

Teaching Substance Use Prevention in Middle and High School: Recognize, Reach Out and Resources

OAHPERD Convention

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Health Education
Lesson Plans

Today's Presenters



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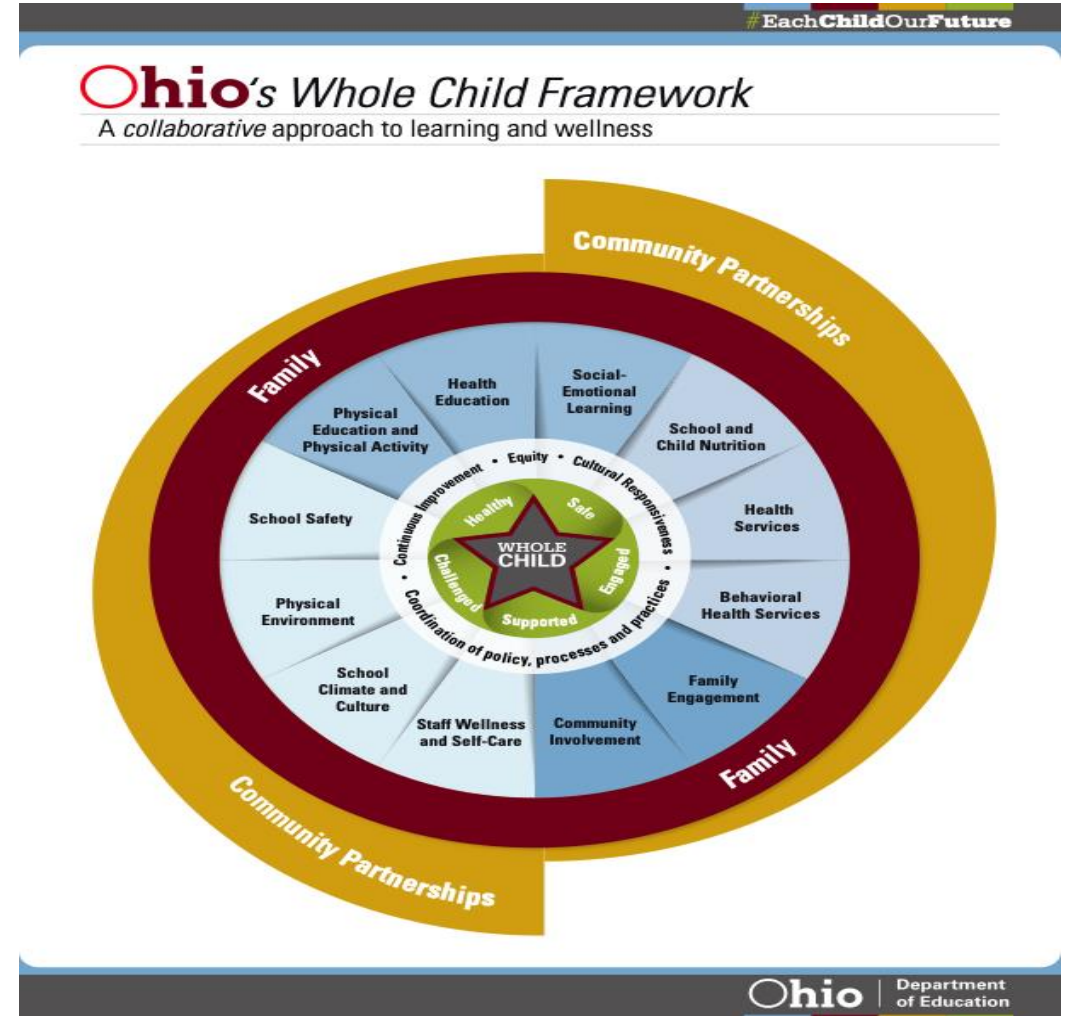
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Why Behavioral HELPs?

- **Our Goal:** Fully prepare our students for a future including career and citizenship.
1. **HEALTHY** and learns about and practices a healthy lifestyle.
 2. Learns in an environment that is physically and emotionally **SAFE** for students and adults.
 3. Actively **ENGAGED** in learning and is connected to the school and broader community.
 4. Access to personalized learning and is **SUPPORTED** by qualified, caring adults.
 5. **CHALLENGED** academically and prepared for success in college or further study and for employment and participation in a global environment.



