

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 8	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 2 reasons why fentanyl and fake pills are dangerous.
- Identify current substance use related mortality trends.
- Identify signs and symptoms of an overdose and be able to call 911.

ALIGNED STANDARDS

Aligned Standards

[Oregon 2023 Health Education Standards](#)

8.SUB.3 Describe the risks of fentanyl exposure and overdose and identify harm reduction strategies, including testing, naloxone, and other interventions.

Skill focus areas:

8th Grade

- Students demonstrate health literacy by accessing valid and reliable health information, products, and services to enhance health. (Skill 3)
- Students demonstrate effective decision-making skills to enhance health. (Skill 5)
- Students advocate for behaviors that support personal, family, peer, school, and community health. (Skill 8)

RESOURCES

Resource Type	Links & Materials
Educator Materials	<ul style="list-style-type: none"> ● 8th Grade Slide Deck ● Video: Protect Your Friends (5:25) ● Poster paper or board ● Laptop with internet connection ● Projector
Student Materials	<ul style="list-style-type: none"> ● Paper, pen/pencil or digital device ● Know - Wonder - Learn handout
Supplemental Materials	<ul style="list-style-type: none"> ● Oregon Health Authority Oregon Department of Education Fentanyl Toolkit for Schools ● Preventing Opioid Use & Overdose in School-Age Youth

LESSON OVERVIEW

Before the Lesson
<ul style="list-style-type: none"> ● 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 12 in the Slide Deck; examples could include local public health departments, youth-serving organizations, and any other community resources or school partners. ● Prepare to set or re-establish classroom guidelines/group norms to ensure a safe and inclusive classroom. <u>Examples:</u> <ul style="list-style-type: none"> ● <i>Listen to Each Other</i>- be present and listen to others, try to find comfort in silence. ● <i>Be Kind to Each Other</i>- 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 the class and review the classroom guidelines/group norms to ensure a safe and inclusive classroom (3 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 remind everyone about 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 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](#) handout - (3 minutes)

- **Show slide 2** - Tell students, “We are going to start by completing a Know - Wonder - Learn handout. 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. I have assigned you to partners or small groups. Discuss what you know with your partner/small group and add to your list.”
- **Show Slide 3** - Say, “In addition to the things that 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 8th grade learning targets.

Activity 3: Information Share and Discussion (8 minutes)

- **Show slide 4** - Say, “Why are we talking about opioids and fentanyl today?” Explain that this is an important issue that young people and adults face. “You may have heard the term ‘fentanyl epidemic.’ What do you think the word ‘epidemic’ means?” Provide the definition of epidemic listed on the slide.
- Ask students to look at the picture on the slide of authentic and fake pills. Explain that these are actual pills with fentanyl or a prescription medication. Say, “As you can see, it’s difficult/impossible to tell the pills apart. That is why it is so important to not take any pills that are not your prescription. This is one reason why we have an epidemic and why we are talking about this issue today.”
- **Show slide 5** - Say, “Let’s go over some main points about prescription opioids. But first, what are some reasons people have been prescribed and take opioids? Why do you think this has led to an opioid epidemic?” Reasons could include: to deal with pain; they were prescribed by their doctor; to feel better; to try something new, etc. Responses on why this has led to an epidemic range from: because opioids are easily addictive; lots of people have pain and use them and become dependent on them; doctors were over-prescribing these and people became addicted; increased supply, etc. Read the slide for more facts about prescription opioids.
- **Show slide 6** - Say, “Opioid misuse is 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.” Ask the class, “What are some examples of misusing a substance?” Responses should include: 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.”
- **Show slide 7** - Say, “Fentanyl can be made in a pharmaceutical lab with precise regulations and monitored for safe prescribing and distribution. It can also be made illegally in make-shift labs and not monitored or controlled for quality before being sold.” Read the main points on the slide. Define fentanyl, “Fentanyl is a powerful

synthetic opioid that is highly addictive and can cause overdose and death. Sometimes fentanyl is prescribed by a doctor or used in hospitals for severe pain relief, but fentanyl can now also be found in fake pills and sold outside of a medical setting.”

Activity 4: How has our community been impacted? (8 minutes)

- **Show slide 8** - Ask a few students for a response to how they think our community has been impacted by the opioid/fentanyl epidemic. Be prepared for possible responses that could include personal stories, activating news stories, etc. Remind students that support is available and resources will be shared later in the lesson.
- **Show slide 9** - Ask students what they see on the slide. Responses should include a big rise in overdose deaths related to fentanyl. Stress that this is information for Oregon and comes from a reliable data source - Oregon Health & Science University.

Activity 5: Video and reflection (8 minutes)

- **Show slide 10** -Introduce the video [Protect Your Friends \(5:25\)](#) by saying, “We are going to watch a video that covers what fentanyl is, how it is affecting our communities, and some ways we can help ourselves and others be as safe as possible. Be sure to add any new questions that came up for you, and what you learned from the video.
- Show video.
- Explain written reflection time, “Now that the video is over, finish up writing any new questions or what you learned from the video on your Know - Wonder - Learn handout.”

Activity 6: Discussion (10 minutes)

- **Show slide 11** - Provide instructions for the pair/share activity by saying, “With the person next to you, discuss and come up with some answers to share with the whole class.”
 - a. How effective is using fentanyl test strips?
 - b. What is “inconsistent dosing”?
 - c. Why can’t you trust any pill or substance not prescribed to you?
 - d. What is the Good Samaritan Law?
 - e. **Scenario: You and your friends are at the park. You see someone who looks like they are experiencing a possible overdose. What are the top three steps you would take?**

- Bring the group back together and facilitate a whole class discussion, moving through each prompt and asking for volunteers to share what they discussed. Be sure to cover all four questions listed on the slide, and the scenario.”

Activity 7: Resources (2 minutes)

- **Show slide 12** - Say “We’ve covered a lot of information today. I want to make sure that you know where you can get support for any questions you might have about opioids or substance use information.” Ask students who they can ask and/or where they think they can get additional support. Read the suggestions on the slide. **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.** **Note to teacher - If your school has naloxone on site, remind students about your protocol for use.*

Activity 8: Summary and exit ticket (3 minutes)

- **Show slide 13** - 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.
- **Show slide 14** - Utilize the exit ticket as an individual or group closing activity.
- 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 (Know - Wonder - Learn) 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.