

## Overview

The purpose of this document is to provide an overview of *The Facts. Your Future.* curriculum plan for the 2023-2024 school year. It includes the following:

- Research and Analysis
- Curriculum Map
- Lesson Framework
- Lesson 1 Example Framework
- Timeline

## Research and Analysis

The Florida Health Education Standards for Substance Use and Abuse, HE.912.SUA, requires Florida public schools to provide students with one-hour of substance use and abuse education. As part of *The Facts. Your Future.*, a free, in-class curriculum will be developed that adheres to these standards for high school students grades 9-12..

Prior to beginning curriculum content development, research was conducted on effective primary prevention strategies and education programs in schools. Additionally, an analysis of each school districts' HE.912.SUA implementation plan for the 2022-23 school year as identified in the Department of Education's Florida Required Instruction Reporting Portal revealed a wide array of curricula implemented across the 69 school districts with the following emerging as the top 5 implemented programs:

1. Everfi - *Prescription Drug Safety and AlcoholEdu* programs
2. Monique Burr Foundation - *Teen Safety Matters*
3. Edgenuity Purpose Prep
4. Glencoe Health Student Edition
5. Suite 360-Evolution Labs

There are no state-recommended substance use and abuse prevention curricula for schools. The Department of Education states that school districts have “local control” regarding the type of curricula that can be implemented to meet HE.912.SUA. School districts are required to report their implementation plan by December 1 of each school year. Then, schools must report what they actually implemented by July 1 of the same school year.

Schools report implementing substance abuse prevention education in a variety of different classes (e.g., English, Science, Physical Education, etc.), in a variety of methods (e.g., in-class, online, school assemblies, etc.), using a variety of instructors (e.g., any available teacher, school counselors, external consultants, etc.).

Taproot seeks to develop a high school (grades 9-12) curriculum that is easily deliverable in a classroom setting by a teacher that is unspecialized in this field and by school counselors who have a background knowledge of the subject matter providing them with a variety of in-classroom content and supplemental online options.

## Sunshine State Standards: Substance Use And Abuse

### STANDARD 1: HEALTH PROMOTION AND DISEASE PREVENTION CONCEPTS

- Differentiate between various levels of alcohol consumption and its effects on the body.
- Standard drink vs. excessive/heavy/binge drinking, effects on blood alcohol concentration.
- Analyze how moderate and excessive alcohol consumption can contribute to risky, unsafe behaviors and consequences.
  - *Clarification: Driving under the influence, fetal alcohol syndrome.*
- Analyze the long-term health risks associated with alcohol misuse including physical and neurological damage.
  - *Clarification: Neurological damage can include learning, memory, mental health and brain development. Physical damage may include liver disease, cancer, cardiovascular disease, and other organ damage.*
- Analyze how alcohol, marijuana/THC, tobacco, nicotine, and/or drug use can impede goals, activities, achievements, and college and career readiness.
- Analyze the physical, mental/emotional, social and legal consequences of marijuana/THC use.
  - *Clarification: May include psychological aspects, drug misuse, dependency and addiction.*
- Examine the effects of marijuana/THC and vaping on brain function and development.
- Differentiate between the three major categories of prescription drugs and describe the purposes and side effects.
  - *Clarification: Opioids, stimulants, depressants.*
- Analyze signs and symptoms of prescription drug and/or illicit drug misuse and overdose. The short- and long-term effects of prescription drug use on an individual’s health.
- Summarize the risks and consequences of misusing and sharing prescription drugs and/or illicit drugs. Physical, mental, social, performance and legal.

- Analyze the short- and long-term physical, psychological, financial, and social consequences of tobacco, nicotine use, and/or vaping.
  - *Clarification: Psychological consequences such as anxiety and depression, financial impacts such as the long-term impact on personal financial goals, and avoidable cost tobacco-related illnesses to society.*

## **STANDARD 2: INTERNAL AND EXTERNAL INFLUENCES**

- Analyze the legal, mental and social consequences of underage consumption of alcohol.
- Distinguish how external factors, including industry practices, can influence behaviors related to tobacco, nicotine use, and/or vaping.
  - *Clarification: Perceptions of norms, media advertising, portrayals in media, tobacco or vaping industry practices involving efforts to attract youth and counter public health protections.*

## **STANDARD 3: ACCESS TO VALID INFORMATION, PRODUCTS AND SERVICES**

- Discuss valid, reliable school and community resources where an individual can seek help for issues related to alcohol and/or other drug misuse and/or abuse.
  - *Clarification: Immediate and long-term issues related to alcohol and/or other drug misuse and/or abuse.*
- Assess and examine the misconceptions and perceived norms that surround marijuana/THC and factors that contribute and influence decisions regarding usage.
- Evaluate the accessibility of effective nicotine cessation products and services.
  - *Clarification: Consider available nicotine cessation products/services and barriers to access such as transportation, cost, phone/web access.*

## **STANDARD 4: COMMUNICATION SKILLS AND RESILIENT BEHAVIORS TO REDUCE HEALTH RISKS**

- Propose strategies that can reduce health risks for self and others for potential pressures at the college or career level.

## **STANDARD 5: ADVOCACY FOR PERSONAL, FAMILY AND COMMUNITY HEALTH**

- Plan how to effectively ask for help if a person in your immediate environment experiences a problem with alcohol and/or other drugs.
  - *Clarification: Can ask family, guardians, care givers, teachers, school counselors.*
- Utilize current, accurate data/information to formulate a health-enhancing message to effectively persuade others to be drug and alcohol free.
- Propose strategies for prevention, detection and treatment options for youth who misuse, are dependent on, or are addicted to alcohol, marijuana/THC, nicotine, tobacco, vaping, and other drugs.

