RISE ABOVE
COLORADO

NOT PRESCRIBED™

How Do You Rise Above Prescription Drug Misuse?

FACILITATOR'S GUIDE

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Lesson summary:
Not Prescribed empowers teens with the science and the stories to understand the risks of misusing prescription drugs and the skills to rise above. The Essential Questions and Objectives are aligned with both Colorado's Academic Standards for Comprehensive Health Education for secondary students and National Health Education Standards.

Not Prescribed can be implemented within a variety of prevention and health settings to have a focused conversation around the nuances of prescription drug misuse. The information presented and conversations inspired through this lesson help young people to frame and understand the opioid epidemic in a relatable and solutions-oriented context. Not Prescribed also contributes to an overarching Positive Youth Development framework, with the opportunity to build skills and relationships that deepen our support of young people in their growth.

This Facilitator's Guide should be used to support the presentation of the content found at iriseaboveco.org/resources. The content can be downloaded and used offline where internet connection is not available. This guide is meant to support classroom teachers, adults who work with youth, or young people presenting to their peers. The lesson can be facilitated in 50-75 minutes, depending on the depth of conversation and activities that are facilitated. Additional optional activities are included throughout if your setting accommodates more time to explore and build skills around certain topics.

Objectives:

- Types of prescription drugs
- Counterfeit pills & contaminants
- Appropriate use & safe storage
- Reasons some teens misuse
- Healthy to harmful coping skills
- The developing brain
- Refusal skills
- Youth in action

FACILITATOR'S GUIDE OVERVIEW

Using this Guide:

- A script is provided related to each slide. Depending on your comfort level, feel free to use the script as presented or simply as a way to guide main talking points while you put the text into your own words.
- Notes for the facilitator, including activity suggestions, are provided in italics.
- This resource and guide is best used when you help make it relevant with local context and adaptations! Creating opportunities to make connections to personal experiences and local examples is a powerful learning tool. Youth presenters can also help by sharing their own examples of connections they've made to a personal or local context.

Preparing:

- Be sure you have access to the slide deck, gone through the full lesson to load all the videos and interactive components, and that your sound is working. Run through the presentation ahead of time and determine how long you'll need to present, including facilitating activities. For those who are not often in front of a classroom, practice is a great way to reduce any public speaking anxieties!
- Familiarize yourself with and test the QR code/link to the retrospective post survey at the end of the resource. Feel free to reach out to us at info@riseaboveco.org with questions about evaluating the lesson or any feedback you have to help us improve our resources.
- Take some time to also learn about local resources that may exist related to prevention and specifically prescription drug misuse prevention. Many schools make mental health services available either through School-Based Health Centers, school counselors, or prevention counselors.

Facilitating:

- This lesson is designed to be youth- or adult-led. It can also be co-facilitated and is typically hosted in classrooms or community-based organizations with middle and high-school aged youth.
- Take some time to review all the materials and be comfortable with your facilitation. If you are co-facilitating, be sure who is leading which sections, and where the co-facilitator can offer support if they are not the lead. Pay attention to and highlight areas of the lesson that may connect with other concepts that participants may be learning or know about.
- Discussion questions are interspersed throughout many chapters to encourage conversation and sharing of prior knowledge, experiences, and questions. These can be facilitated in large groups, small groups, or as indivdiual reflection questions.

Facilitating (cont'd)**:**

- The aim is to actively engage all participants by the end of the lesson. Wait 10-15 seconds before calling on anyone to allow participants time to process a question and volunteer to speak. Make sure to call on a variety of youth. Also try using different questions or rephrasing the current question if no one is engaging. Practice using open-ended questions to avoid yes/no answers and encourage deeper conversations.
- This lesson incorporates Positive Youth Development principles, which focuses on building skills, authentic relationships, and opportunities to practice. PYD embraces a strengths-based approach while also engaging youth as partners. As such, we invite you to find ways to offer youth a platform to explore this material while building leadership skills and sharing their voice.

Healing-Centered Approaches:

Facilitators should be aware that this lesson contains serious and sensitive material, and that some participants may have experienced trauma in their lives related to substance misuse or addiction. Trauma is an individual's experience of an event or enduring conditions that are physically or emotionally harmful or life-threatening to themselves or someone they know, in which the individual's emotional response is overwhelmed. There are ways to approach conversations with sensitivity and care, which include understanding the impact of trauma and ways to support healing. Some strategies for a healing-centered approach are integrated into the facilitator's guide but there may be instances when the facilitator would like to expand upon these strategies using the techniques provided below.

