania. (2021) J Addict Depend 6(1): 1-7.

**Copy Rights:** © 2021 Clark, P.A. This is an Open access article distributed under the terms of Creative Commons Attribution 4.0 International License.

the margin between the problem and the solution for the current opioid epidemic.

There are two different philosophies to approaching the opioid epidemic. The first is through the lens of abstinence. Abstinence can be very difficult to achieve, and it involves complete avoidance of using a drug to overcome an addiction. This may involve disposing of or removing the medication from one's household after detoxification to avoid relapse. Opioids lead to a rapid onset of addiction because the portion of the limbic system that deals with reward seeking is constantly activated. For this reason, it is important to continuously educate adolescents about the risks associated with any illicit drug use. One example of this is the D.A.R.E (Drug Abuse Resistance Education) program, instituted in 1983 in Los Angeles. This was an educational curriculum designed to educate students about prescription and non-prescription drugs and to prevent use of controlled substances, participation in gangs, and violent behavior. The D.A.R.E. program is continuously evolving and growing, and has been adding new curriculums focused on the opioid epidemic. The main goal of this program is to caution students about the dangers of drug use and to coach students on how to "say no" to drugs. The program also sheds light on the advantages of living a drug-free life<sup>[4]</sup>. However, the strategy of pure abstinence can be a challenge without instilling interpersonal skills in students. In addition, teaching students about the severe effects of drug addiction may actually backfire and instead intentionally convey that other substances, such as alcohol, vaping or tobacco, are better alternatives.

The second model through which the opioid epidemic can be confronted is through the harm reduction theory. This theory claims that drug use and abuse will happen regardless; therefore instead of condemning those actions, one can work to minimize the harmful effects and educate individuals on the most appropriate ways to seek help. Drug use has a complex mixture of psychological, social, and biological influences; therefore, it is not very feasible to call for total abstinence. Instead, there must be a nonjudgmental coalition of resources available for these individuals to quit. This allows patients to take over as the primary agents of their health<sup>[5,6]</sup>. We believe that this model is the best approach to education. It is through the harm reduction theory that we intend to create an opioid education and prevention curriculum to educate young people on the opioid epidemic. Due to the gravity of the current opioid epidemic and the widespread exposure to prescription opioids by young individuals, there is an increasing need to supply all levels of education with knowledge about the dangers of drug misuse. In this article, we propose an opioid education and prevention curriculum in the state of Pennsylvania, in accordance with harm reduction theory, which will serve as a paradigm to help tackle the progression of the opioid crisis in the United States.

### **The Ohio HOPE Curriculum**

In 2014, the Ohio House Bill 367 was passed, which required each Ohio school districts' board of education to incorporate instruction on opioid abuse and prevention within its health curriculum. The goal of this program was to educate students on the dangers and detrimental effects of prescription opioid abuse and methods for prevention. A professor at Wright State University, Dr. Kevin Lorson, worked in conjunction with the Ohio

Department of Higher Education to develop the HOPE (Health and Opioid Abuse Prevention Education) curriculum for grades K-12 in 2016. This curriculum meets the Ohio HB 367 requirements for schools to provide instruction on the risks of prescription opioid abuse. The HOPE high school curriculum has seven core standards: functional knowledge, analyzing the influence of others, accessing valid and reliable information, interpersonal communication, decision-making, goal setting, and advocating for drug abuse prevention. The curriculum was designed to be taught by a licensed health education instructor during a designated drug abuse prevention unit in their health class. The curriculum spans ten lessons and combines PowerPoint presentations, interactive lesson plans and assessments<sup>[7]</sup>.

Lesson 1's main topic is the proportion of teens in Ohio that are currently using or have used marijuana, heroin, alcohol or tobacco/vape products. Data is readily available from 2013 and 2019 via the Ohio Department of Health's Youth Risk Behavior Survey<sup>[8]</sup>. Students are also tasked with discussing how drug use may impact a wide range of people in their lives. Students are afforded the opportunity to learn about the long and short term effects of various drugs.

In Lesson 2, students are taught about the various stages and effects of addiction. They learn about effective techniques to help loved ones that may possibly be suffering from addiction and substance use disorder. The activity within this lesson demonstrates the wide range of effects that addiction can potentially have on the students' own lives and families.

Lesson 3 educates students about the proper use of prescription and over the counter (OTC) medicines. This is a comprehensive lesson regarding healthy medication use behaviors. Students are taught the differences between OTC and prescription drugs, as well as how to properly follow prescription directions. They are also provided with multiple resources to use to determine proper use of medications.

Lesson 4 explains decision-making by utilizing a process called, "Stop, Think, Choose". Students are tasked with identifying barriers to living without drugs as well as the benefits of thorough decision making. One of the hallmarks of this lesson is for students to identify a trusted adult in their lives which the student would feel comfortable asking for help.

In Lesson 5, students learn about preventing opioid abuse. Drugs such as heroin, fentanyl and cocaine, as well as treatment options such as naloxone are discussed. Students also have the chance to study the long term effects of opioid abuse, and are tasked with analyzing the impact of opioid abuse on their families, relationships and future aspirations. Teachers discuss how culture and society may inadvertently promote drug use or abuse.

Lesson 6 discusses influences on healthy choices. Factors such as peer pressure, genetics, geography, home environment, and stressors are discussed with students. Students may be asked to discuss both the positive and negative influences in their lives that may or may not foster unhealthy habits.

In Lesson 7, refusal and communication skills are taught for students to resist peer pressure. Students are taught multiple ways to say "no" to drugs, demonstrating the abstinence theory as discussed above<sup>[7]</sup>. A lesson 8 teaches students about the hazards of driving under the influence and also offers them a chance to thoughtfully contemplate what to do if they were

offered a ride by someone under the influence. Students have the opportunity to read multiple stories of intoxicated drivers and the victims of those actions<sup>[3]</sup>. Lesson 9 discusses the importance of asking for help and methods of receiving help. Students are provided with resources if themselves or loved ones are ever in need. In Lesson 10, students are taught about advocacy, and use everything they have learned over the course to formulate a “staying drug-free” message. Students are encouraged to direct the lesson themselves and take ownership of their decisions and choices to stay drug free<sup>[7]</sup>.

An important aspect of Ohio’s HOPE curriculum is that it applies both the harm reduction theory as well as abstinence. The program focuses mostly on a “stay drug free” message, teaching abstinence, but it also empowers students to make healthy decisions. We have used the HOPE curriculum as a template for our curriculum, however applying more of a harm reduction theory message and including a stronger focus on opioid education and prevention for grades K-12. With the knowledge that this type of curriculum has been successful in Ohio, our hope is to implement this improved and more sustainable curriculum in Pennsylvania which will eventually serve as a paradigm for other states ravished by the opioid epidemic.

### Medical Aspects of Opioid Education and Addiction

Opioids can be very dangerous if misused and can lead to overdose and death, as they have the potential to depress the central nervous system (CNS). As a result, there are several other topics that need to be taken seriously and discussed in schools along with opioid education. In order for students to fully understand their curriculum on opioids, it is important to first equip them with a background on the physiology of drug addiction and opioids, various alternatives, and pain management. In this section, we provide a basic understanding of these topics, including non-opioid drugs used for pain control, athletes and the use of anabolic steroids, and the pathway in which drugs affect the brain.

### Opioids and the Physiology of Drug Addiction

Opioids, such as heroin, fentanyl, morphine, hydrocodone, and oxycodone, are a class of analgesic drugs with a high potential for addiction<sup>[9]</sup>. They work by activating mu, kappa, or delta receptors in the central and/or peripheral nervous systems. Activation of the receptors in the CNS stimulates the release of dopamine, leading to its analgesic and euphoric effects<sup>[10]</sup>.

Misuse of prescription opioids for pain control is a risk factor for future opioid abuse; once tolerance develops, individuals tend to require higher doses of opioids to attain adequate pain control<sup>[11,12]</sup>. Research studies have shown that prolonged opioid abuse leads to significant irreversible brain damage and subsequent impairment of one’s decision making capacity<sup>[13]</sup>. Two of the most commonly abused opioids with high mortality rates are heroin and fentanyl. Heroin is a derivative of morphine, a natural product obtained from opium poppy plants. Fentanyl is a synthetic opioid, 80-100 times more potent than morphine, and approximately 25-50 times more potent than heroin<sup>[14]</sup>. Both heroin and fentanyl are often mixed with cocaine, MDMA, and/or methamphetamine for enhanced euphoric effect. In addition, fentanyl is often added to heroin to increase its potency; this is often sold as “pure/raw” or “high-grade” heroin. Many users are

not aware of fentanyl content in heroin, and become more prone to overdosing behavior<sup>[10]</sup>.

It is valuable to be able to recognize both the short term, long term, and withdrawal effects of opioid use. Short term effects include extreme euphoria, dry mouth, constipation, nausea, and vomiting. In severe cases, seizures, depressed mentation and respiratory drive leading to hypoxia may occur. Long term effects include psychological disorders, and increased risk of both viral and bacterial infections such as hepatitis, HIV, and bacteremia related complications. Withdrawal symptoms can often start as early a few hours after last use of the drug. However, they usually peak between 24 to 48 hours after the last dose of heroin. They may include restlessness, severe myalgias, diarrhea, vomiting, sleep disturbances, and severe cravings<sup>[10]</sup>.

There are several drugs that are used to treat acute opioid intoxication as well as withdrawal. In the management of opiate addiction, naloxone is a drug that is used to treat acute heroin overdose. It is an opioid receptor antagonist, used to reverse CNS symptoms, especially respiratory depression. Narcan nasal spray and Evzio (hand held auto-injection) have been FDA approved for use by family members or caregivers to use in situations warranting reversal of opioid overdose<sup>[14]</sup>. Buprenorphine/naloxone combination (Suboxone), naltrexone, and methadone are replacement therapies which are used to decrease the symptoms of withdrawal and lower the risk of overdose. In addition to pharmacological therapy, cognitive behavioral therapy is also often used to help treat patients’ addictions.

### Alternatives to Opioids

Chronic pain is a very common and costly medical condition that often requires a comprehensive and multidisciplinary approach. This may include physical therapy, psychological care, and pharmacologic management. Given the high addiction potential of opioids, non-opioid therapy should be attempted first. There are several alternatives to opioids that can also be used in the treatment of acute and chronic pain. Two main classes of non-opioid medications include acetaminophen and non-steroidal anti-inflammatory drugs (NSAIDs).

Acetaminophen, the active component in Tylenol, is one of the most widely used synthetic non-opioid pain relievers & fever reducers. It acts at the cellular level by inhibiting cyclo-oxygenase (COX)-2 to reduce both inflammation and body temperature. Acetaminophen is generally best used for mild to moderate pain, migraines, tension headaches, and fever. Though widely used, it may be associated with certain undesirable side effects. Its use has been linked to liver failure and sometimes has led to liver transplant or death. However, the hepatotoxicity typically correlates with higher doses of acetaminophen that exceed the recommended maximum dose<sup>[15,16]</sup>. Other adverse effects include cholestatic jaundice, pancreatitis, thrombocytopenia, agranulocytosis and anaphylaxis<sup>[17]</sup>. Despite these adverse effects, acetaminophen is still recommended for mild to moderate pain and as a fever reducer over opioids.

NSAIDs are also used for acute pain control in order to spare the use of opioids. Common NSAIDs include aspirin, naproxen, ibuprofen, indomethacin, and celecoxib. The primary mechanism of action of these drugs is the inhibition of the cyclooxygenase (COX) enzyme. NSAIDs are used for their analgesic, antipyretic and antiinflammatory effects, and therefore

are indicated for use in mild to moderate pain, arthritic conditions, fever, migraines, gout, and dysmenorrhea. Depending on the specific drug, various NSAIDs have been known to cause gastrointestinal and renal side effects, such as dyspepsia, peptic ulcer disease, acute renal failure, and worsening hypertension<sup>[18]</sup>. In patients chronically treated with NSAIDs, yearly monitoring of blood work is recommended<sup>[19]</sup>.

Although there are a variety of adverse effects from acetaminophen and NSAIDs, one must weigh the pros and cons compared to the use of opioids. Opioids have a high potential for addiction, and a risk of overdose and death. It is crucial to educate children on the differences between these pills and the OTC pills in their medicine cabinets, as well as methods on taking them properly and in the correct dosages to avoid the adverse effects.

### **Anabolic Steroid Use in Athletes and Marijuana**

After the discovery of testosterone in 1935, many other derivatives known as anabolic-androgenic steroids have been synthesized to produce the effects of the original molecule. Anabolic steroids are used to enhance athletic performance along with physical appearance. Despite their association with short term behavior and long term healthcare problems, their use is still widely prevalent in the American population with a noted rise in use by teenagers. Androgens are responsible for the development of male reproductive system and secondary sexual characteristics whereas their anabolic effects lead to an increase in protein synthesis. Overall this results in greater muscle mass, strength, along with resultant euphoria, and a feeling of increased aggressiveness. The ease of achieving these without a rigorous training schedule and strict diet has led to recreational and widespread use. However, the potential adverse effects include reproductive harm, prostate cancer, testicular atrophy, liver damage, blood clots, mood swings, aggression and depression<sup>[20]</sup>.

The prevalence of self-reported use of anabolic steroids in adolescents has ranged from 5 to 11% of males and up to 2.5% of females<sup>[20,21]</sup>. Athletes have been shown to represent a significant portion of the user population. Anabolic steroid use in adolescents is also associated with prior history of cocaine, injectable drugs, alcohol, marijuana, and smokeless tobacco use<sup>[22]</sup>. Educational programs directed toward potential users of anabolic steroids have aimed to discourage use by advocating for greater awareness of medical risks such as increased aggressiveness, emotional lability, advanced acne, gynecomastia, male pattern baldness and testicular atrophy. Even if the potential benefits of anabolic steroids are acknowledged, many health professionals are concerned that admitting to such benefits may inadvertently condone their use.

Discussing the clinical repercussions of anabolic steroids is only part of the decision-making process, as some anabolic steroid users believe that, regardless of medical and psychosocial consequences, steroids are necessary to be competitive in their field. 40% of teens report that their decision to take steroids was inspired by professional athletes that took them<sup>[23]</sup>. Teen athletes may be motivated to use steroids to obtain prestigious college sports scholarships, high school popularity, and improvement with body image issues. If teens and athletes were more educated about the harmful use of steroids in addition to opioids as discussed above, perhaps there would be a notable

reduction in prevalence.

It has been found that approximately 85% of teen athletes do not have any information about the adverse effects of steroids, despite the fact that fewer than 25% of the nation's schools provide education on anabolic steroids, the pressures to use them, and healthy alternatives that individuals can take. Although statements were issued by American Academy of Pediatrics and American College of Sports Medicine that condemn use of anabolic steroids, it has become increasingly evident that prohibitions against anabolic steroid use have been insufficient to curtail use<sup>[21,22]</sup>. Especially since anabolic steroid use has been associated with prior history of other types of drug use, it is imperative to educate students on all types of substances which can be abused and cause harm. Education programs can play a key role in preventing anabolic steroid use and potentially other drugs as well. They are also important for providing accurate information to adolescents so they can make informed decisions about drug use.

Another particular substance that has made a unique evolution in its perception by both the general public and government is marijuana. Marijuana still remains illegal under federal law in the United States, classified as a Schedule 1 Drug. This classification puts cannabis in the same category as heroin, LSD, and ecstasy. However, many would argue against this harsh classification, as it has been seen by independent state legalization of medical and recreational marijuana use starting with California in 1996. Despite the observed benefits of the "normalization" of marijuana use for treatment of chronic pain, the abuse of the substance has grown more and more in recent years, particularly in the adolescent cohort. According to the CDC, 1 in 10 users of cannabis will become addicted and for those who begin using before the age of 18 that number rises to 1 in 6<sup>[25,26]</sup>. For this reason, marijuana education is of utmost importance in the prevention of substance addiction and potential abuse by adolescents. It is important to include information regarding marijuana in health education curriculums to teach students about its proper use as well as indications for medical marijuana.

### **The Ethics of Harm Reduction Theory and Opioids**

The driving force behind creating a curriculum on opioid education and prevention is the notion that drug addiction is a tangible reality that will not simply disappear, however its severity may be reduced. The philosophy of harm reduction reconciles this actuality by focusing on minimizing the negative results that go hand-in-hand with drug abuse<sup>[27]</sup>. Harm reduction techniques have both a medical and ethical impact on the individual and society as a whole. Harm reduction techniques accept the individuals as they are, while also tailoring a person's education and prevention to fit his or her needs<sup>[26]</sup>. Furthermore, there are certain principles that are quintessential to an understanding of harm reduction, as listed by the Harm Reduction Coalition:

- Harm reduction accepts, for better and or worse, that licit and illicit drug use is part of our world and chooses to work to minimize its harmful effects rather than simply ignore or condemn them.
- Understands drug use as a complex, multi-faceted phenomenon that encompasses a continuum of behaviors from severe abuse to total abstinence, and acknowledges that some ways of using drugs are clearly safer than others.

- Establishes quality of individual and community life and well-being—not necessarily cessation of all drug use—as the criteria for successful interventions and policies.
- Calls for the non-judgmental, non-coercive provision of services and resources to people who use drugs and the communities in which they live to assist them in reducing attendant harm.
- Ensures that drug users and those with a history of drug use routinely have a real voice in the creation of programs and policies designed to serve them.
- Affirms a drug user themselves as the primary agents of reducing the harms of their drug use, and seeks to empower users to share information and support each other in strategies which meet their actual conditions of use.
- Recognizes that the realities of poverty, class, racism, social isolation, past trauma, sex-based discrimination and other social inequalities affect both people’s vulnerability to and capacity for effectively dealing with drug-related harm.
- Does not attempt to minimize or ignore the real and tragic harm and danger associated with licit and illicit drug use<sup>[25]</sup>.

The opioid epidemic is growing, fatal overdoses are increasing, and people are becoming more and more frustrated by legal and political barriers to new forms of treatment being put in place to stop this problem. Education and prevention programs have been shown to decrease heroin abuse, decrease crime and decrease disease worldwide. Half of all new drug users in the United States are under the age of 18. Experimentation is a way of life in middle schoolers and high schoolers and plays a major role in drug addiction. However, just because a school child experiments with drugs does not mean he/she will become addicted. Creating a curriculum that is realistic, educates students on the signs and realities of addiction, and explores the common reasons why students abuse drugs will go a long way to decreasing the drug addiction problem in the United States. Curiosity, peer pressure, stress, emotional struggles, and a desire to escape are common reasons why young students experiment with drugs. We know the majority of adults who are addicted first experimented with drugs before they turned 21. If we explore these issues realistically and address the common reasons honestly, it will promote more good than harm, not only for opioid users but also for their associates and communities at large. If we as a society, value human life as sacred, we must find a way to prevent opioid overdose deaths. An opioid education and prevention curriculum is one way to reduce the harm of this epidemic in a realistic way.

