


HOPE Curriculum: Ohio's Health & Opioid Prevention Education Curriculum

OCTEO Conference
November 1, 2018
11:00AM – 12:00PM


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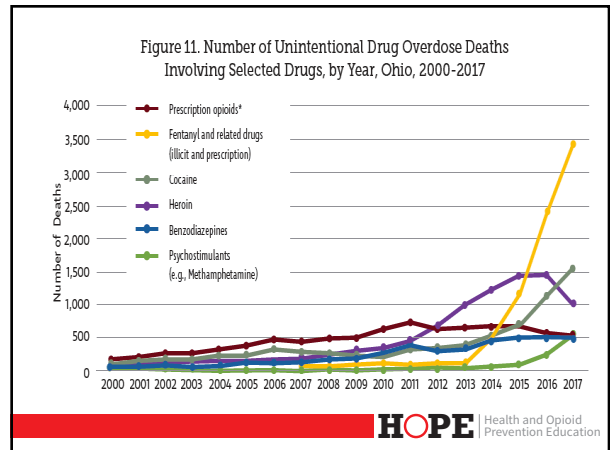
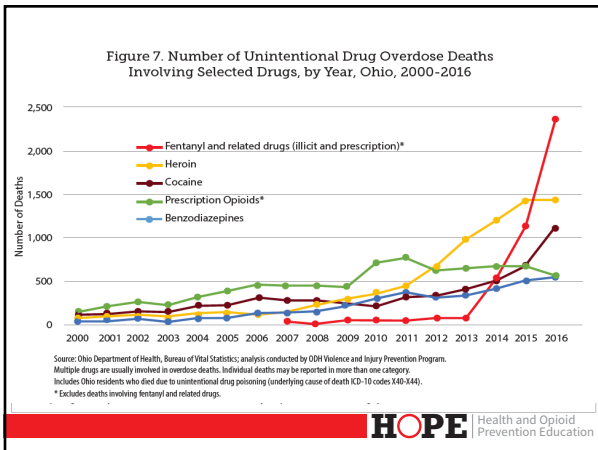
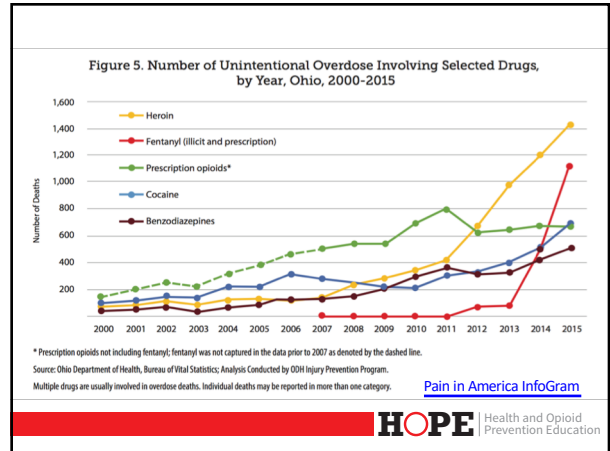
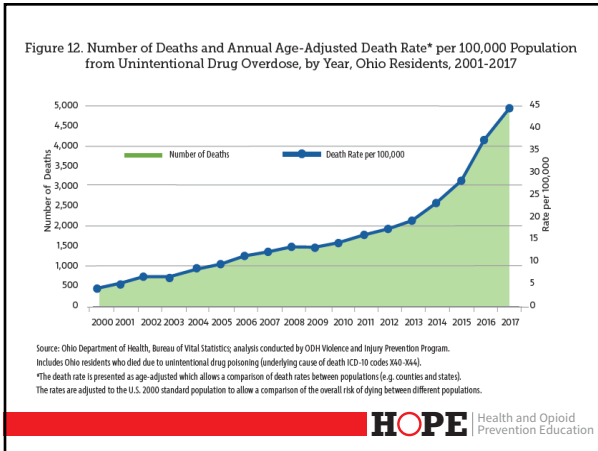



