



# Lesson Plan

## LESSON DESCRIPTION

### Lesson Title

Understanding Fentanyl: Synthetic Opioids and Oregon's Good Samaritan Law  
(as required by [Senate Bill 238](#))

### Lesson Summary/Overview

This lesson will cover the dangers of synthetic opioids, including fentanyl and fake pills, and how to respond to an overdose emergency, including how to access, administer, and use naloxone. This lesson will also ensure students know Oregon's Good Samaritan Law and the importance of accessing trusted resources.

**This is only one lesson within a substance use prevention unit.** Please take into consideration that substance use prevention can be a topic that may affect students' emotional well-being as they, their friends and/or family members may be dealing with substance use situations. This lesson should be taught after there is established safety and trust within the classroom setting, and should be taught at an appropriate place within a sequence of lessons for substance use prevention.

Grade Level	Suggested Time
Grade 6	45 minutes

### Author of the Lesson

Oregon Department of Education, Oregon Health Authority, and Alcohol and Drug Policy Commission

## Objectives

### Essential Questions:

- What is fentanyl?
- What is an opioid overdose?
- What is the Oregon Good Samaritan Law?
- What can I do to protect myself, my friends, and others who may be experiencing an opioid overdose?

### Student Learning Targets:

I can:

- Define fentanyl, fake pills, and the Good Samaritan Law.
- List two reasons why fentanyl and fake pills are dangerous.
- Identify one or more ways to protect myself from fentanyl and fake pills.

## ALIGNED STANDARDS

### Aligned Standards

[Oregon 2023 Health Education Standards](#)

**6.SUB.4** Identify how fake pills and other substances could contain fentanyl and other unknown harmful and deadly chemicals.

Skill focus areas:

*6th Grade*

- Students demonstrate health literacy by accessing valid and reliable health information, products, and services to enhance health. (Skill 3)
- Students demonstrate effective interpersonal communication skills to enhance health. (Skill 4)

## RESOURCES

Resource Type

Links & Materials

<p><b>Educator Materials</b></p>	<ul style="list-style-type: none"> <li>● <a href="#">6th Grade Slide Deck</a></li> <li>● Laptop with internet connection or download the slides in case of no internet connection</li> <li>● Projector</li> </ul>
<p><b>Student Materials</b></p>	<ul style="list-style-type: none"> <li>● Paper, pen/pencil or digital device</li> <li>● <a href="#">Know - Wonder - Learn</a> handout</li> </ul>
<p><b>Supplemental Materials</b></p>	<ul style="list-style-type: none"> <li>● <a href="#">Oregon Health Authority   Oregon Department of Education Fentanyl and Opioid Response Toolkit for Schools</a></li> <li>● <a href="#">Preventing Opioid Use &amp; Overdose in School-Age Youth</a></li> </ul>

# LESSON OVERVIEW

## Before the Lesson

- In previous classes, students have likely explored topics related to substance use. They may also have experience with accessing valid information, products and services, communication skills, and decision-making skills. It is highly recommended to explore students’ prior knowledge related to the topics in this lesson and to build from this knowledge using a strengths-based approach.
- Review all materials to ensure appropriateness and responsiveness for the school/class population. Add local resources for support on slide 11, Resources; examples could include local public health departments, youth-serving organizations, and any other community resources or school partners.
- Prepare to set or reestablish classroom guidelines/group norms to ensure a safe and inclusive classroom.

Examples:

- *Listen to Each Other*- be present and listen to others, try to find comfort in silence.
- *Be Kind to Each Other*- try not to judge yourself or others, respect other people’s journeys, speak from the “I” perspective.
- *Be Curious and Lean Into Discomfort*- take risks and lean into discomfort, don’t be afraid to ask questions, be open to trying new ways of thinking and acting.
- *Make Space, Take Space*- notice how much you are speaking, respect confidentiality, allow time for others to share.

- Reflect on your own personal privilege, biases, and perspectives when approaching topics related to social justice, such as those that appear in this and subsequent lessons. Bringing a lens of equity, diversity, and inclusion of all communities represented and not represented in the lesson materials is essential to the development of socially healthy and health literate individuals. Like other health education topics, it is important to recognize that some content and activities in this lesson may be challenging; however, leaning into and learning from that discomfort with students is part of the learning process and requires care. It is essential to establish and foster a safe learning space that encourages bravery among students and adults, allowing all voices to be valued.

## During the Lesson

### Activity 1: Welcome and set or reestablish classroom guidelines/group norms to ensure a safe and inclusive classroom (5 minutes)

- **Show slide 1** - Say, "Today we are going to be talking about synthetic opioids like fentanyl and fake pills, and the harm and impact that fentanyl is having on young people and our communities in Oregon. Though substance use rates continue to decrease among youth annually, Oregon has experienced a high number of youth overdose deaths from fentanyl. The hope is that with increased awareness about the potential risks of fentanyl and fake pills, this information can help protect you and people you know and maybe even save a life."
- Say, "Before we get started, I want to revisit our classroom guidelines around safety and inclusivity. I know that this can be a tough and sensitive topic, so we want to be aware of the language that we use. For some people, talking about substances and opioids may be something we're used to and are comfortable asking questions about. For others of us, we may feel uneasy, nervous, or scared. Remember, all of these feelings are valid. Let's support each other as we learn together."
  - a. Review classroom guidelines/group norms for sensitive topics.
  - b. Ask the class if there are additional guidelines that might need to be added.
  - c. Ask students to set an intention for which guideline they are going to practice throughout the lesson.