### Overview of Our K-12 Lesson Plans

Each unit in the K-12 curriculum will be separated into five lessons. Each lesson will be covered over a single 60 or 90 minute class period during five separate months of the school year. Ideally, these lessons will take place during a health class or another set aside time period. It is vital to begin this curriculum early on in a child’s development to build a strong foundation upon which a healthy and informed life can be built. This curriculum spans across the many different stages of an individual’s development, and this fact is key to its efficacy. Individuals go through a myriad of changes as they advance from kindergarten to high school, so it is imperative to have a curriculum that reflects and

embraces these different developmental stages.

**K-2 Rationale:** Before tackling the nuance and complexity of the opioid epidemic at large, a sturdy foundation of social skills must be thoughtfully constructed. When students are equipped with the requisite skills to decisively navigate their environment, they can more effectively avoid engaging in risky behaviors, especially as they pertain to drug use. The mission of the K-2 curriculum is to foster such skills as self-management, social aptitude, and communication. Through deliberate exploration and refinement of these skills, students will be empowered to achieve superior life outcomes.

**3-5 Rationale:** Having laid the foundation of social skills in the K-2 unit, students may now learn to apply those skills to more specific topics regarding drug use and addiction. Specifically, students will be trained to employ empathy and uncover the reality behind the persistent stereotypes and generalizations regarding drug use and addiction. By deconstructing the stigma associated with these subjects, students can begin engaging in more productive discussions aimed at harm reduction. Upon completion of this unit, students will be able to comfortably discuss drugs, addiction, and asking for help. Becoming familiarized with these subjects will go on to serve students further as they advance toward the grades 6-8 curriculum, where they will further explore this material in the context of their own lives.

**6-8 Rationale:** At this point, students have developed functional social skills to assist them in effectively navigating the complex implications of drug abuse and addiction. As these students advance to middle school, they will encounter new challenges that will require new tactics. For this reason, it is critical that students be equipped with age appropriate skills to combat the pervasive influence of peer pressure. By dissecting the fundamentals of peer pressure and analyzing the effects of one’s peers on their individual behavior, students will come to recognize how to make healthy decisions amid the flood of social temptations they are sure to experience in middle school. This focus will also serve to bolster students’ comprehension of societal implications of drug abuse, which will be explored in greater depth when they reach high school.

**High School Rationale:** In the culminating unit of this curriculum, students will continue refining their social skills and begin to analyze the implications of drug abuse and addiction from a macro level. Students will come to understand the scope of the opioid epidemic at large and the ways in which it has acutely impacted the city of Philadelphia. Each lesson will last a total of 90 minutes with a final 30 minute final exam. Upon completion of this unit, students will have earned the tools they will need to make informed, healthy decisions regarding drugs amidst the opioid crisis.

### Recommendations

In this section, we propose a series of recommendations regarding methods to apply the curriculums for grades K-12. This includes various forms of implementing or integrating the lessons, ideal type of schools at which to pioneer the curriculums, and methods of assessing its success.

- Ohio's HOPE curriculum has served as a template for our lesson plans, which will be used as a paradigm for schools in Pennsylvania and eventually other schools across the United States, while applying the harm reduction theory. The curriculums are intended to be integrated into students' current health education classes. For example, a health class in ninth grade that lasts the entire year will have five classes dedicated solely to opioid education.
- The lesson plans for K-12 will follow and apply the National Health Education Standards (NHES), which are written expectations and goals for students throughout grades pre-K to grade 12<sup>[28]</sup>.
- Philadelphia has been shown to be one of the major cities most impacted by the opioid crisis in Pennsylvania. As a result, we recommend piloting this program at a private, religious-based high school in the suburbs of Philadelphia. We believe that these types of schools might have more autonomy and flexibility in beginning such a program and rearranging the curriculum, as there might be less administrative barriers and more private funds and donations. If this is successful, the curriculum will serve as a paradigm for other school districts across Pennsylvania and potentially even throughout the United States<sup>[29-31]</sup>.
- Examples of places where students may complete community service hours or visit throughout the curriculum include safe injection sites or methadone clinics. Shadowing and volunteering at these places will allow students to directly witness the impacts of drug addiction.
- Ideas for guest speakers during the lectures include patients who have previously been addicted to opioids, patients who have gone to rehabilitation for opioid use disorder, or family members who have lost loved ones to opioid overdose.
- An alternate form of implementing opioid-related education in high schools is to create a capstone project as a graduation requirement. Students might choose a topic, such as a current event, global issue, or health-related topic, such as the current opioid epidemic. Requirements will include completing a number of community service hours relating to the topic, attendance of a guest speaker event, and a final presentation. This final project may be in the form of a powerpoint presentation, poster presentation, video, website, artwork, etc<sup>[32-34]</sup>.
- Data collection is an integral part of establishing this curriculum and gauging its success. Assessments administered to students to gauge their knowledge on opioids, future recommendations, and instructor surveys will be sent to students and faculty before and after the class.

## Conclusions

Prescription opioid abuse and overdose have the potential to rapidly end lives, tear apart families, and separate communities. As a result, it is crucial to raise awareness about the dangers and negative impacts of drug addiction. Individuals must be taught how to recognize the signs and symptoms of opioid abuse and withdrawal, and be shown methods in which they can help. By implementing an opioid education and prevention curriculum for grades K-12 in areas greatly affected by the opioid epidemic such as Philadelphia, using Ohio's HOPE Curriculum as a model, it will serve as a paradigm for other school districts in

the United States. Applying the harm reduction theory to these lessons is most practical, assuming that drug use and abuse will occur regardless, so therefore instead of ignoring or condemning those actions, one can at least minimize the harmful effects. In this way, the curriculum aims to educate students of all grade levels on the proper use of opioids and provide resources for seeking help. Ultimately, this will help to both improve education on the current opioid crisis, and possibly even prevent future overdose-related deaths.

## References

1. "Understanding the Epidemic." Centers for Disease Control and Prevention, (2020) Centers for Disease Control and Prevention.  
[Pubmed](#) | [Crossref](#) | [Others](#)
2. Scholl, L., Seth, P., Kariisa, M., et al. Drug and Opioid-Involved Overdose Deaths United States, 2013–2017. (2018) *MMWR Morb Mortal Wkly Rep* 67: 1419–1427.  
[Pubmed](#) | [Crossref](#) | [Others](#)
3. McCabe, S., West, B., Teter, C., & Boyd, C. Medical and nonmedical use of prescription opioids among high school seniors in the United States. (2012) *Arch Pediatr Adolesc Med* 166(9): 797-802.  
[Pubmed](#) | [Crossref](#) | [Others](#)
4. Clukey, K. School Drug Prevention Program Puts New Focus on Opioids. (2018) DARE.  
[Pubmed](#) | [Crossref](#) | [Others](#)
5. Clark, P.A., Lee, M.L., Gulati, S., et al. Comprehensive User Engagement Sites (CUES) in Philadelphia: A Constructive Proposal. (2018) *The Internet Journal of Public Health* 18(1).  
[Pubmed](#) | [Crossref](#) | [Others](#)
6. J. Principles of Harm... Harm Reduction Coalition.  
[Pubmed](#) | [Crossref](#) | [Others](#)
7. The Health and Opioid-Abuse Prevention Education Curriculum. (2020).  
[Pubmed](#) | [Crossref](#) | [Others](#)
8. Odh.ohio.gov. 2020. Youth Risk Behavior Survey  
[Pubmed](#) | [Crossref](#) | [Others](#)
9. NIDA. "Fentanyl DrugFacts." National Institute on Drug Abuse (2020).  
[Pubmed](#) | [Crossref](#) | [Others](#)
10. U.S. Department of Justice, DEA. "Narcotics." *Drugs of Abuse: a DEA Resource Guide*, Drug Enforcement Administration, U.S. (2017) Department of Justice 40-42.  
[Pubmed](#) | [Crossref](#) | [Others](#)
11. Li, W., Li, Q., Zhu, J., et al. White matter impairment in chronic heroin dependence: a quantitative DTI study. (2013) *Brain Res* 1531: 58-64.  
[Pubmed](#) | [Crossref](#) | [Others](#)
12. Wang, X., Li, B., Zhou, X., et al. Changes in brain gray matter in abstinent heroin addicts. (2012) *Drug Alcohol Depend* 126(3): 304–308.  
[Pubmed](#) | [Crossref](#) | [Others](#)
13. CDC. "Module 6: Dosing and Titration of Opioids: How Much, How Long, and How and When to Stop?" Centers for Disease Control and Prevention, Centers for Disease Control and Prevention.

- Pubmed | Crossref | Others
14. U.S. Food and Drug Administration. FDA approves new hand-held auto-injector to reverse opioid overdose. (2014) FDA News Release.  
 Pubmed | Crossref | Others
  15. Hinz, B., Cheremina, O., Brunk, K. Acetaminophen (paracetamol) is a selective cyclooxygenase-2 inhibitor in man. (2008) *FASEB J* 22: 383-390.  
 Pubmed | Crossref | Others
  16. Rumack, B.H. Acetaminophen hepatotoxicity: the first 35 years. (2002) *J Toxicol Clin Toxicol* 40(1): 3-20.  
 Pubmed | Crossref | Others
  17. Morgan, S. Dorman S. Paracetamol (acetaminophen) allergy. (2004) *J Pain Symptom Manage* 27: 99-101.  
 Pubmed | Crossref | Others
  18. Simon, L.S., Mills, J.A. Drug therapy: nonsteroidal antiinflammatory drugs (first of two parts). (1980) *N Engl J Med* 302(21): 1179-1185.  
 Pubmed | Crossref | Others
  19. Rothenberg, R.J., Holcomb, J.P. Guidelines for Monitoring of NSAIDs: Who Listened?. (2000) *J Clin Rheumatol* 6(5): 258-265.  
 Pubmed | Crossref | Others
  20. Windsor, R.E., Dumitru, D. Prevalence of anabolic steroid use by male and female adolescents. (1989) *Med Sci Sports Exerc* 21(5): 494-497.  
 Pubmed | Crossref | Others
  21. Marshall, E. The drug of champions. (1988) *Science* 242:183-184.  
 Pubmed | Crossref | Others
  22. Durant, R.H., Rickert, V.I., Ashworth, C.S., et al. Use of multiple drugs among adolescents who use anabolic steroids. (1993) *N Engl J Med*. 328: 922-926.  
 Pubmed | Crossref | Others
  23. NFHS. (n.d.) (2021).  
 Pubmed | Crossref | Others
  24. Erb, Kelly Phillips. "House Passes Bill To Decriminalize Marijuana For Federal Purposes." (2020) *Forbes*, *Forbes Magazine* 6 Dec.  
 Pubmed | Crossref | Others
  25. Martin, Scott C. "Marijuana in the United States: How Attitudes Have Changed. (2016)". *Time*.  
 Pubmed | Crossref | Others
  26. "Principles of Harm Reduction. (2014) " Harm Reduction Coalition. N.p., n.d. Web.  
 Pubmed | Crossref | Others
  27. Alan, M.G., Witkiewitz, K. "Update on Harm-Reduction Policy and Intervention Research. (2010) *Annual Review of Clinical Psychology* 6: 591-606.  
 Pubmed | Crossref | Others
  28. National Health Education Standards. (2019).  
 Pubmed | Crossref | Others
  29. How much does online high school cost? (2020).  
 Pubmed | Crossref | Others
  30. Reis, R. Teaching and Learning Theories.  
 Pubmed | Crossref | Others
  31. Clukey, K. School Drug Prevention Program Puts New Focus on Opioids (2018).  
 Pubmed | Crossref | Others
  32. Volkow, N. Preventing Opioid Use Disorder in Older Adolescents and Young Adults (ages 16-30): Expert Panel (2018) Planning Meeting.  
 Pubmed | Crossref | Others
  33. Gelberg, L., Andersen, R.M., Afifi, A.A., et al. Project QUIT (Quit Using Drugs Intervention Trial): a randomized controlled trial of a primary care-based multi-component brief intervention to reduce risky drug use. (2015) *Addiction* 110(11): 1777-1790.  
 Pubmed | Crossref | Others
  34. Terney, R., McLain, L.G. The Use of Anabolic Steroids in High School Students. (1990) *Am J Dis Child* 144(1): 99-103.  
 Pubmed | Crossref | Others

Submit your manuscript to Ommega Publishers and we will help you at every step:

- We accept pre-submission inquiries
- Our selector tool helps you to find the most relevant journal
- We provide round the clock customer support
- Convenient online submission
- Thorough peer review
- Inclusion in all major indexing services
- Maximum visibility for your research

Submit your manuscript at



<https://www.ommegaonline.org/submit-manuscript>

Unit #1		Grades K-2 Lesson Plan	
Unit Rationale		The <b>K-2 curriculum</b> will be separated into five lessons. Each lesson will be covered on a different day throughout the year during a health class. The curriculum will be taught from the perspective of life skills development. Teaching students life skills such as self-management, social skills, and communication will lead to better life outcomes. This will reduce the likelihood these students will grow up to engage in risky behaviors.	
Unit Goal		By the end of the unit, students will be able to display self-management skills, social skills, and an understanding of how to make healthy life choices.	
Unit Assessment		The lesson 5 assessment rubric will serve as the summative assessment for the unit. In small groups, students will create a short presentation for the class on how they could help the protagonist. Students will be assessed on their ability to identify the problem the protagonist is facing, their ability to create solutions, and their ability to identify the importance of helping the protagonist.	
Lesson Plan Number	Estimated # of days	Lesson Objective/Assessment	Benchmarks or Standards [1]
LP1	1	<p><b>Objective:</b> 1. Develop Self-Management Skills: Students will be given the opportunity to hone skills such as self-awareness, impulse control, group cooperation, self-care, and empathy. Developing these interpersonal skills will improve a child’s motivation, workload management skills, and academic performance. These are three key elements that, when lacking, can lead to risky behaviors in teenagers.</p> <p><b>Assessment:</b> Students will be assessed using the rubric on how well they complete the feelings collage in small groups.</p>	<p><b>Standards:</b>  <b>Standard 7: Health-Enhancing Behaviors</b>                      Performance Indicator 7.2.1 (Demonstrate healthy practices and behaviors to maintain or improve personal health.)                      Performance Indicator 7.2.2 (Demonstrate behaviors that avoid or reduce health risks.)</p>
LP2	1	<p><b>Objective:</b> 2. Develop Social Skills: Students will be given the opportunity to nurture social skills such as engaging in prosocial behaviors, regulating emotions, group problem solving, and promoting social inclusion. Drug abuse has been associated with poor academic performance, poor social skills, and poor classroom behavior. This lesson will empower students to develop stronger emotional ties and to develop self control, which should enable these children to resist abusing drugs in the future.</p> <p><b>Assessment:</b> Students will be assessed using the rubric on how well they complete the tower of air activity.</p>	<p><b>Standards:</b>  <b>Standard 4: Demonstrate Ability to Use Interpersonal Communication Skills</b>                      Performance Indicator 4.2.1 (Develop social skills such as expressing feelings and desires)                      Performance Indicator 4.2.2 (Improve listening skills)</p>
LP3	1	<p><b>Objective:</b> 3. Communication Skills: Students will begin development of effective communication techniques, both verbal and nonverbal, through games. These skills sets will allow students to feel comfortable communicating in various situations, ensure active listening and awareness, and model appropriate behavior in settings beyond the classroom.</p> <p><b>Assessment:</b> Students will be assessed using the rubric on how well they are able to display communication skills learned and present knowledge of the topics.</p>	<p><b>Standards:</b>  <b>Standard 4: Demonstrate Ability to Use Interpersonal Communication Skills</b>                      Performance Indicator 4.2.1 (Demonstrate healthy ways to express needs, wants, and feelings) Performance Indicator 4.2.14.2.2 (Demonstrate listening skills to enhance health)                      Performance Indicator 4.2.14.8.1 (Apply effective verbal and nonverbal communication skills to enhance health)</p>
LP4	1	<p><b>Objective:</b> 4. Who to Trust: Students will be taught the importance of trust. Students will be able to differentiate between a regular adult and who is a “safe” adult to trust in situations and settings in which they are unfamiliar.</p> <p><b>Assessment:</b> Students will be assessed on the importance of trust and communication skills. Students should be able to identify a safe and trusted adult in their lives. This assessment will be completed through the rubric and asking students follow up questions from the lesson.</p>	<p><b>Standards:</b>  <b>Standard 4: Demonstrate Ability to Use Interpersonal Communication Skills</b>                      Performance Indicator 4.2.4 (Demonstrate ways to tell a trusted adult if threatened or harmed), Performance Indicator 4.8.4 (Demonstrate how to ask for assistance to enhance the health of self and others),                      Performance Indicator 4.2.3 (Demonstrate ways to respond in an unwanted, threatening, or dangerous situation), Performance Indicator 4.8.1 (Apply effective verbal and nonverbal communication skills to enhance health).</p>
LP5	1	<p><b>Objective:</b> 5. Introduction to Drug Abuse and Empathy: Students will develop a rudimentary understanding of drugs. In this lesson, students should have a basic understanding of what drugs are. In order to practice safe-decision making, children need to understand the basic definitions of what a drug is and their appropriate uses. Children will also be introduced, in an age appropriate manner, to the topic of addiction and empathy.</p> <p><b>Assessment:</b> In small groups, students will create a short presentation for the class on how they could help the protagonist. Students will be assessed on their ability to identify the problem the protagonist is facing, their ability to create solutions, and their ability to identify the importance of helping the protagonist.</p>	<p><b>Standards:</b>  <b>Standard 1: Comprehending Concepts</b>                      Performance Indicator 1.2.1 (Identify that healthy behaviors impact personal health)                      Performance Indicator 1.2.2 (Identify that there are multiple facets of health: fitness, diet, education, and lifestyle)  <b>Standard 6: Use Goal-Setting Skills to Enhance Health</b>                      Performance Indicator 6.6.2. (Work towards short term health goals) Standard 7: Health-Enhancing Behaviors                      Performance Indicator 7.2.1 (Demonstrate healthy practices and behaviors to maintain or improve personal health)</p>