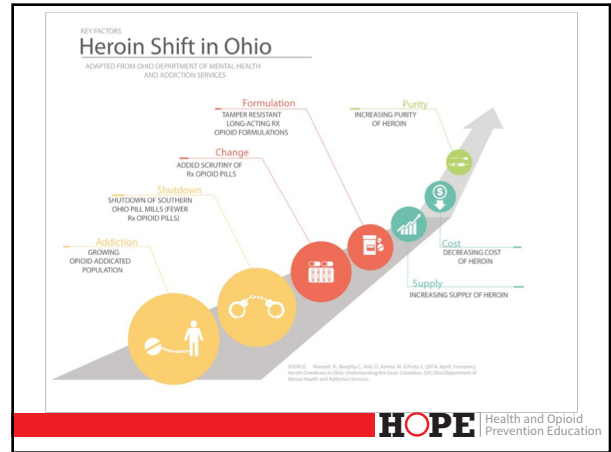
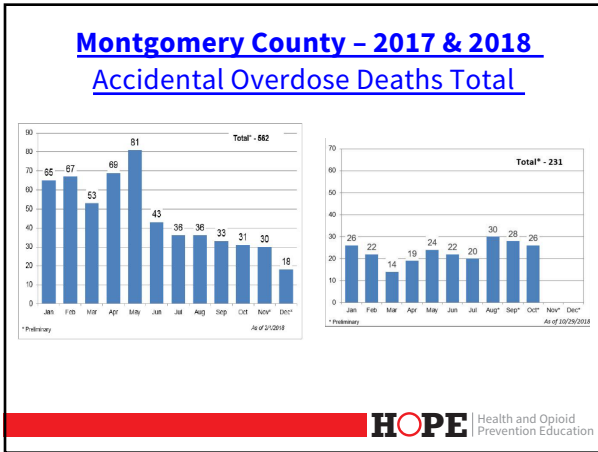



Today's Goals:

1. Examine the opioid epidemic and the federal, state and local response.
2. Discuss the advocacy efforts and the role of OAHPERD in the opioid crisis.
3. Review the HOPE Curriculum Project including: lessons
4. Describe the role of PETE, HETE and teacher education and discuss future implications.







HB 367 Overview

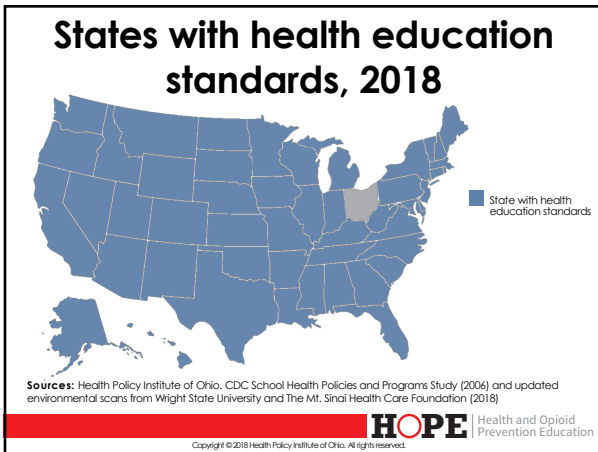
- Requires Ohio schools to select a health curriculum that *includes instruction on the dangers of prescription opioid abuse and the connection between prescription opioid abuse and addiction to other drugs, such as heroin.*
 - Governor’s Cabinet Opiate Action Team (GCOAT) makes recommendations that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

HOPE Health and Opioid Prevention Education

Ohio’s Health Education Requirements:

- Graduation Requirement: One-half unit (60 hours)
- K-8: **NO** Time Requirement, but.....
- ALL Schools MUST** have a health education curriculum that includes:
 - Nutrition* - including natural and organically produced foods, the relation to health and the use and effects of food additives.
 - Harmful effect and legal restrictions against the use of *drugs of abuse, alcoholic beverages, and tobacco.*
 - Venereal disease**
 - Personal safety and assault prevention*
 - K-6: child abuse prevention,
 - 7-12: Dating violence and healthy relationships.
 - Prescription opioid abuse prevention.
 - Anatomical Gifts