Behavioral HELPs: Project Goal

- Enhance K-12 students' knowledge, skills, and beliefs to demonstrate healthy behaviors in the areas of behavioral health through effective instruction.
- **Activities**
 1. Behavioral Health Education Lesson Plans.
 2. Professional learning modules to enhance educators' instructional skills to meet Ohio's Health Education and prevention requirements.

Behavioral HELPs: Themes & Guiding Principles

H	H Health	H umanizing and stigma reducing
E	E ducation	E mpowerment – developing resiliency, confidence and a strengths-based approach
L	L esson	L inked – Our health and skills are linked across topics and dimensions of wellness to recognize, reach out and use resources.
P S	P lans	P repared – ready to navigate resources and apply S kills to demonstrate healthy behaviors. <ul style="list-style-type: none">• Skills include decision-making, communication, analyzing influences, accessing health resources, self-management, advocacy.

Lesson Plan Overview

Unit Topic	K	1	2	3	4	5	Middle (6-8)	High School (9-12)
Substance Use Prevention	4	4	4	4	4	4	10	13*
Mental-Emotional Health	4	4	4	4	4	4	10	10
Total	24			24			20	23*

**Note.* High School Lesson 6 includes four options: L6a – Tobacco, L6b - Alcohol, L6c – Marijuana; 6d -Opioids

Lesson Plans

Lesson 4: It's ME

Overview: Students will apply what they've learned in the first three lessons to share and awareness of ME, activities that strengthen ME, skills recognize, reach out and use resources that support ME.

National Health Education Standards

Standard 1: Students will comprehend concepts related to health promotion and disease prevention to enhance health.

Standard 4: Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.

Healthy Behavior Outcome (HBO):

MEH HBO 2	Engage in activities that are mentally and emotionally healthy.
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Lesson Objective- Students will be able to:

Objective	Assessments
1. Use positivity to enhance emotions and feelings.	Attachment 4.1: Positivity
2. Recognize different emotions and feelings	Attachment 4.2: Toolkit for ME
3. Describes how to recognize when help or resources are needed to support ME	Attachment 4.3: Show What you Know
4. Identify trusted adults that can support mental and emotional health.	Attachment 4.3: Show What you Know
5. Identify activities, resources, and strategies for each zone of emotions to support mental and emotional health	Attachment 4.2: Tools for ME

- "I can't do that; it looks too hard." (Try, "It looks really hard, but I'll do my best.")
- We can also say something positive about ourselves (Attachment 4.1). "I am _____." You might think about a talent, interest, or achievement that makes you proud.
- Great job of being positive! We'll keep working on being positive and in this lesson. We'll also practice using communication to enhance our mental health.

Introduction:

- We've learned a lot about ME — mental and emotional health. Our final lesson is going to show what you know about ME health and collect your tools and skills in a toolbox. We're going to review how to recognize our feelings, reach out, and use our resources to support ME health.





Teaching Steps:

Activity 1: Tools for ME

- We're going to collect the tools we've learned during our lessons into a toolkit to strengthen our mental and emotional health. Our toolkit has three sections:
- **Recognize** – One tool is to recognize my thoughts, feelings, and emotions.
 - Add two feelings you recognize for each color (e.g., green for happy, calm feelings).
 - Choose one feeling word and think about a situation or reason you felt that way. Then complete this sentence: I feel _____ because _____.
 - Example: I feel happy because I played with my friends.
- **Reach out** – Use these tools to ask for help from trusted adults and resources.
- **Resources** – These tools can be sources of information, activities, or people who can help me. These can help me be positive, recharge my mental health, or help me at home, at school, and in the community.
 - We learned to:
 - Calm, move, think, and distract.
 - Students can share an example of each tool or resource.

Attachment 4.2: Toolkit for me.





I can recognize my feelings. Write two feelings words for each color.

Green	Yellow	Blue	Red
			
Two feeling words:	Two feeling words:	Two feeling words:	Two feeling words:

Choose one feeling word from any color and share how you feel.

I feel _____ because....

When I have big feeling, I can.... (Circle your answers)

Take a Deep Breath	Move	Distract	Ask for help
			

Draw or write the name of a trusted adult who can help you.

Includes....

