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

OCTEO Conference
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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.

Figure 12: Number of Deaths and Annual Age-Adjusted Death Rate* per 100,000 Population from Unintentional Drug Overdose, by Year, Ohio Residents, 2001-2017

Figure 5: Number of Unintentional Overdose Involving Selected Drugs, by Year, Ohio, 2000-2015

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

Figure 11: Number of Unintentional Drug Overdose Deaths Involving Selected Drugs, by Year, Ohio, 2000-2017
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)

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
    - 7-12: dating violence and healthy relationships.
  - Prescription opioid abuse prevention.
  - Anatomical Gifts

States with health education standards, 2018

- 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.
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.

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!

**Lesson Plan:**

<table>
<thead>
<tr>
<th>Lesson</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td><strong>Trusted Adults &amp; Using Medicines Safely</strong></td>
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<tr>
<td></td>
<td>Students will learn about who is a trusted adult, foods and medicines at home, school or in the community who can safely take medicines. The emphasis is on only taking medicines with the help of a trusted adult.</td>
</tr>
<tr>
<td>2</td>
<td><strong>Safe, Sound, or Unsafe? Making Healthy Decisions</strong></td>
</tr>
<tr>
<td></td>
<td>Students will look at pictures and decide if they are safe, unsafe or uncertain. Students are reminded that is an unhealthy, unsafe or they are unsure.</td>
</tr>
<tr>
<td>3</td>
<td><strong>Healthy Decisions Keep “Safes” Safe</strong></td>
</tr>
<tr>
<td></td>
<td>Students will learn the importance of healthy choices, identify healthy and unhealthy choices, and relate difference between healthy and unhealthy choices.</td>
</tr>
<tr>
<td>4</td>
<td><strong>I WILL Make Healthy Choices!</strong></td>
</tr>
<tr>
<td></td>
<td>Students will brainstorm three possible reasons for making healthy choices. The lesson utilizes the “I WILL” statement to teach students to make healthy choices.</td>
</tr>
</tbody>
</table>

**Making Healthy Choices to Protect My Brain**

- Students are asked to make a decision about using a healthy choice and an unhealthy choice.

**Steps to Making Healthy Choices**

- Asking a Trusted Adult for Help to Make a Healthy Decision
- Asking for Assistance to Be Healthy
- Encouraging Others to Make Healthy Choices about Medicines
- Making Healthy Choices about Medicines

**Kindergarten Lesson 1**

- **Healthy Choices are Best for Me!**
  - Students will compare and contrast the positive and negative consequences of making healthy choices and the negative consequences of making unhealthy choices. They will use a “Game of Chance,” or “Roll of the Dice” to make healthy choices.
- **Why I Make Healthy Choices**
  - Students will be asked to identify the reasons why healthy choices are important and how to make healthy choices.
- **Your Mission?**
  - Students will use a “Game of Chance,” or “Roll of the Dice” to make healthy choices.
- **Don’t Take to Peer Pressure**
  - Students will be asked to identify the reasons why healthy choices are important and how to make healthy choices.

**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
- Leadership
  - Planning
- Critical Thinking
  - Identifying positive and negative consequences of drug misuse
  - Identifying the importance of protecting the brain, particularly from the negative consequences of drug misuse.

**Stop, Think, Choose to Make Healthy Decisions**

- The lesson will reinforce following school and home rules for medicines and drugs. Students will apply this to making healthy choices and the negative consequences of making unhealthy choices.

**Healthy Decisions, Give the Counter and Prescription Medicines**

- Students will compare and contrast the positive and negative consequences of making healthy choices and the negative consequences of making unhealthy choices.

**Making Healthy Choices about Medicines**

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**Refuse to Use**

- The lesson is an “out” activity for students who are unable to participate in the “Game of Chance,” or “Roll of the Dice” activities. Students will role-play the “Stop, Think, Choose to Make Healthy Decisions” scenario.

**Healthy Decisions, Give the Counter and Prescription Medicines**

- Students will compare and contrast the positive and negative consequences of making healthy choices and the negative consequences of making unhealthy choices.

**Make Healthy Choices!**

- Students will learn about making healthy choices by advocating to make healthy choices using a RAFT (Role, Audience, Format, Topic).

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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.
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?

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

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