Unit 1	<b>LP1: Self-Management Skills Development</b>	
<b>60 minutes</b>	<p><b>Objective:</b> Students will be given the opportunity to hone skills such as self-awareness, impulse control, group cooperation, self-care, and empathy. Developing these interpersonal skills will improve a child’s motivation, workload management skills, and academic performance. These are three key elements that, when lacking, can lead to risky behaviors in teenagers.</p> <p><b>Assessment:</b> Students will be assessed using the rubric on how well they complete the feelings collage in small groups.</p>	<p><b>Standards:</b> <b>Standard 7: Health-Enhancing Behaviors</b> Performance Indicator 7.2.1 (Demonstrate healthy practices and behaviors to maintain or improve personal health.) Performance Indicator 7.2.2 (Demonstrate behaviors that avoid or reduce health risks.)</p>
<p><b>Materials:</b> 1. Website that outlines the Head-Toes-Knees-Shoulders activity: <a href="https://cdn.vanderbilt.edu/vu-my/wp-content/uploads/sites/412/2012/09/14084327/HTKS-without-stats-info.pdf">https://cdn.vanderbilt.edu/vu-my/wp-content/uploads/sites/412/2012/09/14084327/HTKS-without-stats-info.pdf</a> [2]. 2. Website that outlines the group feelings collage: <a href="https://www.thekindnesscurriculum.com/wp-content/uploads/2020/09/3.EmpathyYears1-3Feelingscollage.pdf">https://www.thekindnesscurriculum.com/wp-content/uploads/2020/09/3.EmpathyYears1-3Feelingscollage.pdf</a> [3]. 3. “Unit 1 LP1-4 Rubrics” worksheet.</p>		
<b>Time</b>	<b>Activity/Methods</b>	<b>Notes</b>
15 minutes	1. In small groups, students will engage in the Head-Toes-Knees-Shoulders activity. This will allow the students to practice their self-awareness and impulse control skills.	Guiding questions for these activities: “What was the hardest part about the activity?” , “What advice would you give your classmate before they go?”, “You made me think about...”, “I like the way you...”, “My favorite part of when you went was...”. Use material 3 as an assessment.
5 minutes	2. Student will then engage in self-reflection after the Head-Toes-Knees-Shoulders activity with listed guiding questions.	
10 minutes	3. Groups will then provide feedback and praise to the other members of the group.	
35 minutes	4. In small groups, students will create a feelings collage together in groups of 4-5. During the activity, the teacher will circulate between groups to ensure students are engaged and working cooperatively.	
<b>Total: 60 minutes</b>		

Unit 1			<b>LP2: Social Skills Development</b>		
60 minutes	<b>Objective:</b>	Students will be given the opportunity to nurture social skills such as engaging in prosocial behaviors, regulating emotions, group problem solving, and promoting social inclusion. Drug abuse has been associated with poor academic performance, poor social skills, and poor classroom behavior. This lesson will empower students to develop stronger emotional ties and to develop self control, which should enable these children to resist abusing drugs in the future.	<b>Standards:</b>	<b>Standard 4: Demonstrate Ability to Use Interpersonal Communication Skills</b> Performance Indicator 4.2.1 (Develop social skills such as expressing feelings and desires) Performance Indicator 4.2.2 (Improve listening skills)	
	<b>Assessment:</b>	Students will be assessed using the rubric on how well they complete the tower of air activity.			
<b>Materials:</b>					
1. Website to access what does it mean to be caring activity: <a href="https://www.education.com/activity/article/what-does-it-mean-to-be-caring/">https://www.education.com/activity/article/what-does-it-mean-to-be-caring/</a> [4].					
2. Website to access Tower of Air activity: <a href="https://www.michigan.gov/documents/mdch/Problem_Solving_Activities_456251_7.docx">https://www.michigan.gov/documents/mdch/Problem_Solving_Activities_456251_7.docx</a> [5].					
3. "Unit 1 LP1-4 Rubrics" worksheet.					
Time	Activity/Methods		Notes		
15 minutes	1. Individually, draw a picture that depicts a time students were caring towards others.		Use material 1. This activity will provide students with the opportunity care for themselves and others. This learning activity will help build emotional connections.		
10 minutes	2. In pairs, students will share their drawings and explain why they chose that particular time.				
5 minutes	3. Students will then present what their partner shared with the rest of the class.				
15 minutes	4. Students will engage in the Tower of Air activity.		Use material 2. This activity encourages students to work together to accomplish a shared goal. This activity requires strong communication and social inclusion to successfully problem solve. Ask the class the following questions: "What things did you notice made the activity easier/harder?", "What could your group do better next time?", "What was your favorite part of the activity?" Use material 3 as an assessment.		
5 minutes	5. Students will discuss how they felt during the Tower of Air activity.				
10 minutes	6. Allow time for each member of the group to discuss how others made them feel during the activity.				
<b>Total: 60 minutes</b>					

Unit 1		LP3: Communication Skills	
<b>60 minutes</b>	<b>Objective:</b>	Students will begin development of effective communication techniques, both verbal and non-verbal, through games. These skills sets will allow students to feel comfortable communicating in various situations, ensure active listening and awareness, and model appropriate behavior in settings beyond the classroom.	<b>Standards:</b> <b>Standard 4: Demonstrate Ability to Use Interpersonal Communication Skills</b> Performance Indicator 4.2.1 (Demonstrate healthy ways to express needs, wants, and feelings) Performance Indicator 4.2.14.2.2 (Demonstrate listening skills to enhance health) Performance Indicator 4.2.14.8.1 (Apply effective verbal and nonverbal communication skills to enhance health)
	<b>Assessment:</b>	Students will be assessed using the rubric on how well they are able to display communication skills learned and present knowledge of the topics.	
<b>Materials:</b> 1. Importance of Communication: <a href="https://files.eric.ed.gov/fulltext/ED574738.pdf">https://files.eric.ed.gov/fulltext/ED574738.pdf</a> [6]. 2. Create Environment to Develop Communication Skills: <a href="https://www.scholastic.com/teachers/articles/teaching-content/helping-children-communicate/">https://www.scholastic.com/teachers/articles/teaching-content/helping-children-communicate/</a> [7]. 3. Activities for Nonverbal Communication: <a href="https://www.thoughtco.com/nonverbal-communication-activities-1857230">https://www.thoughtco.com/nonverbal-communication-activities-1857230</a> [8]. 4. Activities for Verbal Communication Skills: <a href="https://childhood101.com/learning-games-for-speaking-listening-thinking/">https://childhood101.com/learning-games-for-speaking-listening-thinking/</a> [9]. 5. Importance of Communication Activities for Shy Students: <a href="https://iopscience.iop.org/article/10.1088/1742-6596/1049/1/012058/pdf">https://iopscience.iop.org/article/10.1088/1742-6596/1049/1/012058/pdf</a> [10]. 6. "Unit 1 LP1-4 Rubrics" worksheet.			
Time	Activity/Methods	Notes	
15 minutes	1. Practice verbal communication games; pick 2-3 activities to play in big or small groups.	The materials provided serve as an introduction to the importance of communication skills, as well as games that can be played in various group sizes. While seemingly simple, these games provide important practices such as eye contact, self-control, listening and turn-taking. Similar games can be found through more research. Material 6 specially references students who are more shy, and activities aimed toward facilitating better communication. For Section 1, utilize Material 4 for game examples and explanations. For Section 3, utilize Material 3 for game examples and explanations. Guiding questions for both nonverbal and verbal activities: "What was difficult about not being able to speak?", "Was it hard to listen and repeat what your classmates said?", "Why is communication important?", "What are different ways to communicate?", "Share a story when you used communication, and the other ways you could have communicated."	
15 minutes	2. Discuss verbal communication game, use guiding questions.		
15 minutes	3. Practice nonverbal communication games; pick 2-3 activities to play in big or small groups.		
15 minutes	4. Discuss nonverbal game, use guiding questions. Reiterate importance of communication; bring back to reality of big settings.		
<b>Total: 60 minutes</b>			

Unit 1		LP4: Who To Trust	
60 minutes	<b>Objective:</b>	Students will be taught the importance of trust. Students will be able to differentiate between a regular adult and who is a “safe” adult to trust in situations and settings in which they are unfamiliar.	<b>Standards:</b> <b>Standard 4: Demonstrate Ability to Use Interpersonal Communication Skills</b> Performance Indicator 4.2.4 (Demonstrate ways to tell a trusted adult if threatened or harmed) Performance Indicator 4.8.4 (Demonstrate how to ask for assistance to enhance the health of self and others) Performance Indicator 4.2.3 (Demonstrate ways to respond in an unwanted, threatening, or dangerous situation) Performance Indicator 4.8.1 (Apply effective verbal and nonverbal communication skills to enhance health)
	<b>Assessment:</b>	Students will be assessed on the importance of trust and communication skills. Students should be able to identify a safe and trusted adult in their lives. This assessment will be completed through the rubric and asking students follow up questions from the lesson.	
<b>Materials:</b> 1. Identifying Trusted Adults: <a href="https://www.rmc.org/wp-content/uploads/2020/06/Access-Valid-and-Reliable-Resources_Prek-2_Step-1.pdf">https://www.rmc.org/wp-content/uploads/2020/06/Access-Valid-and-Reliable-Resources_Prek-2_Step-1.pdf</a> [11]. 2. Trust Exercises: <a href="https://www.healthline.com/health/parenting/trust-exercises-for-kids">https://www.healthline.com/health/parenting/trust-exercises-for-kids</a> [12]. 3. “Who Can You Trust?” worksheet. This is a drawing exercise for children to depict adults that the children identify as trustworthy. 4. Young Children and Selective Trust: <a href="https://royalsocietypublishing.org/doi/full/10.1098/rstb.2010.0321">https://royalsocietypublishing.org/doi/full/10.1098/rstb.2010.0321</a> [13]. 5. “Unit 1 LP1-4 Rubrics” worksheet.			
Time	Activity/Methods	Notes	
10 minutes	1. Help students differentiate between a regular adult (such as a stranger) and a safe adult; begin discussion about who makes each child feel safe.	Use Materials 1, 3. It’s important to note that because these topics are important and more serious, additional sessions and discussions may be needed to fully educate students. The materials provided contain multiple activities that can be used depending on how much time is available. Use Material 2 for Section 4. Material 4 is for teachers as a guide to understand how children trust, and principles to emphasize on who to trust and why. Guiding questions for activities: “Name some trusted adults; is every adult someone you should trust?”, “How did it feel to trust your classmates?”, “What did your classmates do or say to make them seem more trustworthy?”	
15 minutes	2. Utilize suggested material to help identify safe adults to which they can trust or talk, such as a parent, neighbor, relative, or teacher.		
10 minutes	3. Discuss the importance of trusting friends.		
15 minutes	4. Use 2-3 trust building exercises.		
10 minutes	5. Discuss the lessons learned during the activities and conversations throughout the hour.		
<b>Total: 60 minutes</b>			

<b>Unit 1</b>	<b>LP5: Introduction to Drug Abuse and Empathy</b>	
<b>60 minutes</b>	<b>Objective:</b>	Students will develop a rudimentary understanding of drugs. In this lesson, students should have a basic understanding of what drugs are. In order to practice safe-decision making, children need to understand the basic definitions of what a drug is and their appropriate uses. Children will also be introduced, in an age appropriate manner, to the topic of addiction and empathy.
	<b>Assessment:</b>	In small groups, students will create a short presentation for the class on how they could help the protagonist. Students will be assessed on their ability to identify the problem the protagonist is facing, their ability to create solutions, and their ability to identify the importance of helping the protagonist.
<b>Standards:</b> <b>Standard 1: Comprehending Concepts</b> Performance Indicator 1.2.1 (Identify that healthy behaviors impact personal health) Performance Indicator 1.2.2 (Identify that there are multiple facets of health: fitness, diet, education, and lifestyle) <b>Standard 6: Use Goal-Setting Skills to Enhance Health</b> Performance Indicator 6.6.2. (Work towards short term health goals) <b>Standard 7: Health-Enhancing Behaviors</b> Performance Indicator 7.2.1 (Demonstrate healthy practices and behaviors to maintain or improve personal health)		

**Materials:**

1. The Bad Dragon by Michael Gordon (For 2 to 5-year-olds). [14].
2. Critters Cry Too: Explaining Addiction to Children by Anthony Curcio (For 2 to 5-year-olds). [15].
3. I Can Be Me: A Helping Book for Children of Alcoholic Parents by Dianne S. O’Conner, Ed.D (for 6 to 11-year-olds). [16].
4. A Terrible Thing Happened by Margaret M. Holmes (For 6 to 11-year-olds) [17].
5. KidsHealth in the Classroom Guide to drug education for K-2: <https://classroom.kidshealth.org/classroom/prekto2/problems/drugs/drugs.pdf> [18].
6. “Unit 1 LP5 and Unit Assessment Rubric” worksheet.

<b>Time</b>	<b>Activity/Methods</b>	<b>Notes</b>
15 minutes	1. Introduce the concept of addiction to the students by telling a short story.	Use one of materials from 1-4 to introduce the concept of addiction to the students. Use material 5 to teach children about what a drug is (legal vs. illegal) and their proper usage. Guiding question: “What is the lesson of the story?”, “How can you relate to the main character?”, “How would you help the main character if you were their friend?” Use material 6.
15 minutes	2. Utilize suggested material to teach students what drugs are.	
15 minutes	3. Encourage the students to discuss how the short story made them feel.	
15 minutes	4. Unit assessment using rubric.	
<b>Total: 60 minutes</b>		

Unit #2		Grades 3-5 Lesson Plan	
Unit Rationale	The grades 3-5 lesson plan will be centered around drug education, with a particular emphasis on opioids. The framework for the entire 3-5 curriculum will be based on the harm reduction theory. There will be a total of five lessons taught over the course of five months, with one lesson being covered over a one hour period in class per month.		
Unit Goal	By the end of the unit, students will have a holistic understanding of drugs, and be able to understand the different classes of drugs (especially that opioids are prescription drugs rather than over the counter drugs). Students will also be able to identify various behaviors associated with drug use, and consequences of drug abuse and addiction. They will be able to understand how to get help if a family member or friend is suffering from drug addiction or abuse. With an understanding of what drugs are and how they can affect students' lives, they will be prepared to handle situations should they encounter drugs in the future.		
Unit Assessment	Students will receive a short 20 minute quiz emphasizing the main points of each topic.		
Lesson Plan Number	Estimated # of days	Lesson Objective/Assessment	Benchmarks or Standards [1]
LP1	1	<p><b>Objective:</b> 1. Drugs and Opioids Background: Students will be able to explain the broad fundamentals of drugs and opioids, including the different classes of drugs and how opioids differ from other types of drugs. Students will also learn about how to properly follow directions on prescription medications and why opioids are commonly abused. Lastly, students will receive an introduction to the opioid epidemic.</p> <p><b>Assessment:</b> Students will be asked to read an article(s) on their own and when put into groups of two or three, they will be able to highlight important aspects of what they have learned. This includes an understanding of the difference between various classes of drugs, how opioids can be abused and the consequences of addiction. At the end of the group discussions, the teacher can bring the class together and each group will share an important fact or concept that they learned from the activities. The teacher should write these on the board and later record it onto a Word document that can be printed and handed to the students as their own collective notes. For the last 5 minutes, students will take a 3-question quiz (which is the assessment) that summarizes the main objectives of both articles and the video.</p>	<p><b>Standards:</b>  <b>Standard 1: Comprehending Concepts</b>                      Performance Indicator 1.5.1 (Describe the relationship between healthy behaviors and personal health)  <b>Standard 3: Accessing Valid Information</b>                      Performance Indicator 3.5.1 (Identify characteristics of valid health information, products, and services)  <b>Standard 5: Decision-making Skills</b>                      Performance Indicator 5.5.1 (Identify health-related situations that might require a thoughtful decision)  <b>Standard 7: Health-Enhancing behaviors</b>                      Performance Indicator 7.5.1 (Identify responsible personal health behaviors)  <b>Standard 8: Advocating Health</b>                      Performance Indicator 8.5.1 (Express opinions and give accurate information about health issues) Performance Indicator 8.5.2 (Encourage others to make positive health choices)</p>
LP2	1	<p><b>Objective:</b> 2. Behaviors Associated with Drug Abuse: Students will be able to understand and recognize the common actions, behaviors, and tendencies indicative of drug abuse.</p> <p><b>Assessment:</b> Students will be asked to identify some of the common motivations behind first-time drug use as well as behaviors that indicate drug abuse. This will be done through a group activity in which each group is asked to recall as many motivations and behaviors as possible in 5 minutes. Once the time is up, each group will take time presenting what they have come up with.</p>	<p><b>Standards:</b>  <b>Standard 1: Comprehending Concepts</b>                      Performance Indicator 1.12.1 (Proper use and abuse of OTC medications) Performance Indicator 1.12.2 (Proper use and abuse of prescription medications)  <b>Standard 5: Decision Making Skills</b>                      Performance Indicator 5.12.1 (Barriers to living a drug free life)                      Performance Indicator 5.12.2 (Thoughtful decision making regarding OTC and prescription medication use) Performance Indicator 5.12.3 (Individual vs. collaborative decision making) Performance Indicator 5.12.5 (Alternative decisions to stay drug free)                      Performance Indicator 5.12.6 (Short and long term consequences to choosing a drug free life) Performance Indicator 5.12.9 (Evaluating the effectiveness of drug free decisions)</p>
LP3	1	<p><b>Objective:</b> 3. Consequences of Drug Use: Students will be able to understand opioid abuse, how it impacts others, and how the culture views the current epidemic.</p> <p><b>Assessment:</b> Students will be asked to list commonly abused opioids and the various symptoms of an opioid overdose.</p>	<p><b>Standards:</b>  <b>Standard 1: Comprehending Concepts</b>                      Performance Indicator 1.12.6 (Short vs long term effects of opioid use) Performance Indicator 1.12.7 (Effects of opioid use on school and jobs)                      Performance Indicator 1.12.16 (Relationship between opioid use and health/violence/suicide)  <b>Standard 2: Analyzing Influences</b>                      Performance Indicator 2.12.2 (How does culture support/challenge drug use behaviors) Performance Indicator 2.12.3 (Effect of peers and perceptions on drug use behaviors) Performance Indicator 2.12.5 (How does drug use effect other unhealthy behaviors) Performance Indicator 2.12.6 (Laws, Rules and Regulations influencing drug use behaviors)                      Performance Indicator 2.12.8 (Effect of media and technology on personal, family and community behaviors associated with drug use)</p>