### Activity 2: [KWL - Know - Wonder - Learn](#) sheet - (5 minutes)

- **Show slide 2** - Tell students, "We are going to start by completing a Know - Wonder - Learn (KWL) sheet. Take a couple of minutes to think about and write down what you know or have heard about opioids and fentanyl and some questions you have. Leave the 'What I learned' section blank to complete at the end of the lesson. Discuss what

you know with your partner/small group and add to your list based on what they share.”

- **Show slide 3** - Say, “In addition to the things you are wondering about, here are the expectations of what you will know by the end of today’s lesson.” Read the slide with the 6th grade learning targets.

### **Activity 3: Information Share and Discussion (15 minutes)**

- Say, “Let’s go over some main facts about prescription opioids. Opioids are prescribed by a doctor, made in a pharmaceutical lab with precise regulations and monitoring.”
  - a. **Read slide 4**
    - i. Prescription opioids are used mostly to treat moderate to severe pain.
    - ii. Can be dangerous because they are extremely powerful and highly addictive.
    - iii. Common Prescription Opioids include:
      1. Hydrocodone (Vicodin)
      2. Oxycodone (OxyContin, Percocet)
      3. Codeine
      - 4. Fentanyl**
- **Read slide 5** - Definition for opioid misuse: the use of an opioid for a purpose not consistent with legal or medical guidelines. For example, overdoses and deaths can happen when not used under a doctor's supervision.
  - a. Ask the class, “What does it mean to ‘misuse’ substances like opioids?” Take a few responses from the class. Some examples could be taking too many, getting them from someone who is not a doctor, taking them without a prescription. Say, “Like other ways that people can misuse substances, the same is true for opioids.”
- **Read slide 6.**
  - a. What is Fentanyl?
    - i. Fentanyl is a powerful synthetic opioid that is highly addictive
    - ii. Can cause overdose or death.
    - iii. Sometimes prescribed by a doctor or used in hospitals for severe pain relief
    - iv. Can be found in fake pills or shared outside of a medical setting
- **Show slide 7** - Say, “This is what fake pills could look like. Can anyone tell the difference between the pills on this slide? This shows us how closely they look like other medications. Why do you think the fake pills are made this way?” Ask students to add to their KWL chart and share any new items with a partner.

### **Activity 4: Scenario practice (10 minutes)**

- **Show slide 8** - Say, “Let’s take what we just learned about fentanyl and fake pills and go over a real life scenario to see how we might respond in order to protect ourselves

and others. I'm going to read a scenario and I'd like you to turn to your partner and discuss what you would do in order to stay safe in the situation."

- Display Scenario 1 for students to reference as you read it aloud.

**Scenario 1:**

*You and some friends find a bag of white pills on the ground at the park. You're pretty sure they look just like the prescription pills you have at home that you sometimes take for migraine headaches. They're the same shape, size and color and have the exact same markings on them. One of your friends suggests that you take some of the pills home and try them.*

Give students time to discuss the scenario with a partner, then ask for volunteers to respond to discuss with the whole group. (Desired responses could include: leave the bag where it is; throw the bag in the trash can so others won't be tempted to pick them up, especially younger kids; leave the bag where it is and tell a trusted adult about it.)

- **Show slide 9** - Cover the main points of the signs of an overdose, and the steps to take to assist someone who is overdosing. Say, "It is important for everyone to be aware of the signs of an overdose, and to know what to do to help."
- **Show slide 10** - Cover the main points on the slide. Naloxone or Narcan (brand name) is something that can help someone who is overdosing.

**If your school has naloxone or Narcan available, go over the procedure for what your students can do to tell a teacher, or to access it themselves. Be sure to cover the point that Oregon has a Good Samaritan Law that protects people who are experiencing or helping someone with an overdose.**

**Activity 5: Resources (3 minutes)**

- **Show slide 11** and ask students who they think they can talk to if they have more questions, or need more resources. Discuss safe adults to talk to with questions/support related to substance use. **There are a few resources listed, however it is important that you help students know where they can get support in your community, so please add local information on this slide.**

**Activity 6: Summary (2 minutes)**

- **Show slide 12** - Say, "To finish, let's review some important points." Read the summary points listed on the slide that stress the need for all of us to be educated and support each other through this epidemic.

### Activity 7: Closure- Class Review (5 minutes)

- **Show slide 13** - Say, “Write down what you’ve learned on your Know-Wonder-Learn handout, including your answers to these questions:
  - a. Review Questions:
    - i. What is fentanyl and why is it dangerous?
    - ii. What is one way that you can protect yourself and/or others from fentanyl and fake pills?
    - iii. What is the Good Samaritan Law?
- Say, “Thank you for all your hard work today learning about a difficult and complex subject. I want to remind you that if you need to talk to someone, you can talk with our school nurse, school counselor, or other trusted adult and find support.”

### After the Lesson

Evaluate student work and exit tickets to assess student achievement of learning objectives.

Continue with follow-up lessons after this lesson. This is one lesson to be covered within your substance use unit.