- Learning Outcomes
- Learning Activities
- Facilitation Questions
- Assessments & Rubrics
- Slides & Resources
- Student Workbook and Toolkit

Accessing the Lesson Plans

- Available on the Wright State webpage
- Register to become HELPs partner
 - Newsletter and updates to lessons
 - Additional resources
 - Invitations to HELPs events

Behavioral HELPs

Topic	Recognize	Reach Out	Resources
Mental Emotional Health	<ul style="list-style-type: none"> • Feelings & Emotions <ul style="list-style-type: none"> ○ Big emotions ○ Overwhelming Feelings ○ Urgent Signs 	<ul style="list-style-type: none"> • Ask for help • Support others 	<ul style="list-style-type: none"> • Trusted adults • Health professionals • Community Resources • Tools <ul style="list-style-type: none"> ○ Distract, move, think positively, talk, and calm
Substance Use Prevention	<ul style="list-style-type: none"> • Thoughtful decisions <ul style="list-style-type: none"> ○ Stop, Think, Choose • Do I need help? • Who can help me? 	<ul style="list-style-type: none"> • Say No • Ask for help • Support others 	<ul style="list-style-type: none"> • Trusted adults • Health Professionals • Community Resources • Tools <ul style="list-style-type: none"> ○ Positive influences ○ Skills

Substance Use Prevention Lessons

Key Outcomes

- Functional Knowledge

- 1a. Know to No! Substance Use Prevention Principles

- Substances such as tobacco, alcohol, and drugs have harmful consequences on our health and well-being.

- 1b. Know to No! Medication Safety Principles

- Only take medicine as directed from a trusted adult.
 - A trusted adult is ready to help you; they will answer your questions; they can help you make healthy choices and feel safe.
 - Trusted adults can be found at home, at school, and in the community.
 - Never take someone else's medicine.
 - Properly store and dispose of medications.

- 2. Don't touch, take, or taste. Ask a trusted adult for help.

- 3. We use "Stop, Think, Choose" to make healthy decisions.

- 4. Recognize and reach out to resources to support healthy and safe choices.

- Terminology

- Substance use, substance use disorder, & addiction
 - Substance Use = any substance;
 - Substance Misuse = prescription or OTC medicine
 - *Tobacco – Electronic Nicotine Delivery Systems (ENDS) includes e-cigarettes, vapes, JUUL, & hookahs.

Substance Use Prevention Lessons

Prioritized Skills

- Decision-making
 - Stop, Think, Choose
 - Strategies
- Communication skills
 - Refusal skills and strategies to say “No!”
 - Assertive verbal and nonverbal communication
 - Asking for help
 - Empathy & supporting others
- Analyzing influences
 - Media, peers, other
- Accessing Valid Health Resources
 - Trusted adults
 - Community resources
 - Behavioral health professionals

Middle School - Substance Use Prevention



Know to No!	Stop, Think, Choose (STC)	STC - Stop & Think	Influences and Decisions	Positive Influences
<p>Students will apply the substance use prevention principles to determine if a decision is healthy or unhealthy. Students will analyze scenarios to predict consequences, describe alternatives to substance use, and identify trusted adults who can support healthy choices.</p>	<p>Students are introduced to the thoughtful decision-making process Stop, Think, Choose to make healthy choices that prevent substance use. This lesson targets the Stop component to determine when decisions require thoughtfulness, when help is needed from trusted adults, and when to consult health resources to support the decision.</p>	<p>Students target the Think component of the Stop, Think, Choose model to consider possible options, alternatives, and potential consequences. Scenarios will prompt students to identify options and explore the positive and negative consequences of substance use. Additionally, students will identify resources and reliable information to support thinking about healthy choices.</p>	<p>The lesson strengthens students' decision-making by analyzing influences. Students will generate a list of influences and categorize them as positive or negative. The lesson will highlight the influence of rules/laws, peers, family, technology, and media.</p>	<p>This lesson will help students affirm and strengthen personal values, positive influences, and protective factors that promote healthy choices to prevent substance use. Students will affirm their commitment to making healthy decisions and applying the substance use prevention principles.</p>
Peer Influences & Social Norms	Assertive Communication	Refusal Strategies	How Can I Help?	Show what you know
<p>This lesson will focus on students' perceptions of social norms, culture, and peer attitudes around substance use. Students will compare their own perceptions of substance use vs. reality-based behavioral health data. Students will explore how peers, media, and social norms can be positive and negative influences on substance use.</p>	<p>This lesson will build assertive communication skills necessary to refuse substance use. Students will compare assertive, aggressive, and passive communication. In a role-play situation, students will practice nonverbal and verbal assertive communication to refuse substance use.</p>	<p>The lesson introduces the refusal skill strategy STOP (Say no; Tell why; Offer another option; Promptly leave). Students will describe each step of the refusal skill and apply the strategy in scenarios.</p>	<p>This lesson will develop skills to recognize, reach out, and use resources to support behavioral health. Students will learn to recognize when support is needed and reach out to school, community, and health resources. Lesson activities will practice becoming an effective communicator by practicing listening skills and using "I" messages and nonjudgmental statements to support others.</p>	<p>This lesson combines the Know to NO! principles; Stop, Think, Choose strategy; and assertive communication skills to make healthy choices about substances. Students will engage in scenarios that require a thoughtful decision combined with communication to execute that decision.</p>