LP4	1	<b>Objective:</b>	4. Over The Counter vs. Prescription Drugs: Students will learn to be able to differentiate between over the counter drugs and prescription drugs. They will be able to recognize scenarios when each type of drug is typically used, along with how both types of drugs are distributed.	<b>Standards:</b> <b>Standard 1: Comprehending Concepts</b> Performance Indicator 1.5.4 (Describe ways to prevent common childhood injuries and health problems) Performance Indicator 1.5.5 (Describe when it is important to seek health care)
		<b>Assessment:</b>	Students will perform an activity where they are each provided a list of 5 common over the counter drugs and 5 prescription drugs, including opioids, and the students will be required to separate these drugs into their respective categories. Each correctly matched drug will earn the student a point. Students will then be presented with common scenarios in which either over the counter or prescription drugs will be used, and will have to identify which drug correctly matches the scenario. Each correctly matched scenario will earn each student a point, and the student that totals the most points from both activities will earn a small prize.	<b>Standard 3: Accessing Valid Information</b> Performance Indicator 3.5.1 (Identify characteristics of valid health information, products, and services) Performance Indicator 3.5.2 (Locate resources from home, school, and community that provide valid health information) <b>Standard 4: Interpersonal Communication</b> Performance Indicator 4.5.1 (Demonstrate effective verbal and nonverbal communication skills to enhance health) <b>Standard 5: Decision Making Skills</b> Performance Indicator 5.5.1 (Identify health-related situations that might require a thoughtful decision) Performance Indicator 5.5.3 (List healthy options to health-related issues or problems) Performance Indicator 5.5.4 (Predict the potential outcomes of each option when making a health-related decision) Performance Indicator 5.5.5 (Choose a healthy option when making a decision) Performance Indicator 5.5.6 (Describe the outcomes of a health-related decision) <b>Standard 7: Health-Enhancing Behaviors</b> Performance Indicator 7.5.1 (Identify responsible personal health behaviors) Performance Indicator 7.5.2 (Demonstrate a variety of healthy practices and behaviors to maintain or improve personal health) Performance Indicator 7.5.3 (Demonstrate a variety of behaviors to avoid or reduce health risks) <b>Standard 8: Advocating Health</b> Performance Indicator 8.5.1 (Express opinions and give accurate information about health issues)
LP5	1	<b>Objective:</b>	5. How to Find Help: Students will learn various ways to deal with drug-related issues, including how to identify trusted adults in their lives and how to communicate assertively in times of uncertainty or peer pressure. Students should be able to express safe decision-making skills and identify situations to successfully use these skills. Students will be able to identify the physical, emotional, and social signs and symptoms associated with drug abuse.	<b>Standards:</b> <b>Standard 1: Comprehending Concepts</b> Performance Indicator 1.12.6 (Short vs long term impact of drug use) Performance Indicator 1.12.7 (Describe the various effects of drug use on life/school/jobs) <b>Standard 2: Analyzing Influences</b> Performance Indicator 2.12.7 (Analyze how drug use behaviors are impacted through school/community members) Performance Indicator 2.12.10 (Analyze factors that may influence opportunities to obtain help/utilize prevention resources)
		<b>Assessment:</b>	Students will participate in an activity in which they pair up and test each other's ability to remain assertive and make smart decisions in uncomfortable situations involving peer pressure. Primarily, students will need to demonstrate assertiveness in their abilities to recognize the signs of drug use and determine who to go to for help in such situations. Students will learn to acknowledge that drug use will happen regardless, so it is important to know how to handle such situations. This can be completed as a presentation in front of the class, followed by paired reflections to share what they have learned with each other.	<b>Standard 4: Interpersonal Communication Skills</b> Performance Indicator 4.12.2 (Demonstrate the ability to utilize effective communication skills to obtain help if it is needed)

Unit 2		<b>LP1: Drugs and Opioids Background</b>	
60 minutes	<b>Objective:</b>	Students will be able to explain the broad fundamentals of drugs and opioids, including the different classes of drugs and how opioids differ from other types of drugs. Students will also learn about how to properly follow directions on prescription medications and why opioids are commonly abused. Lastly, students will receive an introduction to the opioid epidemic.	<b>Standards:</b> <b>Standard 1: Comprehending Concepts</b> Performance Indicator 1.5.1 (Describe the relationship between healthy behaviors and personal health) <b>Standard 3: Accessing Valid Information</b> Performance Indicator 3.5.1 (Identify characteristics of valid health information, products, and services) <b>Standard 5: Decision-making Skills</b> Performance Indicator 5.5.1 (Identify health-related situations that might require a thoughtful decision) <b>Standard 7: Health-Enhancing behaviors</b> Performance Indicator 7.5.1 (Identify responsible personal health behaviors) <b>Standard 8: Advocating Health</b> Performance Indicator 8.5.1 (Express opinions and give accurate information about health issues) Performance Indicator 8.5.2 (Encourage others to make positive health choices)
	<b>Assessment:</b>	Students will be asked to read an article(s) on their own and when put into groups of two or three, they will be able to highlight important aspects of what they have learned. This includes an understanding of the difference between various classes of drugs, how opioids can be abused and the consequences of addiction. At the end of the group discussions, the teacher can bring the class together and each group will share an important fact or concept that they learned from the activities. The teacher should write these on the board and later record it onto a Word document that can be printed and handed to the students as their own collective notes. For the last 5 minutes, students will take a 3-question quiz (which is the assessment) that summarizes the main objectives of both articles and the video.	
<b>Materials:</b> 1. Background information on drugs: <a href="https://kidshealth.org/en/kids/know-drugs.html">https://kidshealth.org/en/kids/know-drugs.html</a> [2]. 2. Background on opioids: <a href="https://www.asahq.org/madeforthismoment/pain-management/opioid-treatment/what-are-opioids/">https://www.asahq.org/madeforthismoment/pain-management/opioid-treatment/what-are-opioids/</a> [3]. 3. Video on the opioid epidemic: <a href="https://www.youtube.com/watch?v=Nf9NspiAfBA">https://www.youtube.com/watch?v=Nf9NspiAfBA</a> [4].			
Time	Activity/Methods	Notes	
10 minutes	1. In groups of 2 or 3, students will read the first article on the background of drugs.	Students should equally participate in reading the article to their partners, or they can all quietly read it to themselves.	
5 minutes	2. In their groups of 2 or 3, students will spend time discussing important information they learned.	Each student in the group should think of something he/she has learned and prepare to choose one for the class discussion.	
5 minutes	3. The teacher should gather the class together and each group will recite one fact or concept they learned from the article.	As each group presents, the teacher should write the topics onto the white board or type them onto a Word document that is projected in front of the class.	
10 minutes	4. In different groups of 2 or 3, students will read the second article on the background of opioids.	It may be useful to randomize the groups for the second article. Students should equally participate in reading the article to their partners, or they can all quietly read it to themselves.	
5 minutes	5. In their groups of 2 or 3, students will spend time discussing important information they learned.	Each student in the group should think of something he/she has learned and prepare to choose one for the class discussion.	
5 minutes	6. The teacher should gather the class together and each group will give one fact or concept they learned from the article.	As each group presents, the teacher should write the topics onto the white board or type them onto a Word document that is projected in front of the class. If possible, different students should be presenting to the class instead of the same individuals.	
5 minutes	7. In front of the class, the teacher should present the Youtube video on the opioid epidemic.	The whole class will watch the video together.	
5 minutes	8. In different groups of 2 or 3, students will spend time discussing important information they learned.	Each student in the group should think of something he/she has learned and prepare to choose one for the class discussion.	
5 minutes	9. The teacher should gather the class together and each group will recite one fact or concept they learned from the article.	As each group presents, the teacher should write the topics onto the white board or type them onto a Word document that is projected in front of the class. If possible, different students should be presenting to the class instead of the same individuals.	
5 minutes	10. Students will take a 3-question quiz based on the two articles and video.	An example 3-question quiz: 1. What are the differences between legal and illegal drugs? 2. What are the potential benefits of taking opioids? 3. What are some methods that can be implemented to prevent the continuation of the opioid epidemic?	
<b>Total:</b> <b>60 minutes</b>		Article 1 Discussion Questions: What is the difference between legal and illegal drugs? What are some of the dangers of taking illegal drugs and why would kids try them? Are there signs that would suggest your classmate is taking illegal drugs? If so, how can you help this individual?	
		Article 2 Discussion Questions: What are opioids and are there any side effects when taking them? What are some ways you can safely take prescribed opioids? How should you stop taking opioids and can this be beneficial?	
		Video Discussion Questions: Over the past decade in the U.S., is opioid usage increasing or decreasing? Can opioids ever be beneficial? What is a drug overdose and what should you do if you are around someone who experiences one?	

Unit 2	<b>LP2: Behaviors Associated with Drug Abuse</b>	
60 minutes	<b>Objective:</b> Students will be able to understand and recognize the common actions, behaviors, and tendencies indicative of drug abuse.	<b>Standards:</b> <b>Standard 1: Comprehending Concepts</b> Performance Indicator 1.12.1 (Proper use and abuse of OTC medications) Performance Indicator 1.12.2 (Proper use and abuse of prescription medications) <b>Standard 5: Decision Making Skills</b> Performance Indicator 5.12.1 (Barriers to living a drug free life) Performance Indicator 5.12.2 (Thoughtful decision making regarding OTC and prescription medication use) Performance Indicator 5.12.3 (Individual vs. collaborative decision making) Performance Indicator 5.12.5 (Alternative decisions to stay drug free) Performance Indicator 5.12.6 (Short and long term consequences to choosing a drug free life) Performance Indicator 5.12.9 (Evaluating the effectiveness of drug free decisions)
	<b>Assessment:</b> Students will be asked to identify some of the common motivations behind first-time drug use as well as behaviors that indicate drug abuse. This will be done through a group activity in which each group is asked to recall as many motivations and behaviors as possible in 5 minutes. Once the time is up, each group will take time presenting what they have come up with.	
<b>Materials:</b> 1. Review the general reasons why people take drugs (bullet points): <a href="https://www.drugabuse.gov/publications/drugs-brains-behavior-science-addiction/drug-misuse-addiction">https://www.drugabuse.gov/publications/drugs-brains-behavior-science-addiction/drug-misuse-addiction</a> [5]. 2. Chart for signs of drug use, focusing on behavioral signs: <a href="https://mountaininside.com/blog/teens/recognizing-teen-drug-use/">https://mountaininside.com/blog/teens/recognizing-teen-drug-use/</a> [6]. 3. Isolate some of the more basic behaviors from Mayo Clinic’s symptoms list: <a href="https://www.mayoclinic.org/diseases-conditions/drug-addiction/symptoms-causes/syc-20365112">https://www.mayoclinic.org/diseases-conditions/drug-addiction/symptoms-causes/syc-20365112</a> [7]. 4. Additional bullet points of common behaviors: <a href="https://easyread.drugabuse.gov/content/what-are-some-signs-and-symptoms-someone-drug-use-problem">https://easyread.drugabuse.gov/content/what-are-some-signs-and-symptoms-someone-drug-use-problem</a> [8]		
<b>Time</b>	<b>Activity/Methods</b>	<b>Notes</b>
5 minutes	1. Introduction for why people use drugs in the first place.	Students will understand the various reasons why people use drugs in the first place. Student will also observe the progression of an addiction. Use Material 1.
5 minutes	2. Break students into groups and have them discuss each other’s current knowledge of drugs/drug abuse. It is important for students to have this self-reflection at the beginning of the lesson for them to gauge what they have learned by the end of the lesson.	
10 minutes	3. Provide an overview of the common timeline of an addictive drug-user from first use to it becoming a serious issue.	
5 minutes	4. Describe the difference between voluntary and involuntary drug use and common signs indicating when the former becomes the latter.	
5 minutes	5. Ask students for examples of drug abuse tendencies that they may already know.	
15 minutes	6. Present charts/diagrams of behavioral signs of drug abuse and explain the relative severity of each.	Students will be able to identify the main behavioral signs of someone with a drug use problem. Use materials 2, 3, and 4.
5 minutes	7. Highlight that these most common behaviors are rather implicit and not necessarily obvious changes in behavior.	
10 minutes	8. Ask students to provide as many motivations for use and behaviors associated with continual drug abuse. This can be done in groups of 2 or 3, and each group can report to the rest of the class.	
<b>Total: 60 minutes</b>		

Unit 2		LP3: Consequences of Drug Use	
60 minutes	<b>Objective:</b>	Students will be able to understand opioid abuse, how it impacts others, and how the culture views the current epidemic.	<b>Standards:</b> <b>Standard 1: Comprehending Concepts</b> Performance Indicator 1.12.6 (Short vs long term effects of opioid use) Performance Indicator 1.12.7 (Effects of opioid use on school and jobs) Performance Indicator 1.12.16 (Relationship between opioid use and health/violence/suicide) <b>Standard 2: Analyzing Influences</b> Performance Indicator 2.12.2 (How does culture support/challenge drug use behaviors) Performance Indicator 2.12.3 (Effect of peers and perceptions on drug use behaviors) Performance Indicator 2.12.5 (How does drug use effect other unhealthy behaviors) Performance Indicator 2.12.6 (Laws, Rules and Regulations influencing drug use behaviors) Performance Indicator 2.12.8 (Effect of media and technology on personal, family and community behaviors associated with drug use)
	<b>Assessment:</b>	Students will be asked to list commonly abused opioids and the various symptoms of an opioid overdose.	
<b>Materials:</b> 1. Drug Facts: Prescription Opioids: <a href="https://www.drugabuse.gov/sites/default/files/drugfacts-prescriptionopioids.pdf">https://www.drugabuse.gov/sites/default/files/drugfacts-prescriptionopioids.pdf</a> [9]. 2. Prescription Opioids: What you need to know: <a href="https://www.cdc.gov/drugoverdose/pdf/aha-patient-opioid-factsheet-a.pdf">https://www.cdc.gov/drugoverdose/pdf/aha-patient-opioid-factsheet-a.pdf</a> [10]. 3. Opioid Safety Protocol for the Home: <a href="https://youtu.be/jIH0gi92KKA">https://youtu.be/jIH0gi92KKA</a> [11]. 4. The Opioid Painkiller and Heroin Epidemic Explained: <a href="https://youtu.be/Hx7WLlJzrlw">https://youtu.be/Hx7WLlJzrlw</a> . [12]. Use the following for further reading as needed: <a href="https://www.cdc.gov/drugoverdose/epidemic/index.html#resources">https://www.cdc.gov/drugoverdose/epidemic/index.html#resources</a> [13]. 5. Non-opioid Treatment for Chronic Pain: <a href="https://www.cdc.gov/drugoverdose/pdf/nonopioid_treatments-a.pdf">https://www.cdc.gov/drugoverdose/pdf/nonopioid_treatments-a.pdf</a> [14]			
Time	Activity/Methods	Notes	
15 minutes	1. Ask students to list common opioid drugs that they have heard of before and write them on the whiteboard. Discuss the symptoms of opioid overdose and the extent of these symptoms. Use the first group of materials as needed.	Identify drugs classified as opioids (morphine, fentanyl, hydrocodone, heroin, etc.). Understand the opioid epidemic in the United States and its impact on both the individual and community. Use materials 1-4.	
10 minutes	2. Watch video use proper use of opioids, and how they can benefit patients when used correctly. Describe how other medications should be utilized first before resorting to opioids in the treatment of pain. Use material 2.	Use material 2.	
15 minutes	3. After learning about the origins of the opioid epidemic and its consequences, discuss the future of the opioid epidemic and its impact.		
10 minutes	4. Consider alternatives to opioids for therapeutic pain use, such as NSAIDs or Tylenol. Utilize reading material 5 and read together as a class.	Use material 5.	
10 minutes	5. Share student ideas on how to improve the opioid epidemic. Describe scenarios such as if a student is home alone and they find a pill bottle of opioids in their parents' medicine cabinet, or are offered pills while they are at a friend's house. Review what to do in these situations.		
<b>Total: 60 minutes</b>			

Unit 2	LP4: Over The Counter vs. Prescription Drugs	
60 minutes	<b>Objective:</b>	Students will learn to be able to differentiate between over the counter drugs and prescription drugs. They will be able to recognize scenarios when each type of drug is typically used, along with how both types of drugs are distributed.
	<b>Assessment:</b>	Students will perform an activity where they are each provided a list of 5 common over the counter drugs and 5 prescription drugs, including opioids, and the students will be required to separate these drugs into their respective categories. Each correctly matched drug will earn the student a point. Students will then be presented with common scenarios in which either over the counter or prescription drugs will be used, and will have to identify which drug correctly matches the scenario. Each correctly matched scenario will earn each student a point, and the student that totals the most points from both activities will earn a small prize.
<b>Standards:</b> <b>Standard 1: Comprehending Concepts</b> Performance Indicator 1.5.4 (Describe ways to prevent common childhood injuries and health problems) Performance Indicator 1.5.5 (Describe when it is important to seek health care) <b>Standard 3: Accessing Valid Information</b> Performance Indicator 3.5.1 (Identify characteristics of valid health information, products, and services) Performance Indicator 3.5.2 (Locate resources from home, school, and community that provide valid health information) <b>Standard 4: Interpersonal Communication</b> Performance Indicator 4.5.1 (Demonstrate effective verbal and nonverbal communication skills to enhance health) <b>Standard 5: Decision Making Skills</b> Performance Indicator 5.5.1 (Identify health-related situations that might require a thoughtful decision) Performance Indicator 5.5.3 (List healthy options to health-related issues or problems) Performance Indicator 5.5.4 (Predict the potential outcomes of each option when making a health-related decision) Performance Indicator 5.5.5 (Choose a healthy option when making a decision) Performance Indicator 5.5.6 (Describe the outcomes of a health-related decision) <b>Standard 7: Health-Enhancing Behaviors</b> Performance Indicator 7.5.1 (Identify responsible personal health behaviors) Performance Indicator 7.5.2 (Demonstrate a variety of healthy practices and behaviors to maintain or improve personal health) Performance Indicator 7.5.3 (Demonstrate a variety of behaviors to avoid or reduce health risks) <b>Standard 8: Advocating Health</b> Performance Indicator 8.5.1 (Express opinions and give accurate information about health issues)		
<b>Materials:</b> 1. Introduction video on prescription and over the counter drugs: <a href="https://www.youtube.com/watch?v=0Zs4EbWBdSc">https://www.youtube.com/watch?v=0Zs4EbWBdSc</a> [15]. 2. Prescription drugs article: <a href="https://kidshealth.org/en/teens/prescription-drug-abuse.html?WT.ac=ctg#catdrugs">https://kidshealth.org/en/teens/prescription-drug-abuse.html?WT.ac=ctg#catdrugs</a> [16]. 3. Over the counter drugs article: <a href="https://www.urmc.rochester.edu/encyclopedia/content.aspx?contentType=1&amp;contentid=2804">https://www.urmc.rochester.edu/encyclopedia/content.aspx?contentType=1&amp;contentid=2804</a> [17].		
Time	Activity/Methods	Notes
5 minutes	1. Watch the introduction video on prescription drugs and over the counter drugs.	Use material 1. In the introduction video, explain to the students that non-prescription drugs are analogous
5 minutes	2. Discuss the introduction video with the class and ask students about their initial reactions to the video. Ask each student to write down examples of both prescription drugs and examples of over the counter drugs. Students will discuss whether they are legal or illegal.	to over the counter drugs. Be sure to encourage students to watch with the video with the following questions in mind: What is a prescription drug, and where can you get them? What is an over the counter drug, and who prescribes it to you? Can you think of any times you need to use an over the counter drug or a prescription drug?
5 minutes	3. Read the article on prescription drugs	Use material 2.
5 minutes	4. Assign students into groups of four. Students will make a list of as many prescription drugs as possible as well as a list of tips for taking prescription drugs properly as if they were explaining it to someone else.	Instructor may use a powerpoint or simply lecture to convey the material. Writing examples on the board may be beneficial for students. Encourage students to read the article with the following questions in mind: What are the main differences between opioids, depressants, and stimulants? What are some important tips that can help you take prescription drugs safely?
5 minutes	5. Discuss the difference between various prescription drugs such as opioids, antibiotics, antidepressants, and stimulants along with how prescription drugs should be properly used.	
5 minutes	6. Read the article on over the counter drugs.	Use material 3.
5 minutes	7. Assign students into different groups of four. Students will make a list of as many over the counter drugs as possible as well as a list of tips for taking over the counter drugs properly as if they were explaining it to someone else.	Instructor may use a powerpoint or simply lecture to convey the material. Writing examples on the board may be beneficial for students. Encourage students to read the article with the following questions in mind: Can you name two classes of over the counter medications, and what they treat? What are some tips for taking over the counter drugs safely? How do you correctly follow the directions on the medicine bottle?
10 minutes	8. Discuss the addictiveness of certain drugs such as opioids. Discuss ways to correctly follow the directions on the pill bottle for both over the counter and prescription drugs.	
5 minutes	9. Discuss the differences between some types of over the counter drugs, such as ibuprofen, acetaminophen, and allergy medications. Explain how these drugs should be safely used, including how many pills to take at once and taking them with food.	
10 minutes	10. Perform the assessment listed above.	
<b>Total: 60 minutes</b>		

