

Overview

The purpose of this document is to provide an overview of *The Facts. Your Future.* curriculum plan for the 2024-25 school year. It includes the following:

- Research and Analysis
- Sunshine State Standards: Substance Use and Abuse
- Curriculum Map
- Curriculum Format
- Lesson 1: Defining Choices Overview
- Lesson 2: Building Coping Skills Overview
- Lesson 3: Healthy Relationships and Building Community Overview

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 substance abuse prevention 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 curricula for schools. The Florida Department of Education states that school districts have local control regarding the type of substance abuse prevention 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 June 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 instructor, 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 an instructor 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 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
1 DEFINING CHOICES	1.1 Introduction	HE.912.SUA.1
	1.2 The Facts – An introduction to the facts and myths about substance use.	HE.912.SUA.2 HE.912.SUA.3
	1.3 Influences – An introduction to the influences in your life that impact your decisions (e.g., media, school, stress, risk factors, etc.)	HE.912.SUA.4 HE.912.SUA.5
	1.4 Defining Choices – Seeing through the noise: Using facts to make healthy choices about your future.	
2 BUILDING COPING SKILLS	2.1 Overview	HE.912.SUA.2
	2.2 Resilience - Increasing resilience through healthy relationships.	HE.912.SUA.4 HE.912.SUA.5
	2.3 Stressors? – How to identify the stressors in your life.	
	2.4 Coping Strategies - Healthy vs. Unhealthy Coping Strategies	
	2.5 Boundaries – Defining, setting, and enforcing personal boundaries.	
3 HEALTHY RELATIONSHIPS AND BUILDING COMMUNITY	3.1 Overview	HE.912.SUA.3
	3.2 Trust Network – Resilience skill practice: Identifying and building a network of trusted individuals.	HE.912.SUA.5
	3.3 Advocating for You – How, when, and who to ask (and keep asking) to get help.	
	3.4 Advocating for a Friend – How to be an advocate for others.	

Curriculum Format

TIMING

The timing for each lesson is as follows:

- Lesson 1 – 30 minutes
- Lesson 2 – 40 minutes
- Lesson 3 – 20 minutes

This curriculum is designed with built-in flexibility allowing instructors the ability to adapt the material to the time frame they have in which to deliver the content. Recommendations are provided for guidance about how to implement each section.

WHAT'S INCLUDED

Each lesson includes the following instructional and supplemental materials, where applicable:

- **Instructor Guide** – This guide includes recommendations for implementation, learning objectives, video links, samples of the participant worksheets, and supplemental activities included in each lesson.
- **Videos** – QR codes linking to all videos are included in the Instructor Guide. Also, supplemental videos have been included to provide instructors with additional flexibility.
- **Participant Engagement Activities** – These activities, worksheets, and resources can be downloaded and printed for distribution.

ACTIVITIES

The following activities are included in each lesson comprising *The Facts. Your Future.* curriculum:

1. **Participant Engagement** – These activities and worksheets seek to engage participants in discussion and application of the concepts introduced in each lesson.
2. **Videos (where applicable)** – Videos are included, where applicable, to introduce participants to key facts about opioids and other substances along with their potential impact.
3. **Instructor-Led Discussions** – Instructors will receive a series of discussion prompts and supplemental activities that correspond with the key information in each lesson.
4. **Extension Activities** – Supplemental/optional extension activities will be provided for each lesson. Instructors may choose to add these to the in-class lesson plan, assign them as homework, or use them to engage parents in substance use and abuse prevention.

Lesson 1: Defining Choices

OVERVIEW

In Lesson 1, participants will learn the facts about opioids and other substances, their associated risks, 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 most high school youth do not use substances such as opioids and alcohol. Additionally, participants will gain an understanding of the influences in their lives and how they impact their decision making as it relates to substance use. Using this information, participants will begin building the skills needed to help them refuse opioids and other substances.

LEARNING OBJECTIVES

At the end of Lesson 1, participants should 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 these impact their decisions.
4. Apply the skills learned to their defining choices such as the choice to use or not use opioids and other substances.

ACTIVITIES

ACTIVITY	CONTENT OVERVIEW
Participant Engagement	<ul style="list-style-type: none">• Pre-Survey assessing participants' knowledge of the facts about teen substance use• Just Say No: Drug Fact Sheet• What Influences You? Worksheet• Decision-Making Exercise Worksheet – Participants will examine a real-life decision they are faced with, examining what can influence this decision.
Videos	<p><i>The Facts. Your Future.</i> Introduction Video - This video will review the facts and myths related to teen substance use along with the impacts on a teen's short- and long-term future.</p>
Instructor-Led Discussion	<ul style="list-style-type: none">• Influences in your life• What is a defining choice?• Short- and long-term impacts of defining choices

Extension Activities

- The Facts. Your Future. Lesson 1 Video Playlist and Fact Sheets
 - Fentanyl Video and Fact Sheet
 - Alcohol Video and Fact Sheet
 - Vaping Video and Fact Sheet
 - Marijuana Video and Fact Sheet
 - Prescription Drugs Video and Fact Sheet
 - Teen Brain Development Video
 - The Reward Circuit: How the Brain Responds to Natural Rewards and Drugs Video
 - The Reward Circuit: How the Brain Responds to Marijuana Video
 - You Decide Card Game (This activity can be instructor led or conducted in small groups)
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Lesson 2: Building Coping Skills

OVERVIEW

In Lesson 2, participants will learn that healthy coping strategies can help to build resilience, while unhealthy coping strategies create risk for long-term harm. As participants begin to think about what is important to them and how this impacts their personal boundaries, they will also learn about refusal skills to help them build the confidence to hold to healthy boundaries and avoid risky behaviors, including opioids and other drug use.

LEARNING OBJECTIVES

At the end of Lesson 2, participants should be able to:

1. Define resilience and understand how to increase resilience through developing healthy relationships.
2. Identify stressors and be able to differentiate between healthy and unhealthy coping strategies.
3. Know how to define, set, and enforce their personal boundaries.
4. Understand what refusal skills are and how they are used.

ACTIVITIES

ACTIVITY	CONTENT OVERVIEW
Participant Engagement	<ul style="list-style-type: none">• Your Response Tendency Worksheet• Healthy Coping Strategies Collage• My Brand Story and Vision Worksheet

Instructor-Led Discussion

- What's Stressing You Out Right Now?
 - Healthy and Unhealthy Coping Strategies
 - Personal Boundaries
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Lesson 3: Healthy Relationships and Building Community

OVERVIEW

Lesson 3 focuses on the most important aspect of building resilience in youth: healthy relationships and community. In this lesson, participants will begin to think about the concept of a trust network beginning with the trusted adults in their life, or those who can be counted on to make them feel safe, heard, and respected. Participants will explore what it means to advocate for themselves and for a friend who may need additional support. Finally, they will be asked to consider their personal message which will keep them connected to their underlying why when choosing to refuse opioids and other substances.

LEARNING OBJECTIVES

At the end of Lesson 3, participants should be able to:

1. Define a trusted adult and identify three (3) trusted adults in their life.
2. Clearly state their personal message.
3. Understand what it means to advocate for themselves and ask for help.
4. Know when and how to advocate for a friend.

ACTIVITIES

ACTIVITY	CONTENT OVERVIEW
Participant Engagement	<ul style="list-style-type: none">• My Personal Message Worksheet• Advocacy Action Plan Worksheet
Instructor-Led Discussions	<ul style="list-style-type: none">• Who do you trust?• Knowing your why.• How to advocate for yourself.