High School - Substance Use Prevention

Know to No	Decision-Making	Refusal Skills	Influences: Risk & Protective Factors	Legal, Safe but Healthy?
Students will apply the “Know to No!” concepts for substance use prevention to make healthy choices.	Students will practice decision making skills by implementing the Stop, Think, Choose model.	Students will learn the key elements of delivering an effective refusal message and strategies to implement a healthy choice. Learning activities will model the skill, practice formulating statements, and practice delivering the message.	Students will learn about influences that shape decision making to prevent substance use. Students will identify protective factors that promote health and well-being and act as a force field to prevent substance use and promote health.	Students will analyze influences on substance use: rules, laws, and policy; family, peers, and culture; and media/technology.

Tobacco	Alcohol	Marijuana	Opioids
This lesson addresses the dangers and negative consequences of tobacco products (e.g., cigarettes, cigars, and smokeless tobacco) and electronic nicotine delivery systems (ENDS) including e-cigarettes and vaping devices. The functional knowledge will be applied in future decision-making and refusal skill lessons to prevent tobacco and nicotine use.. Students will use their skills to resist peer pressure and advertising.	This lesson combines students’ knowledge of the dangers and consequences of alcohol with communication skills to prevent alcohol use. Students identify myths and facts about alcohol as well as recognize negative influences. Students will generate a list of health-enhancing alternatives to alcohol use that can be combined with refusal skills to make a healthy choice.	Students will learn the consequences of marijuana/cannabis use by accessing and synthesizing information and resources. The lesson will reinforce the substance use prevention and medication safety principles to promote healthy behaviors. Students will apply this functional knowledge in future decision making and refusal skills lessons to prevent marijuana use.	Students will learn about the dangers associated with opioid use including fentanyl. The lesson also targets medication safety principles including proper use, storage and disposal of expired or unused medications. Students will apply this functional knowledge in future decision making and refusal skills lessons to avoid taking, touching, or tasting any opioid or unknown substance and tell a trusted adult.

Prevent DUI	How Can I Help?	Reducing Stigma	Advocacy
The goal of the lesson is to apply knowledge about substance use, reinforce the decision-making process, and use refusal skills to avoid driving or riding in a vehicle with a person under the influence of alcohol or other drugs. The lesson will also address bystander behavior so that students will act to prevent harm to themselves or others.	Students will learn how to help by recognizing situations and individuals in need of support; reaching out to show they care; and connecting to resources and supports that enhance health. They will learn how to identify signs of substance use or behavioral health needs. Lesson activities are designed to enhance communication skills to deliver caring, judgment-free messaging to support well-being.	The lesson seeks to reduce barriers and stigma associated with behavioral health to promote health, prevention, and help-seeking behaviors. Students will gain awareness of behavioral health stereotypes and stigma; practice using person-first and stigma-reducing language; demonstrate empathy and support; and clarify the role we play in supporting others and promoting healthy behaviors.	Students will create an advocacy message that applies the knowledge and skills learned to promote behavioral health and/or substance use prevention for their target audience.  

Grades K-5 Highlights

- Healthy Choices using medication safety and substances use prevention principles
- Decision-Making
 - Grades K-2: Stop, Think, Do I need help?
 - Grades 3-5: Stop, Think, Choose
- Ask for Help
 - Ask, Tell, Listen
- Be a positive influence!