Unit 2	<b>LP5: How to Find Help</b>	
60 minutes	<b>Objective:</b>	Students will learn various ways to deal with drug-related issues, including how to identify trusted adults in their lives and how to communicate assertively in times of uncertainty or peer pressure. Students should be able to express safe decision-making skills and identify situations to successfully use these skills. Students will be able to identify the physical, emotional, and social signs and symptoms associated with drug abuse.
	<b>Assessment:</b>	Students will participate in an activity in which they pair up and test each other's ability to remain assertive and make smart decisions in uncomfortable situations involving peer pressure. Primarily, students will need to demonstrate assertiveness in their abilities to recognize the signs of drug use and determine who to go to for help in such situations. Students will learn to acknowledge that drug use will happen regardless, so it is important to know how to handle such situations. This can be completed as a presentation in front of the class, followed by paired reflections to share what they have learned with each other.
<p><b>Standards:</b>  <b>Standard 1: Comprehending Concepts</b>          Performance Indicator 1.12.6 (Short vs long term impact of drug use)          Performance Indicator 1.12.7 (Describe the various effects of drug use on life/school/jobs)  <b>Standard 2: Analyzing Influences</b>          Performance Indicator 2.12.7 (Analyze how drug use behaviors are impacted through school/community members)          Performance Indicator 2.12.10 (Analyze factors that may influence opportunities to obtain help/utilize prevention resources)  <b>Standard 4: Interpersonal Communication Skills</b>          Performance Indicator 4.12.2 (Demonstrate the ability to utilize effective communication skills to obtain help if it is needed)</p>		
<p><b>Materials:</b>          1. Video about finding a trusted adult: <a href="https://amaze.org/video/healthy-relationships-finding-an-adult-you-can-trust/">https://amaze.org/video/healthy-relationships-finding-an-adult-you-can-trust/</a> [18].          2. Information about the importance of assertiveness: <a href="https://kidshealth.org/en/teens/assertive.html">https://kidshealth.org/en/teens/assertive.html</a> [19].          3. Link that contains information about the steps to assertive communication for kids, under "Refuse to Use": <a href="https://education-human-services.wright.edu/sites/education-human-services.wright.edu/files/page/attachments/hope-grades-3-5.pdf">https://education-human-services.wright.edu/sites/education-human-services.wright.edu/files/page/attachments/hope-grades-3-5.pdf</a> [20].          4. "Making Healthy Decisions" worksheet.          5. This image displays the "STOP, THINK, CHOOSE" model that students are to follow in any given scenario: <a href="https://www.freespirit.com/files/image/Large/Stop-Think-Choose-Poster.png">https://www.freespirit.com/files/image/Large/Stop-Think-Choose-Poster.png</a> [21].          6. "Letter to a Friend" worksheet.</p>		
<b>Time</b>	<b>Activity/Methods</b>	<b>Notes</b>
10 minutes	1. Open the discussion by asking students who they trust in their lives (friends, parents, neighbors, relatives, teachers). Discuss various types of potential trusted adults, what makes a good trusted adult, and examples of who would not be a trusted adult.	This introductory period of the lesson lays the foundation of the process of communication and decision-making, which involves identifying a trusted adult. Use material 1.
10 minutes	2. Students will learn the aspects of communicating assertively and standing up for oneself.	Use materials 2, 3, and 4.
	3. Ask students for examples of previous situations in which they wish they had acted differently, been more assertive, or did not know where to seek help. Discuss how to make a healthy decision and seek help in their scenarios. Fill out the "Making Healthy Decisions" worksheet.	
10 minutes	4. Students will learn the process of smart, safe decision-making in any given scenario, but especially in scenarios involving peer pressure or uncertainty. This incorporates the "STOP, THINK, CHOOSE" model.	Use material 5.
10 minutes	5. Students will engage in a group activity in which they are given various scenarios and roles to play. Using what they have learned in the class, they will venture through the correct decision-making process and demonstrate their ability to be assertive to make safe, smart choices. If they are in a situation in which they are unable to say no, they will be taught ways in which they can safely proceed to avoid most of the negative consequences.	
	6. Students will write a letter to a friend expressing their need for help as related to substance use. Students have freedom to write how they would feel under these circumstances knowing that someone is listening.	Use material 6.
10 minutes	7. Unit assessment.	
<b>Total: 60 minutes</b>		

Unit #3		Grades 6-8 Lesson Plan	
Unit Rationale		The middle school lesson plan will be separated into five lessons. Each lesson provides a variety of tools and assessments based on the harm reduction theory that will prepare the students for high school-level drug education. This curriculum specifically focuses on peer pressure, as this is common in this age group and often leads to experimentation with drugs.	
Unit Goal		Students will learn the various forms of peer pressure. Students will be able to identify the positive and negative types of peer pressure as well as learn about how influential social media is on health.	
Unit Assessment		Students will receive an exam at the end of Unit 3 to ensure they are heading into high school with developmental life skills to handle more difficult and complex situations.	
Lesson Plan Number	Estimated # of days	Lesson Objective/Assessment	Benchmarks or Standards [1]
LP1	1	<b>Objective:</b> 1. Dealing with Peer and Media Pressure: Students will learn the various forms of peer pressure. Students will be able to identify the positive and negative types of peer pressure as well as learn about the influences social media has on people's lives and health. Teachers will discuss how culture and society may inadvertently promote drug use or abuse.	<b>Standards:</b> <b>Standard 1: Comprehending Concepts</b> Performance Indicator 1.12.1 (Predicting how healthy behaviors can affect health status) Performance Indicator 1.12.6 (Short vs. long term effects of drug use) Performance Indicator 1.12.7 (Effect of drug use on health, family, friends, future) <b>Standard 2: Analyzing Influences</b> Performance Indicator 2.12.9 (Analyzing influences, behaviors and factors that impact drug use)
		<b>Assessment:</b> Students will reflect after each video and create examples of positive, negative, and social media pressure. Based on the individual reflection, students will be placed in small groups and choose one of each pressure and prepare a skit for the class.	
LP2	1	<b>Objective:</b> 2. Making Healthy Decisions: Students will learn how important it is to make healthy decisions, as some of the decisions they make now can impact the rest of their lives. Students will also be taught various skills and resources in order to comfortably navigate difficult situations, such as peer pressure to use drugs. Students will also be made aware that everyone makes wrong decisions and mistakes, but what they learn and realize from these situations is what is most important. Factors such as peer pressure, genetics, geography, home environment, and stressors are discussed with students.	<b>Standards:</b> <b>Standard 1: Comprehending Concepts</b> Performance Indicator 1.12.1 (Proper use and abuse of OTC medications) Performance Indicator 1.12.2 (Proper use and abuse of prescription medications) <b>Standard 5: Decision Making Skills</b> Performance Indicator 5.12.1 (Barriers to living a drug free life) Performance Indicator 5.12.2 (Thoughtful decision making regarding OTC and prescription medication use) Performance Indicator 5.12.3 (Individual vs. collaborative decision making) Performance Indicator 5.12.5 (Alternative decisions to stay drug free) Performance Indicator 5.12.6 (Short and long term consequences to choosing a drug free life) Performance Indicator 5.12.9 (Evaluating the effectiveness of drug free decisions)
		<b>Assessment:</b> Students will complete a worksheet as a class using an example scenario that involves drug usage. Students will use the tools they have learned to make a well informed decision.	
LP3	1	<b>Objective:</b> 3. Avoiding Violence and Bullying: Students will learn about the different types of bullying and how to cope if they are being bullied. Students will also be able to stand up for other peers if they witness bullying around them. The goal of this lesson is to allow students to feel comfortable acting as individuals despite outside influences. Students should be able to face situations confidently, rather than avoiding uncomfortable peer pressure situations.	<b>Standards:</b> <b>Standard 1: Comprehending Concepts</b> Performance Indicator 1.12.6 (Short vs long term effects of opioid use) Performance Indicator 1.12.7 (Effects of opioid use on school and jobs) Performance Indicator 1.12.16 (Relationship between opioid use and health/violence/suicide) <b>Standard 2: Analyzing Influences</b> Performance Indicator 2.12.2 (How does culture support/challenge drug use behaviors) Performance Indicator 2.12.3 (Effect of peers and perceptions on drug use behaviors) Performance Indicator 2.12.5 (How does drug use effect other unhealthy behaviors) Performance Indicator 2.12.6 (Laws, Rules and Regulations influencing drug use behaviors) Performance Indicator 2.12.8 (Effect of media and technology on personal, family and community behaviors associated with drug use)
		<b>Assessment:</b> Students will be given a worksheet after the first presentation that creates an environment of self-reflection. The worksheet is categorized by the various types of bullying, and students will fill out this worksheet based on whether they have experienced bullying in the past or present (this is not to be handed in, just a self-reflection activity). Then, students will get together in small groups and create a skit demonstrating how to stand up for someone else if they witness bullying.	
LP4	1	<b>Objective:</b> 4. Drugs and Addiction: Students will be able to explain the practical functions of opioids as well as the health risks they pose if handled improperly.	<b>Standards:</b> <b>Standard 1: Comprehending Concepts</b> Performance Indicator 1.8.1 (Analyze the relationship between healthy behaviors and personal health.) Performance Indicator 1.8.5 (Describe ways to reduce or prevent injuries and other adolescent health problems.) Performance Indicator 1.8.9 (Examine the potential seriousness of injury or illness if engaging in unhealthy behaviors.) <b>Standard 2: Analyzing Influences</b> Performance Indicator 2.8.9 (Describe how some health risk behaviors can influence the likelihood of engaging in unhealthy behaviors.)
		<b>Assessment:</b> Students will read passages exploring the effects of opioids and addiction and then answer associated reflection questions.	
LP5	1	<b>Objective:</b> 5. Recognizing and Addressing Addiction: Students will be able to model effective strategies to recognize and combat addictive behaviors in themselves and their peers.	<b>Standards:</b> <b>Standard 7: Demonstrate Ability to Practice Health-Enhancing Behaviors</b> Performance Indicator 7.8.1 (Explain the importance of assuming responsibility for personal health behaviors) Performance Indicator 7.8.2 (Demonstrate healthy practices and behaviors that will maintain or improve the health of self and others) Performance Indicator 7.8.3 (Demonstrate behaviors to avoid or reduce health risks to self and others) Performance Indicator 7.12.1 (Analyze the role of individual responsibility for enhancing health) <b>Standard 8: Demonstrate Ability to Advocate for Personal, Family and Community Health</b> Performance Indicator 8.8.2 (Demonstrate how to influence and support others to make positive health choices) Performance Indicator 8.8.3 (Work cooperatively to advocate for healthy individuals, families, and schools) Performance Indicator 8.12.1 (Utilize accurate peer and societal norms to formulate a health-enhancing message) Performance Indicator 8.12.2 (Demonstrate how to influence and support others to make positive health choices)
		<b>Assessment:</b> Students will answer questions regarding a set of case studies.	

Unit 3	LPI: Dealing with Peer and Media Pressure	
60 minutes	Objective:	Students will learn the various forms of peer pressure. Students will be able to identify the positive and negative types of peer pressure as well as learn about the influences social media has on people's lives and health. Teachers will discuss how culture and society may inadvertently promote drug use or abuse.
	Assessment:	Students will reflect after each video and create examples of positive, negative, and social media pressure. Based on the individual reflection, students will be placed in small groups and choose one of each pressure and prepare a skit for the class.
Standards: Standard 1: Comprehending Concepts Performance Indicator 1.12.1 (Predicting how healthy behaviors can affect health status) Performance Indicator 1.12.6 (Short vs. long term effects of drug use) Performance Indicator 1.12.7 (Effect of drug use on health, family, friends, future) Standard 2: Analyzing Influences Performance Indicator 2.12.9 (Analyzing influences, behaviors and factors that impact drug use)		
Materials: 1. Video on positive versus negative peer pressure: <a href="https://www.youtube.com/watch?v=NFMaSOBTOTQ">https://www.youtube.com/watch?v=NFMaSOBTOTQ</a> [2]. 2. Ted Talk about social media and peer pressure: <a href="https://www.youtube.com/watch?v=fmKdK6PvdeI">https://www.youtube.com/watch?v=fmKdK6PvdeI</a> [3].		
Time	Activity/Methods	Notes
5 minutes	1. Watch introduction video on good versus bad peer pressure.	Use Materials 1 to present positive versus negative peer pressure. Following this, students will need a notebook and paper to reflect on situations they have experienced when it comes to positive and negative peer pressure. Students will then watch the video in Material 2, as it discusses peer pressure from the media.
5 minutes	2. Students will reflect and write down examples of good and bad forms of peer pressure.	
10 minutes	3. Watch Ted Talk video on the media and peer pressure.	
5 minutes	4. Students will reflect upon what they like and dislike about social media. Does it pressure them in any way, such as what outfits they wear, foods they eat, or people they hang out with?	Once again, students will reflect in their notebooks based on both video presentations and make a list explaining what they like and dislike about social media.
15 minutes	5. Students will form small groups and prepare short skits representing positive, negative, or social media pressures.	Using both Materials 1 and 2, students will be placed into groups to demonstrate each form of peer pressure discussed.
15 minutes	6. Student perform skits as discussed above.	
5 minutes	7. Discuss how negative peer pressure can place students in bad situations that are hard to get out of, to easily transition into Lesson 2.	
Total: 60 minutes		

Unit 3	<b>LP2: Making Healthy Decisions</b>	
60 minutes	<p><b>Objective:</b> Students will learn how important it is to make healthy decisions, as some of the decisions they make now can impact the rest of their lives. Students will also be taught various skills and resources in order to comfortably navigate difficult situations, such as peer pressure to use drugs. Students will also be made aware that everyone makes wrong decisions and mistakes, but what they learn and realize from these situations is what is most important. Factors such as peer pressure, genetics, geography, home environment, and stressors are discussed with students.</p>	<p><b>Standards:</b>  <b>Standard 1: Comprehending Concepts</b>                      Performance Indicator 1.12.1 (Proper use and abuse of OTC medications)                      Performance Indicator 1.12.2 (Proper use and abuse of prescription medications)  <b>Standard 5: Decision Making Skills</b>                      Performance Indicator 5.12.1 (Barriers to living a drug free life)                      Performance Indicator 5.12.2 (Thoughtful decision making regarding OTC and prescription medication use)                      Performance Indicator 5.12.3 (Individual vs. collaborative decision making)                      Performance Indicator 5.12.5 (Alternative decisions to stay drug free)                      Performance Indicator 5.12.6 (Short and long term consequences to choosing a drug free life)                      Performance Indicator 5.12.9 (Evaluating the effectiveness of drug free decisions)</p>
	<p><b>Assessment:</b> Students will complete a worksheet as a class using a example scenario that involves drug usage. Students will use the tools they have learned to make a well informed decision.</p>	
<p><b>Materials:</b>                      1. Presentation on healthy and non-healthy decision making: <a href="https://www.slideserve.com/dwayne/making-healthy-choices">https://www.slideserve.com/dwayne/making-healthy-choices</a> [4].                      2. 5 Steps from recovering from a bad decision: <a href="https://www.positivelypresent.com/2010/07/5-steps-for-recovering-from-a-bad-decision.html">https://www.positivelypresent.com/2010/07/5-steps-for-recovering-from-a-bad-decision.html</a> [5].                      3. Decision Making Activity: <a href="http://www.coloradoedinitiative.org/wp-content/uploads/2014/10/Grade-MS-Decision-Making.pdf">http://www.coloradoedinitiative.org/wp-content/uploads/2014/10/Grade-MS-Decision-Making.pdf</a> [6].</p>		
<b>Time</b>	<b>Activity/Methods</b>	<b>Notes</b>
15 minutes	1. Presentation on Healthy vs. Non-Healthy Decision Making.	Use Materials 1 to present Healthy vs. Non Healthy Decision Making. Students then will need a notebook and a pencil to reflect on their own as well as random healthy vs. non healthy decisions.
5 minutes	2. Students will create a list in their notebooks that identify healthy and non-healthy behaviors or practices.	
5 minutes	3. Discuss, as a class, various people in the students' lives that they can trust to help make decisions if they are struggling.	
15 minutes	4. Discuss, as a class, the 5 steps from recovering from a bad decision if you make one. After this discussion, be sure to stress that everyone makes mistakes, and the decision one makes provides knowledge to handle other situations in life.	Use Material 3 as a decision-making activity. While going through the worksheet, use an example regarding drug usage to begin the thought process.
20 minutes	5. Using the handout from the Colorado Education Initiative, use an example where drugs are involved; discuss the thought process based on the lesson as well as from Material 1.	
<b>Total: 60 minutes</b>		

Unit 3		<b>LP3: Avoiding Violence and Bullying</b>	
60 minutes	<b>Objective:</b>	Students will learn about the different types of bullying and how to cope if they are being bullied. Students will also be able to stand up for other peers if they witness bullying around them. The goal of this lesson is to allow students to feel comfortable acting as individuals despite outside influences. Students should be able to face situations confidently, rather than avoiding uncomfortable peer pressure situations.	<b>Standards:</b> <b>Standard 1: Comprehending Concepts</b> Performance Indicator 1.12.6 (Short vs long term effects of opioid use) Performance Indicator 1.12.7 (Effects of opioid use on school and jobs) Performance Indicator 1.12.16 (Relationship between opioid use and health/violence/suicide) <b>Standard 2: Analyzing Influences</b> Performance Indicator 2.12.2 (How does culture support/challenge drug use behaviors) Performance Indicator 2.12.3 (Effect of peers and perceptions on drug use behaviors) Performance Indicator 2.12.5 (How does drug use effect other unhealthy behaviors) Performance Indicator 2.12.6 (Laws, Rules and Regulations influencing drug use behaviors) Performance Indicator 2.12.8 (Effect of media and technology on personal, family and community behaviors associated with drug use)
	<b>Assessment:</b>	Students will be given a worksheet after the first presentation that creates an environment of self-reflection. The worksheet is categorized by the various types of bullying, and students will fill out this worksheet based on whether they have experienced bullying in the past or present (this is not to be handed in, just a self-reflection activity). Then, students will get together in small groups and create a skit demonstrating how to stand up for someone else if they witness bullying.	
<b>Materials:</b> 1. Presentation on Bullying <a href="https://www.slideshare.net/dreamingmoi/bullying-presentation-presentation-837380">https://www.slideshare.net/dreamingmoi/bullying-presentation-presentation-837380</a> [7]. 2. Video on How to Stop bullying <a href="https://www.youtube.com/watch?v=ynTuA_tIZDE">https://www.youtube.com/watch?v=ynTuA_tIZDE</a> [8].			
Time	Activity/Methods	Notes	
15 minutes	1. A presentation on bullying will be shown to the class.	Present to the class Material 1 (Slideshow discussing the different types of bullying). After the presentation, students will be told to reflect on their own experiences that surrounds bullying. After the reflection, play Material 3 (video explaining ways to stop bullying).	
10 minutes	2. After the presentation, students will reflect on their own experiences when it comes to bullying.		
5 minutes	3. Watch video on Ways To Stop Bullying.		
10 minutes	4. Students will be placed in small groups and act out how to stand up for someone else if they witness bullying.	Based on Material 3 (Ways To Stop Bullying), students will be placed into small groups in which they will act out a bullying scenario and defend their peers.	
15 minutes	5. Students then perform the skits they have prepared.		
5 minutes	6. Discussion on bullying and violent behavior. It is important to have the discussion lead into the usage of drugs to transition into Lesson 4.		
<b>Total: 60 minutes</b>			

