



Lesson Plan

LESSON DESCRIPTION

Lesson Title

Understanding Fentanyl: Synthetic Opioids and Good Samaritan Law [as required by [Senate Bill 238\(2023\)](#)]

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 at an appropriate place within a sequence of lessons for substance use prevention.

Grade Level	Suggested Time
Grade 7	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 Health Education Standards](#)

7.SUB.4 Explore data on current trends around opioids, including fentanyl, and other substance use, misuse, and abuse.

Skill focus areas:

7th Grade

- Students analyze the influence of family, peers, culture, social media, technology, and other determinants on health behaviors. (Skill 2)
- Students demonstrate health literacy by accessing valid and reliable health information, products, and services to enhance health. (Skill 3)

RESOURCES

Resource Type

Links & Materials

Educator Materials	● 7th Grade Slide Deck ● “What’s Going On?” Video (2 min 32 sec) ● "Narcan and Naloxone" Video (1 min 47 sec) ● Poster paper or board ● Laptop with internet connection ● Projector
Student Materials	● Paper, pen/pencil or digital device ● Know-Wonder-Learn handout
Supplemental Materials	● Oregon Health Authority Oregon Department of Education Fentanyl and Opioid Response Toolkit for Schools ● Preventing Opioid Use & Overdose in School-Age Youth

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 13 in the Slide Deck; examples could include local public health departments, youth-serving organizations, and any other community resources or school partners.
- This lesson allows students to engage collaboratively with their peers on important issues adolescents face. Specifically, students learn and reflect on human development and substance use. It is important to recognize that people in the school, class and community may be impacted by substance use and acknowledge that students are not alone. Establish norms and expectations to ensure students can participate in these conversations and activities safely. Before the lesson, revisit the norms and expectations to ground the conversation and ensure a safe space for all students, including a reminder about confidentiality. Remind students that while they may reflect on their own experiences during participation, they will never be required

to share personal information.

- 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.
- The content of this lesson is required per SB 238 (2023). Educators are encouraged to adapt delivery and engagement strategies to be responsive to the specific needs of their learners.

During the Lesson

Activity 1: Welcome the class and review the classroom guidelines/group norms to ensure a safe and inclusive classroom (2 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/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: Know - Wonder - Learn (5 minutes)

- **Show slide 2** - Tell students, “We are going to start by completing a Know - Wonder - Learn 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.”
 - a. Debrief: Ask, “Who already knows what fentanyl is?”
 - b. Say, “Thanks for sharing your responses”. Some of us already know what it is, and we may still have questions.”
 - c. **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 7th grade learning targets.

Activity 3: Video and reflection (5 minutes)

- **Show slide 4** - Introduce the video ["What's Going On?"](#) by saying, “We are going to watch a video that covers what fentanyl is and how it is affecting our communities. Be sure to add any new questions that come up for you, and what you learned from the video in your Know-Wonder-Learn handout. Pay close attention to the section that shows some statistics.”
- Show video.
- Provide 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.
- Have students share a new wondering or learning in partners, small groups, or as a whole class.

Activity 4: Discussion (7 minutes)

- **Show slide 5** - 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. Teen drug use has gone down over the years, but overdose or poisoning deaths have gone up. Why do you think this is happening?
 - b. The video stated that teens did not think fentanyl was as dangerous as other substances. Why do you think that might be? Do you think it’s changed? Why or why not?
 - c. How does social media play a part in the increased rates of opioid and fentanyl overdoses? Can you make some connections to this?
- Bring the group back together and facilitate a whole class discussion, moving through each prompt and asking for volunteers to share what they discussed.

Activity 5: What are prescription opioids? (2 minutes)

- **Show slide 6** - 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. Can anyone think of an example of when someone would be prescribed opioids by a doctor?"

Say, "Opioids can be highly addictive and there is a risk for overdose or death if they are taken in a way different from what was prescribed by a doctor." Read the examples of prescription opioids on the slide.

Activity 6: Opioid Misuse (3 minutes)

- **Show slide 7** - Say, "Opioid misuse is the use of an opioid for a purpose not consistent with legal or medical guidelines. Overdoses and deaths can happen when not used under a doctor's supervision." Lead the class in a discussion about the ways that people may misuse opioids and why this could lead to an opioid overdose. Ways could include: taking more than prescribed, taking a medication that wasn't prescribed to them or is not from a pharmacy, taking medications for recreational reasons, etc. Responses on why this could lead to an increase in opioid overdoses 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.

Activity 7: How has our community been impacted? (8 minutes)

- **Show slide 8**- Say, "Opioids like fentanyl are also found in other kinds of pills that are made and sold illegally, meaning that they don't come from a pharmacy."
 - a. Ask students to look at the picture on the slide of an authentic and a fake Adderall pill. Say, "This slide shows two pictures of Adderall, which is a medication that some people have prescribed by their doctor. The picture on the left is Adderall from a pharmacy and the picture on the right is a fake Adderall that might contain fentanyl that could lead to an overdose. It is really difficult/impossible to tell the pills apart and that is why it is so important to not take any pills that are not your prescription. Why do you think fake pills are made to look that way?"
- **Show slide 9** - Ask a few students for a response to how they think our community has been impacted by opioids/fentanyl. Say, "Next, we are going to look at some of the data around opioid overdoses in our state. When we talk about data, it is important to remember that each data point represents individuals whose passing has a profound impact on their loved ones and communities. Understanding overdose trends among communities in Oregon helps us better support their unique needs. By recognizing

these patterns, we can work together to create effective, caring solutions that save lives. "

- **Show slide 10** - Say, "Now we are going to look at how fentanyl and other drugs are impacting people across the state. This slide shows trends in Oregon drug overdose deaths from July 2019 to June 2024"
 - a. Ask students what they see on the slide. Prompts can include:
 - i. "The dotted blue line represents overdose deaths related to all drugs. What do you notice?" Responses should include a big rise in overdose deaths overall with a downward trend in the last year.
 - ii. "The gray line represents overdose deaths related to fentanyl. What do you notice?" Responses should include a big rise in fentanyl overdose deaths, fentanyl deaths exceeded the other drugs in 2022, and there has been an overall downward trend since 2023.
 - b. In small groups (3-4), have students discuss the following (**write these questions on the board for students to see**):
 - i. What do you think these trends mean? Why is this information important to understand?
 - ii. Where does this information come from? Is it a trusted source? How can you tell?
 - iii. What other questions do you have?

Activity 8: Signs of an overdose and steps to take (5 minutes)

- **Show slide 11** - Say, "It is important that we all know the signs of an overdose and what we can do to help." Read the signs of an overdose and steps to take if someone is experiencing an overdose.
- **Show slide 12** and watch "[Narcan and Naloxone](#)" Video (1 min 47 sec). Emphasize that Oregon has a Good Samaritan Law that protects people when they are helping themselves or others experiencing an overdose.
- Discuss any access there may be at your school or in your community to naloxone or Narcan.

Activity 9: Resources (3 minutes)

- **Show slide 13** - 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.**

Activity 10: Summary and exit ticket (5 minutes)

- **Show slide 14** - Read the summary points listed on the slide that stress the need for all of us to be educated and support each other.
- **Show slide 15** - Say, "Write down what you've learned on your Know-Wonder-Learn handout, including your answers to these questions:

Review Questions:

- a. What is fentanyl and why is it dangerous?
 - b. What is one way that you can protect yourself and/or others from fentanyl and fake pills?
 - c. 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 (K-W-L Handout) 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.