Middle and High School Highlights

- Addressing alcohol, tobacco, opioids, marijuana and other drugs.
- Decision-making
- Communication
 - Refusal skills & avoidance strategies
 - Asking for help
- Resources
- Influences & advocacy

How to address different substances?

- Skills-focused lessons that transfer across substances.
- Functional knowledge about substances to make healthy and safe choices
 - Application of substance use prevention principles
- Middle School addresses substances using characters in scenarios across the lessons
- High school addresses alcohol, tobacco, opioids and marijuana in Lesson 6.
 - Alcohol
 - Tobacco
 - Opioids
 - Marijuana

Decision-Making: Stop, Think, Choose

- **Stop:**

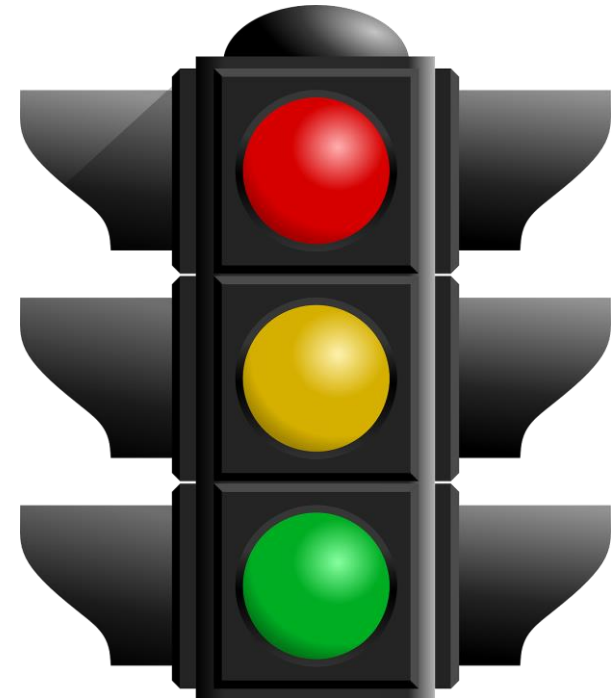
- What's the problem?
- Does it require a thoughtful decision?
 - Will it require the support of a trusted adult or additional resources.

- **Think:**

- What are your options?
- What are advantages/pros or disadvantages/cons for each option?

- **Choose:**

- What option do you feel would be the healthiest choice?



Preventing Driving Under the Influence

- Task 1: Find a way home. Keep yourself safe and healthy.
 - Use Stop, Think, Choose to consider your options.
 - Talk with your family about a plan to get home safely.
 - Have this conversation before you head out so you can reach out if you need help.
 - “If I’m in an unsafe situation, can I call you without fear of being in trouble to be sure I get home safely?”
 - Find a safe way home:
 - Find a ride with a sober driver or ride share.
 - Walk home with a friend if it is safe.
 - Stay at the location.
 - Call the police.

Preventing Driving Under the Influence

You

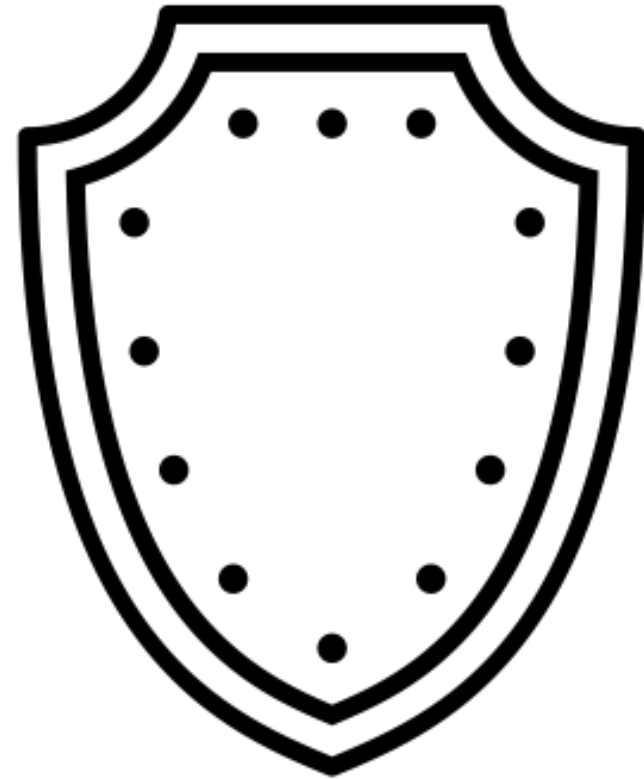
- Make a healthy and safe choice, do not drink.
- If you believe there will be drinking at a party, designate a non-drinking driver when with a group.
 - Find an alternative activity and avoid the party or gathering that involves alcohol.
- Don't let your friends drive while impaired.