Unit 3		<b>LP4: Drugs and Addiction</b>	
60 minutes	<b>Objective:</b>	Students will be able to explain the practical functions of opioids as well as the health risks they pose if handled improperly.	<b>Standards:</b> <b>Standard 1: Comprehending Concepts</b> Performance Indicator 1.8.1 (Analyze the relationship between healthy behaviors and personal health.) Performance Indicator 1.8.5 (Describe ways to reduce or prevent injuries and other adolescent health problems.) Performance Indicator 1.8.9 (Examine the potential seriousness of injury or illness if engaging in unhealthy behaviors.) <b>Standard 2: Analyzing Influences</b> Performance Indicator 2.8.9 (Describe how some health risk behaviors can influence the likelihood of engaging in unhealthy behaviors.)
	<b>Assessment:</b>	Students will read passages exploring the effects of opioids and addiction and then answer associated reflection questions.	
<b>Materials:</b> 1. Nuggets Video: <a href="https://www.youtube.com/watch?v=HUnGLgGRJpo">https://www.youtube.com/watch?v=HUnGLgGRJpo</a> [9]. 2. Opioids and Addiction Reading: <a href="http://headsip.scholastic.com/sites/default/files/NIDA_YR18_INS2_downloadall_508.pdf">http://headsip.scholastic.com/sites/default/files/NIDA_YR18_INS2_downloadall_508.pdf</a> [10].			
<b>Time</b>	<b>Activity/Methods</b>	<b>Notes</b>	
5 minutes	1. Play “Nuggets” video for the class. Before starting the video, explain to students that you will be asking questions about the video after it is finished.	Use material 1.	
5 minutes	2. Teacher will pose the following questions about the video to the class: “What did we see in the video?”, “How might the events in the video reflect real world activities and behaviors?” Give students approximately one minute to think individually before discussing together as a class.	Here we want the students to begin thinking about the concept of addiction and how it can affect an individual. The discussion should be steered to have students recognize the ways in which the nuggets from the video can represent drugs in real life.	
15 minutes	3. Teacher will distribute the “Opioids: What You Need to Know” reading. Students will read individually before pairing up to work on the set of prompts.	Use material 2. Students will read the passage individually and then work in pairs to answer the following prompts: 1. Why have opioid overdoses increased over the years? 2. What precautions should a person take if they are prescribed opioids? 3. Explain why opioids, including those that are legal and illegal (such as heroin), pose health risks.	
10 minutes	4. Class discussion of answers. After reviewing the answers as a class, the teacher will ask the students to report what surprised them from the reading.		
15 minutes	5. Teacher will distribute the “What Causes Addiction” worksheet in material 2. Students will remain in their pairs to complete the worksheet.	Both the reading and worksheet are contained in material 2.	
10 minutes	6. Class discussion of student answers. After discussing responses, the teacher will ask students to think back to the introduction “Nuggets” video from the beginning of class: 1. “How did the ‘Nuggets’ video directly connect with the passages we explored today?” 2. “How can the interactions of drugs and the brain lead to negative health outcomes?”	Worksheets may be collected as lesson assessment.	
<b>Total: 60 minutes</b>			

Unit 3		<b>LP5: Recognizing and Addressing Addiction</b>	
<b>60 minutes</b>	<b>Objective:</b>	Students will be able to model effective strategies to recognize and combat addictive behaviors in themselves and their peers.	<b>Standards:</b> <b>Standard 7: Demonstrate Ability to Practice Health-Enhancing Behaviors</b> Performance Indicator 7.8.1 (Explain the importance of assuming responsibility for personal health behaviors) Performance Indicator 7.8.2 (Demonstrate healthy practices and behaviors that will maintain or improve the health of self and others) Performance Indicator 7.8.3 (Demonstrate behaviors to avoid or reduce health risks to self and others) Performance Indicator 7.12.1 (Analyze the role of individual responsibility for enhancing health) <b>Standard 8: Demonstrate Ability to Advocate for Personal, Family and Community Health</b> Performance Indicator 8.8.2 (Demonstrate how to influence and support others to make positive health choices) Performance Indicator 8.8.3 (Work cooperatively to advocate for healthy individuals, families, and schools) Performance Indicator 8.12.1 (Utilize accurate peer and societal norms to formulate a health-enhancing message) Performance Indicator 8.12.2 (Demonstrate how to influence and support others to make positive health choices)
	<b>Assessment:</b>	Students will answer questions regarding a set of case studies.	
<b>Materials:</b> 1. Ruth’s Case Study: <a href="https://science.education.nih.gov/supplements/webversions/BrainAddiction/guide/pdfs/master5.1.pdf">https://science.education.nih.gov/supplements/webversions/BrainAddiction/guide/pdfs/master5.1.pdf</a> [11]. 2. Mike’s Case Study: <a href="https://science.education.nih.gov/supplements/webversions/BrainAddiction/guide/pdfs/master5.2.pdf">https://science.education.nih.gov/supplements/webversions/BrainAddiction/guide/pdfs/master5.2.pdf</a> [12]. 3. Carol’s Case Study: <a href="https://science.education.nih.gov/supplements/webversions/BrainAddiction/guide/pdfs/master5.3.pdf">https://science.education.nih.gov/supplements/webversions/BrainAddiction/guide/pdfs/master5.3.pdf</a> [13]. 4. Disease Reference Information: <a href="https://science.education.nih.gov/supplements/webversions/BrainAddiction/guide/pdfs/master5.4.pdf">https://science.education.nih.gov/supplements/webversions/BrainAddiction/guide/pdfs/master5.4.pdf</a> [14]. 5. Discussion Questions: <a href="https://science.education.nih.gov/supplements/webversions/BrainAddiction/guide/pdfs/master5.5.pdf">https://science.education.nih.gov/supplements/webversions/BrainAddiction/guide/pdfs/master5.5.pdf</a> [15].			
<b>Time</b>	<b>Activity/Methods</b>		<b>Notes</b>
3 minutes	1. Bell Work: Q1: How would you define addiction? Q2: What actions or behaviors might indicate that someone is struggling with addiction?		These initial questions will be posed to elicit students’ prior knowledge regarding addictive behaviors. The questions can be written on a board displayed at the front of the classroom for all students to see before class starts. Students should be given time to work on the questions individually.
5 minutes	2. Discussion of student responses to bell work.		
20 minutes	3. The class will be split into 3 large groups. Students in each group will receive one of three unique case studies and a disease reference packet. Individual students will read their case studies before joining their peers in small groups to answer discussion questions 1-6 for their specific case study.		Use materials 1-5.
15 minutes	4. After the small groups have finished their readings and discussion questions, the groups will be changed so that the new groups contain individuals familiar with each of the three case studies. Students will then work together to share the information they gathered and complete the next set of discussion questions, 7-11.		Use material 5.
17 minutes	5. While remaining in small groups, students should answer the discussion questions.		Discussion questions for Activity 5: “How would you define addiction?”, “Share what you know about addiction.”, “What are some signs of addiction?”, “How is addiction a disease?”, “What are some misconceptions about addiction?”, “Who might be a good resource to utilize if you suspect a friend has an addiction?”, “How did your knowledge of addiction change after this unit?”
<b>Total: 60 minutes</b>			Students will receive a separate exam at the end of Unit 3 to ensure they are heading into high school with developmental life skills to handle more difficult and complex situations.

Unit #4		<b>High School Lesson Plan</b>	
Unit Rationale		The high school curriculum will be separated into five lessons. Each lesson will be covered on a different day throughout the year during a health class. The curriculum will be taught from the perspective of the harm reduction theory. In other words, students will be taught that drug use and abuse will happen regardless, therefore instead of ignoring or condemning those actions, one can work to minimize the harmful effects. This lesson plan will focus specifically on opioid abuse but will also emphasize the dangers of marijuana and other drugs.	
Unit Goal		By the end of the unit, students should be able to comfortably talk about the opioid epidemic. Students will be able to identify people or places to seek help and resources should they ever find themselves in a situation involving drugs. Lastly, the goal of this unit is to teach students how to minimize the risks of drug addiction and overdose.	
Unit Assessment		Students will receive a final cumulative exam for the course.	
Lesson Plan Number	Estimated # of days	Lesson Objective/Assessment	Benchmarks or Standards
LP1	1	<p><b>Objective:</b> 1. Implications of Drug Use and Addiction: Students will be able to understand how many teens in their state are using drugs and recognize who in their lives has been impacted by drug use. Students will also be able to understand addiction and techniques to support those who are affected by it. This lesson will end by discussing the impacts that marijuana use and vaping have on addiction in younger individuals.</p> <p><b>Assessment:</b> Students will be quizzed on statistics of drug use and overdoses in their area and reflect as groups regarding what they have learned about drug addiction. Students will be asked to define addiction and its various stages.</p>	<p><b>Standards:</b>  <b>Standard 1: Comprehending Concepts</b>                      Performance Indicator 1.12.1 (Predicting how healthy behaviors can affect health status) Performance Indicator 1.12.6 (Short vs. long term effects of drug use)                      Performance Indicator 1.12.7 (Effect of drug use on health, family, friends, future)  <b>Standard 2: Analyzing Influences</b>                      Performance Indicator 2.12.9 (Analyzing influences, behaviors and factors that impact drug use)</p>
LP2	1	<p><b>Objective:</b> 2. Proper Use of Drugs and Drug Classifications: Students will be able to understand the various classes and proper uses of prescription, illicit, and over the counter medications.</p> <p><b>Assessment:</b> Students will be asked to differentiate over the counter versus prescription medications, examples of each, and how both can be abused. They will role play in situational cases, as physicians, patients, and pharmacists, and demonstrate proper understanding of each category of medication.</p>	<p><b>Standards:</b>  <b>Standard 1: Comprehending Concepts</b>                      Performance Indicator 1.12.1 (Proper use and abuse of OTC medications) Performance Indicator 1.12.2 (Proper use and abuse of prescription medications)  <b>Standard 5: Decision Making Skills</b>                      Performance Indicator 5.12.1 (Barriers to living a drug free life)                      Performance Indicator 5.12.2 (Thoughtful decision making regarding OTC and prescription medication use) Performance Indicator 5.12.3 (Individual vs. collaborative decision making)                      Performance Indicator 5.12.5 (Alternative decisions to stay drug free)                      Performance Indicator 5.12.6 (Short and long term consequences to choosing a drug free life) Performance Indicator 5.12.9 (Evaluating the effectiveness of drug free decisions)</p>
LP3	1	<p><b>Objective:</b> 3. Opioids: Students will be able to understand opioid abuse, how it impacts others, and how our culture views the current epidemic. Students will be taught the various types of opioids, the proper ways to handle them, treatments for opioid use disorder, and alternatives for treating pain. Ways in which the average teenager or adult become involved with opioids will be emphasized.</p> <p><b>Assessment:</b> Students will be asked to list and discuss commonly abused opioids, various symptoms of an opioid overdose, and how it has an impact on the community.</p>	<p><b>Standards:</b>  <b>Standard 1: Comprehending Concepts</b>                      Performance Indicator 1.12.6 (Short vs long term effects of opioid use) Performance Indicator 1.12.7 (Effects of opioid use on school and jobs)                      Performance Indicator 1.12.16 (Relationship between opioid use and health/violence/suicide)  <b>Standard 2: Analyzing Influences</b>                      Performance Indicator 2.12.2 (How does culture support/challenge drug use behaviors) Performance Indicator 2.12.3 (Effect of peers and perceptions on drug use behaviors) Performance Indicator 2.12.5 (How does drug use effect other unhealthy behaviors) Performance Indicator 2.12.6 (Laws, Rules and Regulations influencing drug use behaviors)                      Performance Indicator 2.12.8 (Effect of media and technology on personal, family and community behaviors associated with drug use)</p>
LP4	1	<p><b>Objective:</b> 4. Peer Pressure and Driving Under the Influence: Students will be able to recognize peer pressure in its various forms and learn how to resist it. Students will learn the laws in their state regarding driving under the influence of alcohol and drugs.</p> <p><b>Assessment:</b> Students will act out different scenarios depicting peer pressure and how to overcome it by making the right decisions, including scenarios with driving under the influence. Students will be quizzed on which drugs are safe to drive with and which are not.</p>	<p><b>Standards:</b>  <b>Standard 1: Comprehending Concepts</b>                      Performance Indicator 1.12.6 (Short vs long term impacts of drug use) Performance Indicator 1.12.19 (Analyze dangers of driving under the influence)                      Performance Indicator 1.12.20 (Demonstrate understanding of the importance of not driving with an impaired driver)  <b>Standard 4: Interpersonal Communication</b>                      Performance Indicator 4.12.1, 4.12.2, 4.12.4 (Demonstrate effective communication skills to avoid taking prescription medications, stay drug free and deal with peer pressure)  <b>Standard 5: Decision Making Skills</b>                      Performance Indicator 5.12.8 (Demonstrate the ability to choose alternatives to riding in a motor vehicle with an impaired driver)</p>
LP5	1	<p><b>Objective:</b> 5. Alternatives to Drug Use and Seeking Help: Students will understand what “Stop, Think, Choose” entails and identify someone in their lives who they can trust to help. It will be emphasized that drug use and abuse will happen regardless, therefore instead of ignoring or condemning those actions, one can work to minimize the harmful effects. Students will be able to identify the physical, emotional, and social signs and symptoms associated with drug abuse.</p> <p><b>Assessment:</b> Students will be asked to discuss with their peers what they would do if they needed to seek help. Students will define the process of “Stop, Think, Choose”, and how it should be incorporated into appropriate decision making.</p>	<p><b>Standards:</b>  <b>Standard 1: Comprehending Concepts</b>                      Performance Indicator 1.12.6 (Short vs long term impact of drug use)                      Performance Indicator 1.12.7 (Describe the various effects of drug use on life/school/jobs)  <b>Standard 2: Analyzing Influences</b>                      Performance Indicator 2.12.7 (Analyze how drug use behaviors are impacted through school/community members)                      Performance Indicator 2.12.10 (Analyze factors that may influence opportunities to obtain help/utilize prevention resources)  <b>Standard 4: Interpersonal Communication Skills</b>                      Performance Indicators 4.12.2 (Demonstrate the ability to utilize effective communication skills to obtain help if it is needed)</p>

Unit 4			<b>LPI: Implications of Drug Use and Addiction</b>		
90 minutes	<b>Objective:</b>	Students will be able to understand how many teens in their state are using drugs and recognize who in their lives has been impacted by drug use. Students will also be able to understand addiction and techniques to support those who are affected by it. This lesson will end by discussing the impacts that marijuana use and vaping have on addiction in younger individuals.	<b>Standards:</b>	<b>Standard 1: Comprehending Concepts</b> Performance Indicator 1.12.1 (Predicting how healthy behaviors can affect health status) Performance Indicator 1.12.6 (Short vs. long term effects of drug use) Performance Indicator 1.12.7 (Effect of drug use on health, family, friends, future)	
	<b>Assessment:</b>	Students will be quizzed on statistics of drug use and overdoses in their area and reflect as groups regarding what they have learned about drug addiction. Students will be asked to define addiction and its various stages.	<b>Standard 2: Analyzing Influences</b>	Performance Indicator 2.12.9 (Analyzing influences, behaviors and factors that impact drug use)	
<b>Materials:</b>					
1. Philadelphia drug use patterns and trends: <a href="https://com-phhp-epi-ndews.sites.medinfo.ufl.edu/wordpress/files/2020/08/SCS-Report-2020-Philadelphia-FINAL.pdf">https://com-phhp-epi-ndews.sites.medinfo.ufl.edu/wordpress/files/2020/08/SCS-Report-2020-Philadelphia-FINAL.pdf</a> [2].					
2. Stages of addiction: <a href="https://www.smartrecovery.org/smart-articles/the-stages-of-change/">https://www.smartrecovery.org/smart-articles/the-stages-of-change/</a> [3].					
3. "Impact of Drug Use" worksheet.					
4. "Stages of Addiction and Change" worksheet [3].					
Time	Activity/Methods	Notes			
15 minutes	1. Describe the difference between therapeutic and illicit drug use.	Use materials 1. Note that the materials in this section are for Philadelphia, PA; adapt to whichever city in which this lesson plan is implemented. Highlights to discuss: rise in overdoses, emergence of fentanyl, overdoses by age, sex, race, and ethnicity. Students will explore both the appropriate therapeutic and inappropriate use of drugs. Students will analyze how the appropriate use of drugs can benefit individuals, and how the inappropriate use of drugs can negatively impact health, community, and education. Use material 3 worksheet.			
10 minutes	2. Analyze drug trends in the Philadelphia community utilizing the Philadelphia Sentinel Community Site (SCS) Drug Use Patterns and Trends website.				
10 minutes	4. Allow individual students time to name reasons for illicit versus therapeutic drug use. Come together for discussion.				
5 minutes	5. Discuss the implications of drug use, such as needle sharing, spread of diseases, overdose, and death.				
5 minutes	6. Characterize the stages of addiction using Material 2.				
10 minutes	7. Discuss how addiction may impact students' lives in different ways.	Students will develop an understanding of drug addiction and how it can negatively impact their lives. Students will complete both the Impact of Drug Use and Stages of Addiction and Change worksheets. Use materials 2, 3 and 4.			
5 minutes	8. Students will complete the "Impact of Drug Use" and "Stages of Addiction and Change" worksheets.				
20 minutes	9. Discuss marijuana and vaping, and how their use is now becoming more prevalent in younger individuals. Discuss whether these are becoming a major way of addicting younger individuals.				
10 minutes	10. Explain the prevalence of anabolic steroid use in athletes. Debate whether this has an impact on use of other drugs as well, such as cocaine, injectable drugs, alcohol, marijuana, and tobacco. Discuss why athletes are tempted to use anabolic steroids and the various adverse effects that they can cause.				
<b>Total: 90 minutes</b>					