HOPE Health and Opioid Prevention Education




Health Education in Ohio

- Ohio is the **ONLY** state without health education standards.
- Health Education is the **ONLY** academic content area without academic content standards.
- General Assembly has oversight of health education, not the Ohio Department of Education (ODE).
 - Ohio is a local control state
- NO** ODE health education consultant.
- ODE cannot develop or publish curriculum, but they can provide links and resources to support schools.
- Senate Bill 287

HOPE Health and Opioid Prevention Education


Effective Health Education Curriculum

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




Health Education Standards

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



Health Education Standards

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




HOPE Health and Opioid Prevention Education

Accessing the HOPE Curriculum Lesson Plans


1. Go to: pilot.wright.edu/d2/login/
2. Scroll down to the bottom and click on "External Registration"
3. Click on "I do not have a username and password."
4. Scroll down until you find "HOPE Curriculum."
5. Click Register.
6. Enter your information (First Name, Last Name, Email). Click "Submit."
7. You will be given a Username and temporary password. You will receive an email and a notification that you have to be approved for the course
 - Please allow 24 hours for your registration to be approved.
8. Once you are enrolled in the course you will receive an email with additional directions.
 - o Create a new password and login to "Wright State Pilot Online Learning Gateway Page."
9. To login to your account visit: pilot.wright.edu/d2/login/
10. Click "External Users Login." Enter your username and password.
11. After you login you can access the lessons you would like to review:
 - o The lessons are available under the "Content" tab
 - o Lessons and other learning materials are organized by grade band: K-2, 3-5, 6-8, and High School.

Please contact HOPECurriculum@wright.edu or Kevin Lorson (837-776-3258) if you have questions, concerns or need assistance.




Characteristics of the HOPE Curriculum

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



HOPE Curriculum

1. **Lesson Plans**
 - Three lesson plans for each grade K-8, 10 lessons for HS.
 - Includes with an lesson enhancements and extensions.
2. **Teacher Guide**
 - Tips to implement the lessons and additional content knowledge packets with instructor notes
 - Letters for parents, administrators and students
3. **Pilot Website**
 - Online classroom
 - Easy to update lessons
 - Discussion board
 - Track activity & resources
 - Contact implementers for follow-up information
 - Sustainability
4. **Research**



HOPE Key Concepts:

- What is a healthy choice/unhealthy choice?
- Only take medicine from a trusted adult
 - Who is a trusted adult?
- Never share or take some else’s medicine
- Store medicines in locked cabinet and out of reach of children.
- Properly dispose excess or expired prescriptions.
- If it is unhealthy, unsafe or you’re unsure – **Don’t take. Don’t taste. Don’t touch. Tell a trusted adult!**



HOPE Essential Skills:

- Decision-making
 - Stop, Think, Choose
- Analyzing influences
 - Media, peers, other
- Communication skills
 - Refusal Ways to say No!
 - Assertive verbal and nonverbal communication
 - Empathy
 - Asking for help



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

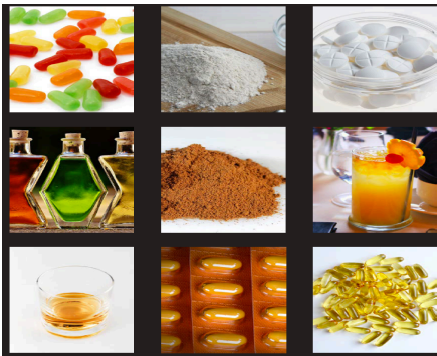
Kindergarten, Lesson 1



Draw a picture of someone you trust helping you.



Kindergarten - Lesson 2




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


CASE #1

The Situation: You and your friend Chris go on a camping trip with your families. While at the campground swimming pool, a teenager offers you something that looks like candy. He tells you it is OK to take it, and it will help you have more fun.

What do you and your friend do?