## Curriculum Map

The curriculum map below outlines what will be covered in each lesson and the corresponding standards.

LESSON	TOPICS	STANDARDS
<b>1</b> DEFINING CHOICES	<ol style="list-style-type: none"><li><b>1. The Facts</b> – An introduction to the facts and myths about substance use.</li><li><b>2. Your Future</b> – The risks and impact of substance use.</li><li><b>3. Influences</b> – An introduction to the influences in your life that impact your decisions (e.g., media, school, stress, risk factors, etc.)</li><li><b>4. Defining Choices</b> – Seeing through the noise: Using facts to make healthy choices about your future.</li></ol>	HE.912.SUA.1 HE.912.SUA.2 HE.912.SUA.3 HE.912.SUA.4 HE.912.SUA.5
<b>2</b> BUILDING COPING SKILLS	<ol style="list-style-type: none"><li><b>1. What are stressors?</b> – How to identify the stressors in your life.</li><li><b>2. Healthy vs. Unhealthy Coping Strategies</b></li><li><b>3. Refusal Skills and Boundaries</b> – How to hold to your boundaries.</li></ol>	HE.912.SUA.2 HE.912.SUA.4
<b>3</b> HEALTHY RELATIONSHIPS AND BUILDING COMMUNITY	<ol style="list-style-type: none"><li><b>1. Advocating for You</b> – How, when, and who to ask (and keep asking) to get help.</li><li><b>2. Advocating for a Friend</b> – How to be an advocate for others.</li><li><b>3. Trust Network</b> – Resilience skill practice: Identifying and building a network of trusted individuals.</li><li><b>4. Resources</b></li></ol>	HE.912.SUA.3 HE.912.SUA.5

## Lesson Framework

The following framework will be applied to each of the three 30-minute lessons in *The Facts. Your Future.* curriculum:

- 1. Bell-Ringer Activity** – These activities will open each lesson to assess what students already know about the topics that will be taught. These activities will provide a pre-test measurement for the knowledge students gain in each lesson.
- 2. Video** – The video will set the context for each lesson. Providing a video element ensures all evaluated content and information is communicated consistently across teaching methods and styles.
- 3. Worksheet/Handout** – These worksheets/handouts correspond with the video and provide additional information for the students to review with the teacher at school or with their parents at home.
- 4. Teacher-Led Discussion** – Teachers will receive a series of discussion prompts and activities that correspond with the key information in each lesson and video.
- 5. Student Engagement Activity** – For each lesson, an activity is introduced to help connect students with the information provided. The goal is to provide a narrative or story students can relate to so the information being taught is retained and applied.
- 6. Lesson Assignment** – These assignments aim to further connect a student’s experiences with the content. These assignments are designed to be completed in class or at home, depending on time.
- 7. Evaluation** – At the conclusion of each lesson, students will be assessed for what they have learned. This will help evaluate the effectiveness of the curriculum.
- 8. Extension Activities / Booster Sessions** – Research indicates that regular follow-up is necessary for prevention programs to have a long-term impact on youth behaviors. While there is a time limit for how much can be delivered in an in-class setting, supplemental/ optional extension activities / booster sessions will be provided for each lesson. Teachers may choose to add these to the in-class lesson plan, assign them as homework, or use them to engage parents in substance abuse prevention. For schools that distribute iPads to students, an example of a booster session could be a pre-loaded shortcut to the TFYF website where students can do a “check in” when they have questions about substance use or find resources when they need to talk to a health professional.

## Lesson 1 Example Framework\*

### OVERVIEW

In Lesson 1, students will learn the facts about illicit substances and their use among Florida teens. The facts will be used to dispel myths such as “Everyone is doing it.” Instead, teens will learn that the vast majority of high school students do not use substances such as alcohol and marijuana. Students will gain an understanding of the influences in their lives and how they impact their decision making as it relates to substance use.

## LEARNING OBJECTIVES

**At the end of Lesson 1: Defining Choices, students will be able to:**

1. Decipher between the facts and myths about substance use.
2. Assess and understand the risks and impacts of substance use.
3. Identify the influences in their lives and how those impact their decisions.

## TIMING

Each lesson is 30 minutes long. Since there is no prescribed way in which school districts must deliver this content, the curriculum is designed with built-in flexibility allowing teachers the ability to adapt the material to the time frame they have to deliver the content. A Teacher's Guide will be provided with recommendations for how to implement each lesson.

ACTIVITY	CONTENT OVERVIEW	TIME
<b>Introduction and Bell-Ringer Activity</b>	Pre-Survey regarding the facts about teen substance use (e.g., Kahoot, Mentimeter, etc.)	10 minutes
<b>Video</b>	<i>The Facts. Your Future.</i> Introduction Video - This video discusses teen brain development and how substance use impacts this development.	5 minutes
<b>Just Say No</b>	Drug Fact Sheet - All about illicit substances	N/A
<b>Teacher-Led Discussion</b>	<ul style="list-style-type: none"><li>• Worksheet: What Influences You?</li><li>• Influences in your life</li><li>• What is a defining choice?</li><li>• Short- and long-term impacts of defining choices</li></ul>	5 minutes
<b>Student Engagement Activity</b>	"You Decide" scenario-based card game (This activity can be teacher led or conducted in small groups)	10 minutes
<b>Lesson Assignment</b>	Decision-Making Activity: Influences and Defining Choices: Decisions Made in a Moment can have a Lifetime Impact <ul style="list-style-type: none"><li>• Students will examine a real-life decision they are faced with, examining what can influence this decision.</li></ul>	N/A
<b>Extension Activities</b>	Relevant Drug Chapter Videos	N/A

*\*Subject to Change*