Party Hosts

- You are responsible for your guests.
- A host who furnishes alcohol to an underage drinker or allows underage drinker to drink on their property can be responsible for damages.
- Offer alcohol-free beverages, and make sure all guests leave with a sober driver.
- Have a sober host

Influences: My Protective Factors

- My three reasons.....
- Positive Influences and Protective Factors
 - Individual
 - Family
 - Friends
 - School
 - Community



How Can I Help?

Recognize, Reach Out and Use Resources

- **Recognize**

- Recognize someone who is experiencing big emotions, overwhelming feelings, or urgent signs of a mental health concern.
- Recognize the signs of substance use.
 - You can recognize these signs in yourself and others.
 - The steps are the same, but the reach out message is slightly different when you're helping someone else.

- **Reach out**

- Ask to help and support.

- **Use resources**

- Trusted adults and school, health, and community resources

Reach Out

- If you recognize use **FACTS** – feelings, actions, changes, threats mean you should **ACT**
 - **F**eeling – Recognize the feelings
 - **A**cknowledge the concern
 - **C**are – show the person you care about them.
 - **T**ell a mental health resource including 911, 988, 741741 and/or mental health professionals.

Reach Out

- When is the right time and setting?
 - Talk when they're sober.
 - If they're under the influence of substances during the discussion, they are less likely to be understanding of the matter.
 - Set a time that is best for both of you to talk.
 - Discuss your concerns, but also allow your friend time to voice their feelings; listen to what they have to say.
 - Your goal is to bring awareness about their substance use, not accuse them of wrongdoing.
 - Create a supportive, stigma-reducing environment with our actions and language will enhance the connection with your loved one and increase the likelihood of them seeking treatment and having successful outcomes. ([Addiction Center](#))

How to Reach Out:

How to talk to and support a friend

- How should I talk to them?
 - Start with a discussion starter or a door opener.
 - How's it going?" "How are you?"
- Show Love and Support
- Be nonjudgmental
- Keep Words and Actions Consistent
- Give Examples
- Encourage Support from Resources
 - Can I help?

Scenario 1:

- Kelsy has been your friend since second grade. She is a talented singer and has started a band with two other friends. You went to support her, and when you go backstage, you see her take a couple of pills from her bandmate and swallow them with a beer. You are shocked and scared. After the concert, she is excited to see you and wants to hear what you thought of the show.
 1. What do you recognize?
 2. What will you do/say when you see Kelsy?
 3. Is this a good time to talk to Kelsy?
 4. List a resource that could help in this situation.

Reducing Stigma

- The belief that an individual has an undesirable attributes that renders them socially discredited.
- Why does it matter?
- How Can I Help?
 - Recognize
 - Reach Out
 - Resources
- Words matter
- Empathy

Words Matter

Instead of these stigmatizing words	Try these preferred alternatives
<ul style="list-style-type: none">• Substance abuse/drug abuse	<ul style="list-style-type: none">• Substance use disorder
<ul style="list-style-type: none">• Mental illness	<ul style="list-style-type: none">• Mental health challenge or crisis
<ul style="list-style-type: none">• Drug habit	<ul style="list-style-type: none">• Addiction
<ul style="list-style-type: none">• Abuser• Substance abuser• Drug abuser• Addict• Alcoholic• Drunk• Junkie• User	<ul style="list-style-type: none">• Person with a substance use disorder or challenge
<ul style="list-style-type: none">• Problem	<ul style="list-style-type: none">• Risky, unhealthy, or heavy use
<ul style="list-style-type: none">• Clean (or dirty)	<ul style="list-style-type: none">• In recovery

Takeaways

- What matters to you?
- Why does it matter?
- So now what?
 - How can I help?