- Choices
- Evaluation of choices
- Consequences
- Solve the case of choices





HOPE Curriculum: 3rd Grade, Lesson 2


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

1	2	3
<p>Drug Use & Its Impact on You</p> <p>Students will discuss appropriate and inappropriate uses of a drug, explore reasons why a person would abuse a drug, and find alternatives to drug use. Students will explore the scope of the problem by analyzing the impact of drug use on relationships, society, as well as the user's health, education, and future.</p>	<p>Addiction</p> <p>Students will take a closer look at the stages of addiction. The lesson uses scenarios to help students understand addiction leads to a progression of consequences on themselves and others they care about. Students writing a personal anti-drug message stating specific reasons to make healthy and drug-free choices.</p>	<p>Proper Use of Prescription and OTC Medicines</p> <p>Students will identify the characteristics of appropriate use, storage and disposal of OTC and prescription medicines. Students will describe the consequences associated with misuse of prescription and OTC medicines. Students will read scenarios and identify proper use/misuse and alternatives to OTC and prescription medicine misuse.</p>
<p>Decision-Making</p> <p>Students will apply the Stop, Think, Choose Model in scenarios. Students will apply their knowledge about prescription and other drugs to identify the healthy choice. A class discussion will identify others who could be helpful and a positive influence in making healthy, drug-free choices.</p>	<p>Opioid Abuse Prevention</p> <p>Students will identify the consequences associated with opioid use. Students will analyze the impact opioid use has on an individual's health, relationships with loved ones, career opportunities, academic success, and the communities we live in.</p>	<p>Influences on Drug Use</p> <p>Students will identify various biological, psychological, environmental, and social influences on drug use. Students will also describe the influence of risk and protective factors in regard to drug use. Students will develop strategies to overcome these influencers and identify healthy choices.</p>
<p>Refusal Skills</p> <p>Students will practice peer resistance skills in role play scenarios. By the end of this lesson, students will have multiple strategies to keep them safe from the pressures associated with drug use.</p>	<p>Avoiding Driving or Riding with a Person Under the Influence</p> <p>Students will analyze situations to understand the dangers associated with impaired driving. Students will practice what to say and do if they want to prevent a person from driving while under the influence.</p>	<p>Getting Help</p> <p>Students will learn how to get help for themselves and/or others who are dealing with drug addiction. They will learn how to identify warning signs and the proper steps for getting help. Students will practice demonstrating empathy to reach out and support the individual while also seeking out help from others.</p>
<p>Lesson 10 - Advocating to be Drug-Free</p> <p>Lesson 10 is an advocacy lesson where students will put the skills and information they have learned from the unit into action by formulating a drug-free promotion message for their target audience. Promotion messages can include: video, news story, poster, poem, rap, commercial, role play, etc. Students who advocate for healthy behaviors are more likely to adopt those healthy behaviors.</p>		

High School, Lesson 2:

Addiction

- Addiction can happen to anyone.
- Addiction is a complex disease of the brain and body that involves compulsive use of one or more substances despite health and/or social consequences.
- Many factors influence addiction:
 - Behavioral
 - Environmental
 - Biological
- People with active addiction are responsible for seeking treatment and maintaining recovery but they also need support from family, friends and other caring peers.





HOPE High School, Lesson 2

High School, Lesson 2

How to Help a Friend or Family Member?

- Learn all you can about alcohol and drug misuse and addiction.
- Speak up and offer your support.
 - o Talk to the person about your concerns, and offer your help and support, including your willingness to go with them and get help.
- Express love and concern because they need your help.
 - o Treatment, support, and new coping skills are needed to overcome addiction to alcohol and drugs.
- Support their recovery as it is an ongoing process.
- Be sure you have a support system and take care of yourself.







HOPE High School, Lesson 2

High School, Lesson 2:

How to Help? Things to remember

- Avoid arguing with the person when they are using alcohol or drugs; at that point he/she can't have a rational conversation.
 - Don't preach: Don't lecture, threaten, bribe, preach or moralize.
 - Avoid emotional appeals that may only increase feelings of guilt and the compulsion to drink or use other drugs.
- Don't cover up, lie or make excuses for his/her behavior.
 - Or assume their responsibilities or protect them from the consequences of their behavior.
- It's not your fault. Don't feel guilty or responsible for their behavior.






HOPE High School, Lesson 2

High School, Lesson 8:

Avoiding Driving or Riding with a Person Under the Influence


- **Step 1 – Keep yourself Safe & Healthy**
 1. Stop, Think, Choose
 2. Find a way home
 1. How to ask trusted adults for help?
- **Step 2 – Keep Others Safe**
 1. Assertive communication skills
 2. Find another way to get them to their destination
 3. Take the keys; hold the leverage
 4. Offer safe alternatives – (sleep over)
 5. Tell them you can and you don't want them to hurt themselves or others.