Unit 4	<b>LP1: Implications of Drug Use and Addiction</b>		
90 minutes	<b>Objective:</b>	Students will be able to understand how many teens in their state are using drugs and recognize who in their lives has been impacted by drug use. Students will also be able to understand addiction and techniques to support those who are affected by it. This lesson will end by discussing the impacts that marijuana use and vaping have on addiction in younger individuals.	<b>Standards:</b> <b>Standard 1: Comprehending Concepts</b> Performance Indicator 1.12.1 (Predicting how healthy behaviors can affect health status) Performance Indicator 1.12.6 (Short vs. long term effects of drug use) Performance Indicator 1.12.7 (Effect of drug use on health, family, friends, future) <b>Standard 2: Analyzing Influences</b> Performance Indicator 2.12.9 (Analyzing influences, behaviors and factors that impact drug use)
	<b>Assessment:</b>	Students will be quizzed on statistics of drug use and overdoses in their area and reflect as groups regarding what they have learned about drug addiction. Students will be asked to define addiction and its various stages.	
<b>Materials:</b> 1. Philadelphia drug use patterns and trends: <a href="https://com-phhp-epi-ndews.sites.medinfo.ufl.edu/wordpress/files/2020/08/SCS-Report-2020-Philadelphia-FINAL.pdf">https://com-phhp-epi-ndews.sites.medinfo.ufl.edu/wordpress/files/2020/08/SCS-Report-2020-Philadelphia-FINAL.pdf</a> [2]. 2. Stages of addiction: <a href="https://www.smartrecovery.org/smart-articles/the-stages-of-change/">https://www.smartrecovery.org/smart-articles/the-stages-of-change/</a> [3]. 3. "Impact of Drug Use" worksheet. 4. "Stages of Addiction and Change" worksheet [3].			
<b>Time</b>	<b>Activity/Methods</b>	<b>Notes</b>	
15 minutes	1. Describe the difference between therapeutic and illicit drug use.	Use materials 1. Note that the materials in this section are for Philadelphia, PA; adapt to whichever city in which this lesson plan is implemented. Highlights to discuss: rise in overdoses, emergence of fentanyl, overdoses by age, sex, race, and ethnicity. Students will explore both the appropriate therapeutic and inappropriate use of drugs. Students will analyze how the appropriate use of drugs can benefit individuals, and how the inappropriate use of drugs can negatively impact health, community, and education. Use material 3 worksheet.	
10 minutes	2. Analyze drug trends in the Philadelphia community utilizing the Philadelphia Sentinel Community Site (SCS) Drug Use Patterns and Trends website.		
10 minutes	4. Allow individual students time to name reasons for illicit versus therapeutic drug use. Come together for discussion.		
5 minutes	5. Discuss the implications of drug use, such as needle sharing, spread of diseases, overdose, and death.		
5 minutes	6. Characterize the stages of addiction using Material 2.		
10 minutes	7. Discuss how addiction may impact students' lives in different ways.		
5 minutes	8. Students will complete the "Impact of Drug Use" and "Stages of Addiction and Change" worksheets.	Students will develop an understanding of drug addiction and how it can negatively impact their lives. Students will complete both the Impact of Drug Use and Stages of Addiction and Change worksheets. Use materials 2, 3 and 4.	
20 minutes	9. Discuss marijuana and vaping, and how their use is now becoming more prevalent in younger individuals. Discuss whether these are becoming a major way of addicting younger individuals.		
10 minutes	10. Explain the prevalence of anabolic steroid use in athletes. Debate whether this has an impact on use of other drugs as well, such as cocaine, injectable drugs, alcohol, marijuana, and tobacco. Discuss why athletes are tempted to use anabolic steroids and the various adverse effects that they can cause.		
<b>Total: 90 minutes</b>			

Unit 4	<b>LP2: Proper Use of Drugs and Drug Classifications</b>	
90 minutes	<b>Objective:</b>	Students will be able to understand the various classes and proper uses of prescription, illicit, and over the counter medications.
	<b>Assessment:</b>	Students will be asked to differentiate over the counter versus prescription medications, examples of each, and how both can be abused. They will role play in situational cases, as physicians, patients, and pharmacists, and demonstrate proper understanding of each category of medication.
		<b>Standards:</b> <b>Standard 1: Comprehending Concepts</b> Performance Indicator 1.12.1 (Proper use and abuse of OTC medications) Performance Indicator 1.12.2 (Proper use and abuse of prescription medications) <b>Standard 5: Decision Making Skills</b> Performance Indicator 5.12.1 (Barriers to living a drug free life) Performance Indicator 5.12.2 (Thoughtful decision making regarding OTC and prescription medication use) Performance Indicator 5.12.3 (Individual vs. collaborative decision making) Performance Indicator 5.12.5 (Alternative decisions to stay drug free) Performance Indicator 5.12.6 (Short and long term consequences to choosing a drug free life) Performance Indicator 5.12.9 (Evaluating the effectiveness of drug free decisions)

**Materials:**

1. Review the pictures of common drugs with students: <https://www.getsmartaboutdrugs.gov/drugs> [4].
2. Print out and share with the class the following drug chart from the Drug Enforcement Administration (DEA): <https://www.recoveryanswers.org/resource/u-s-drug-classifications/> [5].
3. Print out and share with the class the following chart for signs of drug use: <https://mountaininside.com/blog/teens/recognizing-teen-drug-use/> [6].
4. “Over the Counter vs. Prescription Medications” worksheet.

Time	Activity/Methods	Notes
15 minutes	1. Describe the difference between a legal and illegal drug, and examples of each. Examples of legal or prescription drugs include antibiotics, blood pressure medications, acetaminophen, non-steroidal anti-inflammatory drugs, and allergy medications. Various illegal drugs include cocaine, heroin, methamphetamine, and ecstasy.	Students will identify the appropriate use, storage, disposal, and attainment of legal drugs. Use materials 1.
10 minutes	2. Outline the various ways both legal and illegal drugs can be abused.	
10 minutes	3. Review proper use of over the counter (OTC) medications.	
10 minutes	4. Recall examples of proper and improper drug use.	
10 minutes	5. Describe how different drug classes can impact health and well-being in both the short and long term.	
10 minutes	6. Recognize signs that others that may be abusing drugs.	Students will understand drug classifications and how to identify a person who may be abusing drugs. Use materials 2, 3 and 4.
5 minutes	7. Discuss ways that drug abuse can negatively impact relationships with others.	
10 minutes	8. Examine strategies for how to address and communicate with someone abusing drugs.	
10 minutes	9. Students will complete the “Over the Counter vs. Prescription Medications” worksheet.	
<b>Total: 90 minutes</b>		

Unit 4	<b>LP3: Opioids</b>	
90 minutes	<p><b>Objective:</b> Students will be able to understand opioid abuse, how it impacts others, and how our culture views the current epidemic. Students will be taught the various types of opioids, the proper ways to handle them, treatments for opioid use disorder, and alternatives for treating pain. Ways in which the average teenager or adult become involved with opioids will be emphasized</p>	<p><b>Standards:</b>  <b>Standard 1: Comprehending Concepts</b>                      Performance Indicator 1.12.6 (Short vs long term effects of opioid use)                      Performance Indicator 1.12.7 (Effects of opioid use on school and jobs)                      Performance Indicator 1.12.16 (Relationship between opioid use and health/violence/suicide)  <b>Standard 2: Analyzing Influences</b>                      Performance Indicator 2.12.2 (How does culture support/challenge drug use behaviors)                      Performance Indicator 2.12.3 (Effect of peers and perceptions on drug use behaviors)                      Performance Indicator 2.12.5 (How does drug use effect other unhealthy behaviors)                      Performance Indicator 2.12.6 (Laws, Rules and Regulations influencing drug use behaviors)                      Performance Indicator 2.12.8 (Effect of media and technology on personal, family and community behaviors associated with drug use)</p>
	<p><b>Assessment:</b> Students will be asked to list and discuss commonly abused opioids, various symptoms of an opioid overdose, and how it has an impact on the community.</p>	
<p><b>Materials:</b>                      1. Review the pictures of common drugs with students: <a href="https://www.getsmartaboutdrugs.gov/drugs">https://www.getsmartaboutdrugs.gov/drugs</a> [4].                      2. Print out and share with the class the following drug chart from the DEA: <a href="https://www.recoveryanswers.org/resource/u-s-drug-classifications/">https://www.recoveryanswers.org/resource/u-s-drug-classifications/</a> [5].                      3. Print out and share with the class the following chart for signs of drug use: <a href="https://mountaininside.com/blog/teens/recognizing-teen-drug-use/">https://mountaininside.com/blog/teens/recognizing-teen-drug-use/</a> [6].                      4. Print out and share with the class the following article: <a href="https://www.drugabuse.gov/publications/drugfacts/prescription-opioids#:~:text=Opioids%20are%20often%20used%20as,to%20treat%20coughing%20and%20diarrhea">https://www.drugabuse.gov/publications/drugfacts/prescription-opioids#:~:text=Opioids%20are%20often%20used%20as,to%20treat%20coughing%20and%20diarrhea</a> [7].                      5. "Write a Letter to a Friend" worksheet.</p>		
<b>Time</b>	<b>Activity/Methods</b>	<b>Notes</b>
10 minutes	1. Identify the various drugs classified as opioids. Read the article from Material 4. Review ways in which teenagers and adults become addicted to opioids, such as the use of gateway drugs, marijuana, and drugs being laced with other substances such as fentanyl.	Discuss the the opioid epidemic and its stigma in the United States, as well as its impact on both the individual and community. Use materials 2 and 4.
10 minutes	2. Describe proper and improper use of opioids.	
20 minutes	3. Discuss in groups why someone may start using and become addicted to opioids.	
15 minutes	4. Discuss what to do if students were ever faced with a situation involving opioids, such as being offered them by a friend or encountering them in their parents' medicine cabinet. Review strategies for dealing with these situations. If students already ingested the opioids, students will be instructed to call 911, their doctor, parents, or another trusted adult in order to minimize the consequences.	
10 minutes	5. Consider alternatives to opioids for treating various types of pain, such as nonsteroidal anti-inflammatory agents and acetaminophen. Discuss treatment options and replacement therapies for opioid use disorder such as naloxone, methadone, and buprenorphine.	
10 minutes	6. Discuss the opioid epidemic and brainstorm ideas for how to improve it in the future.	
15 minutes	7. Students will have time to write a letter to a close friend about being there during a time of need	Use material 5.
<b>Total: 90 minutes</b>		

Unit 4	LP4: Peer Pressure and Driving Under the Influence		
90 minutes	<b>Objective:</b>	Students will be able to recognize peer pressure in its various forms and learn how to resist it. Students will learn the laws in their state regarding driving under the influence of alcohol and drugs.	<b>Standards:</b> <b>Standard 1: Comprehending Concepts</b> Performance Indicator 1.12.6 (Short vs long term impacts of drug use) Performance Indicator 1.12.19 (Analyze dangers of driving under the influence) Performance Indicator 1.12.20 (Demonstrate understanding of the importance of not driving with an impaired driver) <b>Standard 4: Interpersonal Communication</b> Performance Indicator 4.12.1, 4.12.2, 4.12.4 (Demonstrate effective communication skills to avoid taking prescription medications, stay drug free and deal with peer pressure) <b>Standard 5: Decision Making Skills</b> Performance Indicator 5.12.8 (Demonstrate the ability to choose alternatives to riding in a motor vehicle with an impaired driver)
	<b>Assessment:</b>	Students will act out different scenarios depicting peer pressure and how to overcome it by making the right decisions, including scenerios with driving under the influence. Students will be quizzed on which drugs are safe to drive with and which are not.	
<b>Materials:</b> 1. Print out and share the following article with students: <a href="https://kidshealth.org/en/teens/peer-pressure.html">https://kidshealth.org/en/teens/peer-pressure.html</a> [8]. 2. Share the Minds Matter mentor resource in Philadelphia with the students: <a href="https://mindsmatterphilly.org/">https://mindsmatterphilly.org/</a> [9]. 3. Peer pressure scenerios: <a href="https://www.uen.org/cte/facs_cabinet/downloads/TeenLiving/S3O4PeerPressureSituationsInformation.pdf">https://www.uen.org/cte/facs_cabinet/downloads/TeenLiving/S3O4PeerPressureSituationsInformation.pdf</a> [10]. 4. Travel options Philadelphia: <a href="https://www.visitphilly.com/getting-around/">https://www.visitphilly.com/getting-around/</a> [11]. 5. Share the article with the class about driving under the influence: <a href="https://www.samhsa.gov/sites/default/files/factsheet_ed-impaireddriving_r6f_508c.pdf">https://www.samhsa.gov/sites/default/files/factsheet_ed-impaireddriving_r6f_508c.pdf</a> [12]. 6. "Making Health Decisions" worksheet.			
Time	Activity/Methods		Notes
10 minutes	1. Present examples of common methods of peer pressure.		Students will identify how peer pressure can lead to drug use and abuse. Develop methods to reject drug use. Use materials 1-3. Note that the materials in this section are for Philadelphia, PA; adapt to whichever city in which this lesson plan is implemented.
5 minutes	2. Consider techniques to avoid peer pressure.		
15 minutes	3. Discuss surrounding oneself with positive peers.		
10 minutes	4. Describe how to find mentors in the community.		
10 minutes	5. Students will discuss several peer pressure scenarios (including driving under the influence).		
10 minutes	6. Identify reasons others drive under the influence.		
5 minutes	7. Discuss how to avoid driving under the influence.		Students will examine driving under the influence and its impact on oneself and the community. Use materials 4, 5, 6.
5 minutes	8. Consider Alternative and safe travel options in the community.		
5 minutes	9. Explain how to prevent driving under the influence with others.		
10 minutes	10. Students will discuss impaired driving scenarios and how to find safe travel solutions for all involved.		
5 minutes	11. Students will complete the Healthy Decisions worksheet		
<b>Total: 90 minutes</b>			

<b>Unit 4</b>	<b>LP5: Destigmatizing Addiction and Seeking Help</b>	
<b>120 minutes</b>	<b>Objective:</b>	Students will understand what “Stop, Think, Choose” entails and identify someone in their lives who they can trust to help. It will be emphasized that drug use and abuse will happen regardless, therefore instead of ignoring or condemning those actions, one can work to minimize the harmful effects. Students will be able to identify the physical, emotional, and social signs and symptoms associated with drug abuse.
	<b>Assessment:</b>	Students will be asked to discuss with their peers what they would do if they needed to seek help. Students will define the process of “Stop, Think, Choose”, and how it should be incorporated into appropriate decision making
<b>Standards:</b> <b>Standard 1: Comprehending Concepts</b> Performance Indicator 1.12.6 (Short vs long term impact of drug use) Performance Indicator 1.12.7 (Describe the various effects of drug use on life/school/jobs) <b>Standard 2: Analyzing Influences</b> Performance Indicator 2.12.7 (Analyze how drug use behaviors are impacted through school/community members) Performance Indicator 2.12.10 (Analyze factors that may influence opportunities to obtain help/utilize prevention resources) <b>Standard 4: Interpersonal Communication Skills</b> Performance Indicators 4.12.2 (Demonstrate the ability to utilize effective communication skills to obtain help if it is needed)		

Materials:

1. Things to do in Philadelphia, PA: [https://phillyfunguide.com/?gclid=Cj0KCQiA6t6ABhDMARIsAONIYyPCcZvYH\\_kY15aZXZdYAYdAn4\\_xXWEw-5z6Dt986SXjdpGxDODJbukaAjqoEALw\\_wcB](https://phillyfunguide.com/?gclid=Cj0KCQiA6t6ABhDMARIsAONIYyPCcZvYH_kY15aZXZdYAYdAn4_xXWEw-5z6Dt986SXjdpGxDODJbukaAjqoEALw_wcB) [13].
2. Addiction help in Philadelphia, PA: <https://startyourrecovery.org/treatment/rehab-centers/pennsylvania/philadelphia> [14].
3. Addiction information: <https://nacoa.org/wp-content/uploads/2018/04/Its-Not-Your-Fault-NACoA.pdf> [15].

<b>Time</b>	<b>Activity/Methods</b>	<b>Notes</b>
10 minutes	1. Identify various community events, venues, and fun activities in the Philadelphia area that do not involve drugs or alcohol. Students will discuss what they enjoy doing with peers and new activities they will try in the community, possibly even organizing a class field trip or social gathering.	Review how to avoid activities that commonly involve improper drug and alcohol use. Use materials 1. Note that the materials in this section are for Philadelphia, PA; adapt to whichever city in which this lesson plan is implemented.
10 minutes	2. Review how to avoid activities that commonly involve improper drug and alcohol use. Should students ever encounter themselves in this situation, they will be equipped with how to proceed safely.	
15 minutes	3. Discuss the stigmatization of drug abuse and addiction in today’s society. Discuss how to comfortably talk about these topics.	
10 minutes	4. Discuss how and where to seek help in the community if confronted with addiction either in themselves or others	Use materials 2 and 3.
10 minutes	5. Identify people to contact for help with drug abuse and addiction, such as a trusted adult, the Emergency Room, Urgent Care center, or a doctor.	
15 minutes	6. Communicate methods of supporting others struggling with addiction.	
10 minutes	7. Students will pledge to find help if themselves or someone they know is struggling with drug or alcohol abuse.	
10 minutes	8. Identify how to contact and speak to a healthcare provider, and how to properly attain drugs to alleviate their illnesses or pain.	
30 minutes	9. Cumulative written exam.	
<b>Total: 120 minutes</b>		

## Who Can You Trust?

Instructions: Name and draw a picture of up to four adults you trust who can help you with problems.

1.	2.
Name:	Name:
3.	4.
Name:	Name:

Unit 1 LP1-4 Assessment Rubric

	<p><b>Social Skills and Cooperation</b>                      Student demonstrates the ability to take turns when working in groups.</p> <p>Student demonstrates the ability to remedy conflicts in constructive ways.</p> <p>Student can differentiate the various kinds of communication and provide examples for each.</p>	<p><b>Understanding of Content</b>                      Student is able to recall and discuss what was learned during the lesson. He/she is able to “teach back” and demonstrate the skills and topics emphasized in the unit.</p>
Exemplary: 4		
Proficient: 3		
Fair: 2		
Unsatisfactory: 1		
Total Score:		

**Unit 1 LP5 and Unit Assessment Rubric**

	<b>Understanding of Problem</b>	<b>Skills and Cooperation</b>
	<p>Student demonstrates an understanding of the protagonist’s dilemma.</p> <p>Student demonstrates an ability to remedy conflicts in constructive ways.</p>	<p>Student can correctly communicate how he/she would feel in the protagonist’s scenario.</p> <p>Student utilizes the correct terminology to describe how the protagonist feels.</p>
Exemplary: 4		
Proficient: 3		
Fair: 2		
Unsatisfactory: 1		
Total Score:		





---

---

## IMPACT OF DRUG USE

For each section, list at least three ways that drug use may impact each of these categories.

<b>FAMILY</b>
---------------

- |    |
|----|
| 1. |
| 2. |
| 3. |

<b>FRIENDS</b>
----------------

- |    |
|----|
| 1. |
| 2. |
| 3. |

<b>FUTURE</b>
---------------

- |    |
|----|
| 1. |
| 2. |
| 3. |

<b>EDUCTATION</b>
-------------------

- |    |
|----|
| 1. |
| 2. |
| 3. |

## **Stages of Addiction and Stages of changes**

### **Addiction**

\_\_\_\_\_ = Drugs being used out of curiosity.

\_\_\_\_\_ = Drugs being used socially.

\_\_\_\_\_ = Drugs used only during specific activities

\_\_\_\_\_ = Drugs used whenever a problem is faced.

\_\_\_\_\_ = Uncontrolled drug use, emotionally and physically dependent.

### **Change**

Precontemplation = \_\_\_\_\_

Contemplation = \_\_\_\_\_

Preparation = \_\_\_\_\_

Action = \_\_\_\_\_

Maintenance = \_\_\_\_\_

---

## Stages of Addiction and Stages of changes: Answer keys

### Addiction

**Experimental** = Drugs being used out of curiosity.

**Occasional** = Drugs being used socially.

**Situational** = Drugs used only during specific activities

**Intense** = Drugs used whenever a problem is faced.

**Compulsive**= Uncontrolled drug use, emotionally and physically dependent.

### Change

**Precontemplation** = Not yet considering change or are unwilling to change.

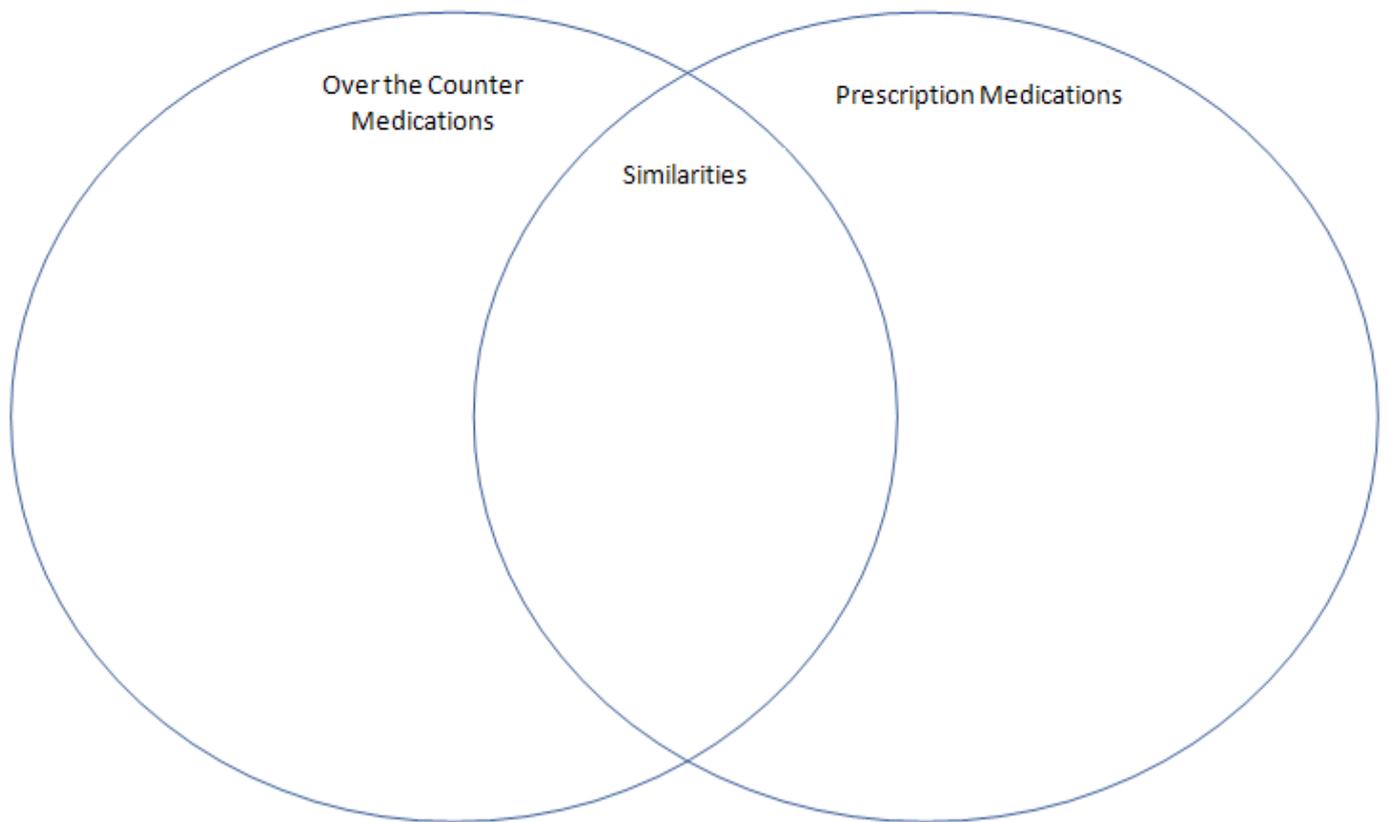
**Contemplation** = Thinking about making a change but is either ambivalent or uncertain about it.

**Preparation** = Planning to actually make a change, gathering resources to change.

**Action** = Taking positive steps toward change, putting plans into practice.

**Maintenance** = Achieving positive results and allowing those changes to become a part of their everyday life.

## Over the Counter vs. Prescription Medications



## Lesson Plans References K-2 Curriculum:

- Centers for Disease Control and Prevention. (n.d.). National Health Education Standards. Retrieved March 20, 2021, from <https://www.cdc.gov/healthyschools/sher/standards/index.htm>
- Vanderbilt Center for Teaching. (2009). Vanderbilt Resources. [https://cdn.vanderbilt.edu/vu-cft/resources/vu\\_resources.html](https://cdn.vanderbilt.edu/vu-cft/resources/vu_resources.html)
- The Kindness Curriculum. (2020). Home. <https://www.thekindnesscurriculum.com>
- Education.com. (2021). What Does It Mean To Be Caring? <https://www.education.com/activity/article/what-does-it-mean-to-be-caring/>
- State of Michigan. (2021). State of Michigan. <https://www.michigan.gov>
- Gooden, C., M.S., & Kearns, J., Ed.D. (2013). The Importance of Communication Skills in Young Children. <https://files.eric.ed.gov/fulltext/ED574738.pdf>
- Seefeldt, C., Ph.D. (n.d.). Helping children communicate. Retrieved March 21, 2021, from <https://www.scholastic.com/teachers/articles/teaching-content/helping-children-communicate/>
- Fleming, G. (2019, July 11). Nonverbal Communication Activities. Retrieved March, 2021, from <https://www.thoughtco.com/nonverbal-communication-activities-1857230>
- Burnett, C. (2019, April 12). 12 Verbal Literacy Games for Speaking, Listening & Thinking. Retrieved March, 2021, from <https://childhood101.com/learning-games-for-speaking-listening-thinking/>
- Masduki, M., Zakaria, N., & Ismail, N. (2017). The Significant Effects of Communication Activities in the CoCurricular Towards Reducing Shyness Amongst Elementary School Children. Retrieved 2021, from <https://iopscience.iop.org/article/10.1088/1742-6596/1049/1/012058/pdf> Journal of Physics: Conference Series
- RMC Health. (2020). HEALTH SKILL: Access Valid & Reliable Resources | Grades PreK-2, Teaching Progression: Step 1 | Identify Trusted Adults. Retrieved 2021, from [https://www.rmc.org/wp-content/uploads/2020/06/Access-Valid-and-Reliable-Resources\\_Prek-2\\_Step-1.pdf](https://www.rmc.org/wp-content/uploads/2020/06/Access-Valid-and-Reliable-Resources_Prek-2_Step-1.pdf)
- Timmons, J. (2016, April 29). 10 Trust-Building Exercises for Kids and Teens. Retrieved March 21, 2021, from <https://www.healthline.com/health/parenting/trust-exercises-for-kids>
- Harris, P. L., & Corriveau, K. H. (2011, April 12). Young Children's Selective Trust in Informants. Retrieved March 21, 2021, from <https://royalsocietypublishing.org/doi/full/10.1098/rstb.2010.0321>
- Gordon, M. (2018). The bad dragon. United States: Michael Gordon/Kids Book Press.
- Curcio, A. (2015). Critters cry too. Woodinville, WA: ICG Books.
3. I Can Be Me: A Helping Book for Children of Alcoholic Parents by Dianne S. O'Conner, Ed.D (for 6 to 11-year-olds).
- Holmes, M. M., Mudlaff, S. J., & Pillo, C. (2000). A terrible thing happened.
- Washington, DC: Dalmatian Press..Nemours Foundation/Kid-sHealth. (2016). K to Grade 2: Health Problems Series, Drugs. Retrieved 2021, from <https://classroom.kidshealth.org/classroom/prekto2/problems/drugs/drugs.pdf>

## 3-5 Curriculum:

- Centers for Disease Control and Prevention. (n.d.). National Health Education Standards. Retrieved March 20, 2021, from <https://www.cdc.gov/healthyschools/sher/standards/index.htm>
- Dowshen, S. (2018, April). What You Need to Know About Drugs (for Kids). The Nemours Foundation. <https://kidshealth.org/en/kids/know-drugs.html>
- American Society of Anesthesiologists. (2021). What Are Opioids? <https://www.asahq.org/madeforthismoment/pain-management/opioid-treatment/what-are-opioids/>
- Demystifying Medicine. (2018, March 9). The Opioid Crisis [Video]. YouTube. <https://www.youtube.com/watch?v=Nf9NspiAfBA>
- NIDA. 2020, July 13. Drug Misuse and Addiction. Retrieved from [https://www.drugabuse.gov/publications/drugs-brains-behav-](https://www.drugabuse.gov/publications/drugs-brains-behav-ior-science-addiction/drug-misuse-addiction)

- [ior-science-addiction/drug-](https://www.drugabuse.gov/publications/drugs-brains-behav-ior-science-addiction/drug-misuse-addiction) misuse-addiction on 2021, March 20
- Psychology Today, Partnership for Drug-Free Kids. (2019, October 7). Recognizing Teen Drug Use. Mountainside Treatment Center. <https://mountainside.com/blog/teens/recognizing-teen-drug-use/>
- Mayo Clinic. (2017, October 26). Drug addiction (substance use disorder).<https://www.mayoclinic.org/diseases-conditions/drug-addiction/symptoms-causes/syc-20365112>
- National Institute on Drug Abuse. (n.d.). What are some signs and symptoms of someone with a drug use problem? Retrieved March 20, 2021, from <https://easyread.drugabuse.gov/content/what-are-some-signs-and-symptoms-someone-drug-use-problem>
- National Institute on Drug Abuse (2020, May). Drug Facts: Prescription Opioids.<https://www.drugabuse.gov/sites/default/files/drugfacts-prescriptionopioids.pdf>
- Centers for Disease Control and Prevention. (n.d.). Prescription Opioids: What you need to know. <https://www.cdc.gov/drugoverdose/pdf/aha-patient-opioid-factsheet-a.pdf>
- Nationwide Childrens. (2018, January 10). Opioid Safety Protocol for Home [Video]. Youtube. <https://www.youtube.com/watch?v=-jIH0gi92KKA> Vox. (2016, March 9).
- Painkillers now kill more Americans than any illegal drug [Video]. Youtube. <https://www.youtube.com/watch?v=Hx7WLIJzrlw>
- Centers for Disease Control and Prevention. (2020, March 19). Understanding the Epidemic. Retrieved March 21, 2021, from <https://www.cdc.gov/drugoverdose/epidemic/index.html#resources>
- Centers for Disease Control and Prevention. (n.d.). NonOpioid Treatments for Chronic Pain. [https://www.cdc.gov/drugoverdose/pdf/nonopioid\\_treatments-a.pdf](https://www.cdc.gov/drugoverdose/pdf/nonopioid_treatments-a.pdf)
- Hilmas, E. (Ed.). (2018, October). Prescription Drug Abuse. Retrieved March 21, 2021, from <https://kidshealth.org/en/teens/prescription-drug-abuse.html?WT.ac=ctg#catdrugs>
- K5 Hidden Peak Education. (2020, December 26). Medicine for Kids, Prescription & Non-Prescription, Substance Use and Addictions, Health Education [Video]. Youtube. <https://www.youtube.com/watch?v=0Zs4EbWBdSc>
- Adler, L. C. (n.d.). Over-the-counter medicines for infants and children. Retrieved March 21, 2021, from <https://www.urmc.rochester.edu/encyclopedia/content.aspx?contenttypeid=1&contentid=2804>
- AMAZE org. (n.d.). Finding an Adult That You Can Trust [Video]. Youtube. <https://www.youtube.com/watch?v=OWtPnjSopp>
- Teens Health. (n.d.). Assertiveness for Teens. Retrieved March 22, 2021, from <https://kidshealth.org/en/teens/assertive.html>
- Health and Opioid Prevention Education (HOPE). (n.d.). 3-5 Lesson Plan Overview. <https://education-human-services.wright.edu/sites/education-human-services.wright.edu/files/page/attachments/hope-grades-3-5.pdf>
- STOP, THINK, CHOOSE [Image]. (n.d.). Free Spirit Publishing. Retrieved March 21, 2021, from <https://www.freespirit.com/files/image/Large/Stop-Think-Choose-Poster.png>

## 6-8 Curriculum:

- Centers for Disease Control and Prevention. (n.d.). National Health Education Standards. Retrieved March 20, 2021, from <https://www.cdc.gov/healthyschools/sher/standards/index.htm>
- How to handle Peer Pressure as a teenager. (2020, December 10). [Video] YouTube.<https://www.youtube.com/watch?v=NFMaSOBTOTQ>
- Social Media and its Pressures on Young Adults. (2019, September 2). [Video]. Youtube. <https://www.youtube.com/watch?v=fmkdK6PvdeI>
- Dwayne. (2014, July 23). Making healthy choices. Retrieved March 19, 2021, from <https://www.slideserve.com/dwayne/making-healthy-choices>
- 5 steps for recovering from a bad decision. (n.d.). Retrieved March 19, 2021, from <https://www.positivelypresent.com/2010/07/5-steps-for-recovering-from-a-bad-decision.html>

6. Grade 6-8 Decision Making. (n.d.). Retrieved from <http://www.coloradoinitiative.org/wp-content/uploads/2014/10/Grade-MS-Decision-Making.pdf>
7. Dreamingmoi Follow. (2008, December 10). Bullying presentation. Retrieved March 19, 2021, from <https://www.slideshare.net/dreamingmoi/bullying-presentation-presentation-837380>
8. Ways to Stop Bullying. (2013, January 16). [Video]. Youtube. [https://www.youtube.com/watch?v=ynTuA\\_tlZDE](https://www.youtube.com/watch?v=ynTuA_tlZDE)
9. Nuggets. (2013, October 13). [Video]. Youtube. <https://www.youtube.com/watch?v=HUnLgGRJpo>
10. Opioids and What you Need to Know. (n.d.). Retrieved from [http://headsip.scholastic.com/sites/default/files/NIDA\\_YR18\\_INS2\\_downloadall\\_508.pdf](http://headsip.scholastic.com/sites/default/files/NIDA_YR18_INS2_downloadall_508.pdf)
11. (2000) Ruth's Story. <https://science.education.nih.gov/supplements/webversions/BrainAddiction/guide/pdfs/master5.1.pdf>
12. (2000) Mike's Story. <https://science.education.nih.gov/supplements/webversions/BrainAddiction/guide/pdfs/master5.2.pdf>
13. (2000) Carol's Story. <https://science.education.nih.gov/supplements/webversions/BrainAddiction/guide/pdfs/master5.3.pdf>
14. (2000) Disease Reference Information. <https://science.education.nih.gov/supplements/webversions/BrainAddiction/guide/pdfs/master5.4.pdf>
15. (2000) Evaluating the Class. <https://science.education.nih.gov/supplements/webversions/BrainAddiction/guide/pdfs/master5.5.pdf>

#### High School Curriculum:

1. Centers for Disease Control and Prevention. (n.d.). National Health Education Standards. Retrieved March 20, 2021, from <https://www.cdc.gov/healthyschools/sher/standards/index.htm>
2. National Drug Early Warning System. (2020, August). Philadelphia Sentinel Community Site (SCS) Drug Use Patterns and Trends, 2020. <https://com-phhp-epi-ndews.sites.medinfo.ufl.edu/wordpress/files/2020/08/SCS-Report-2020-Philadelphia-FINAL.pdf>
3. The Stages of Change. (2021). SMART Recovery. <https://www.smartrecovery.org/smart-articles/the-stages-of-change/>
4. Identifying Drugs | Get Smart About Drugs. (2018). Drug Enforcement Administration. <https://www.getsmartaboutdrugs.gov/drugs>
5. Recovery Research Institute. (2018, December 4). U.S. Controlled Drug Classifications. <https://www.recoveryanswers.org/resource/u-s-drug-classifications/>
6. Psychology Today, Partnership for Drug-Free Kids. (2019, October 7). Recognizing Teen Drug Use. Mountainside Treatment Center. <https://mountainside.com/blog/teens/recognizing-teen-drug-use/NIDA.2020.May.27>
7. Prescription Opioids DrugFacts. Retrieved from <https://www.drugabuse.gov/publications/drugfacts/prescription-opioids> on 2021, March 19
8. Lyness, D. (2015, July). Peer Pressure (for Teens) - Nemours KidsHealth. The Nemours Foundation. <https://kidshealth.org/en/teens/peer-pressure.html>
9. Minds Matter of Philadelphia. (2011). Minds Matter of Philadelphia. <https://mindsmatterphilly.org>
10. Utah Education Network. (2020, January 15). Peer Pressure. <https://www.uen.org/lessonplan/view/406>
11. Visit Philadelphia. (2021). Getting Around. <https://www.visitphilly.com/getting-around/>
12. Substance Abuse and Mental Health Services Administration. (2021, February 18). Talk.
13. They Hear You. <https://www.samhsa.gov/underage-drinking>
14. Phillyfunguide – Home. (2021). Phillyfunguide. [https://phillyfunguide.com/?gclid=Cj0KCQIA6t6ABhDMARIsAONIYyP-CcZvYH\\_kY\\_15aZXZdYAyDAn4\\_xXWEw5z6Dt986SXjdpGx-DODJbukaAjqoEALw\\_wcB](https://phillyfunguide.com/?gclid=Cj0KCQIA6t6ABhDMARIsAONIYyP-CcZvYH_kY_15aZXZdYAyDAn4_xXWEw5z6Dt986SXjdpGx-DODJbukaAjqoEALw_wcB)