High School, Lesson 9:

Getting Help

- Recognize – what are the signs?
- Reach Out – How do you help someone?
 - Empathy, caring and support
 - When to talk to someone?
- Where can I go to get help for myself or someone I care about?
- Scenarios
 - Signs
 - What to consider before talking with the person?
 - What will you say?
 - Identify your resources
 - How to ask for help.



High School - Lesson 9

Your friend Benjamin hasn't been himself since his parent's divorce. He has been skipping basketball practice, not turning in homework assignments, and wears long sleeves even when it is 90 degrees outside. You went up to him after school to see how he is doing and he lashed out at you and told you, "Mind your own business!"


What will you do/say to help your friend Benjamin?

Signs of drug use you recognize in the scenario:

Steps or strategies you will use to help:

Write what you will say to help this person (or when you are contacting a person who can help):


Identify resources you can use to help support others who need help (people, resources, etc.):



Recognize, Reach Out, Refer, & Recharge


- 1. RECOGNIZE:**
 - Sudden *CHANGE* in indicators.
- 2. REACH OUT:**
 - Tell them you care.
- 3. REFER:**
 - Follow district policies for reporting incidents of abuse or mental or behavioral health issues.
 - Know whom to report and make connections to social service.
- 4. RECHARGE = Self-Care**
 - The Power of **ONE** Caring Adult

- Recognize, Reach Out and Refer is effective (78% agree, 4.1% disagree).
- HOPE encourages youth to share feelings, needs, trauma or concerns (86.3%)
- HOPE allowed me to feel more capable to respond (78.1%).
- School has clear policies and procedures for reporting and referrals of student concerns (78% agree).
- I need *additional* resources to support my students.
 - 71.6% Agree, 23.0% Neutral, 5.4% Disagree.




School-wide Drug Prevention Plan Recommendations

- Consistent, coordinated, and purposeful approach that engages your students, school, parents and community.
 - Schools are the hub of activity
 - Prevention is effective!
 - Assemblies and guest speakers don't work unless they are followed up by reinforcing messages or work to address what was learned.
 - Reflection and commitment to put a drug-free plan into action.
- [Ohio Attorney General's Drug Prevention Resource Guide](#).



Tips for the HOPE Curriculum at your School

- Examine your health education curriculum
 - Skills-based and aligned with National Health Education Standards
- Connect with other prevention efforts
 - Aligning efforts and providing consistent messages and opportunities to practice skills.
 - Student
 - Parent Engagement
 - Community
- Implementation plan
 - When?
 - Elementary lessons?
 - Do we offer middle school health education?
 - Do we offer high school health education?
 - Where are additional opportunities to reinforce messages and develop skills?
 - Who?
 - School Leader
 - Provide professional development and support.

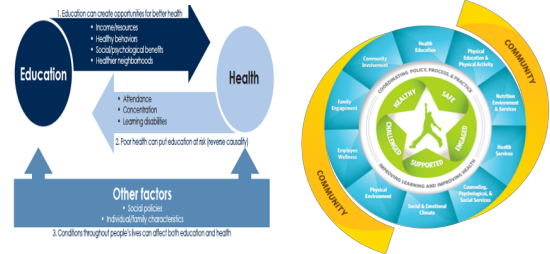


Role of Teacher Education in Opioid Crisis

- Prepare your teachers for the current climate of health and education.
 - Whole Child perspective.
 - Skills-based health education curriculum aligned with NHES.
 - Understand prevention, public health and WSCC to align efforts.
 - Trauma-informed
 - Opioid-related trauma
 - Social-emotional learning
 - Recognize, Reach Out, Refer and Recharge
 - Skills needed include: communication, empathy, navigating services, & asking for assistance
 - Self-care



Role of Teacher Education: Advocate for Healthy Students



Source: Health Policy Institute of Ohio. Health Policy Brief 1: Connections between Education and Health