- If you are a guest presenter, ask your host site in advance about ways they address sensitive topics. What are the existing group/classroom norms? What resources exist in the school/community for students? How do they normally handle sensitive subjects?
- Whether you are a guest presenter or have an ongoing relationship with the group, re- establishing existing group norms or working with students to develop group norms is critical to build an environment of mutual trust, respect, and safety.
- For guest presenters, begin the lesson with a personal introduction to provide the group with a little insight into who you are and why you are there. If you are the regular educator, consider ways to introduce this lesson that allows the group to get to know something new about one another.

- It is important to allow youth who have experiences related to prescription drugs to share what they know as it is beneficial to hear directly from peers about the dangers of misuse and addiction.
- If someone discloses sensitive information, do not ignore it. Take a moment to acknowledge the disclosure, ask the class how they are feeling, and remind them that this is sensitive and serious material. Most importantly, make sure to address
- If any students appear to be struggling, feel free to take a break or allow the youth to take a break, and make a connection to a trusted adult in the setting, perhaps a school counselor or the site host.
- This lesson is designed to provide the opportunity for future conversations. Should the participants ask questions that are not covered in the lesson, encourage them to conduct their own research while you also do your own. Provide time to reconvene in the next class or encourage a follow-up discussion because if one young person is brave enough to ask a question, many others are likely wondering the same thing.

Accessibility Statement:
This resource is designed to comply with the Web Content Accessibility Guidelines (WCAG) established by the World Wide Web Consortium (W3C). It follows WCAG standards to help ensure content is accessible, usable, and inclusive for all users.

Links to Materials:
- Survey
    - A QR code and/or link to a brief, confidential post-survey is included for participants to complete at the conclusion of the lesson. Please encourage completion (survey should take 5-7min to complete).

SLIDE 1

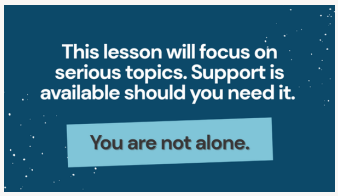
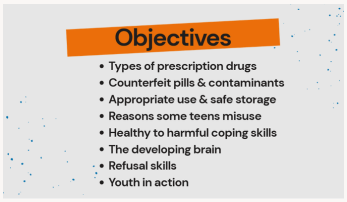
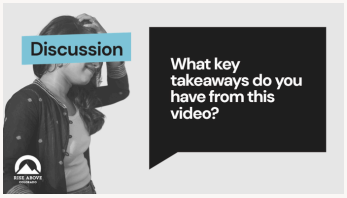


Prepare for your introduction:

- *If you are a guest facilitator, take time to introduce yourself and share why you're leading this discussion.*
- *If time allows (i.e. you have more than 60 min for facilitation), also consider leading a quick warm-up activity so you can get to know the participants and they can become comfortable in the setting.*
- *During this introduction, take time to discuss group norms for the session, including being respectful and mindful of others' experiences as it relates to this subject. Many of us are impacted by substance misuse and addiction in different ways in our lives.*

Optional opening hook:
Raise your hands if you've ever talked with a parent, other adult, or in school about the risks associated with drunk driving. (likely most will raise their hands).
Raise your hands if you've ever had these kinds of conversations about the risks associated with prescription drugs. (likely fewer will raise their hands).

Today, we are going to talk about prescription drugs and the dangers of misusing them. Many of us rely on prescription drugs to stay healthy, so they serve an important purpose. However, it's important to be empowered with accurate information and necessary skills to make healthy decisions about any kind of substance. This material comes from an organization called Rise Above Colorado. Their mission is to provide youth with real, science-based information and resources to make healthy decisions.

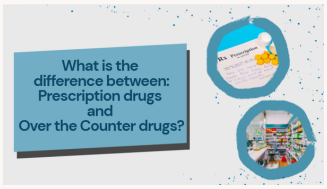
SLIDE 2 	This lesson includes serious topics such as substance use disorders, mental health struggles, and the implications of both. Support is available should you need it. Hopefully, you have trusted adults here onsite. Otherwise, Rise Above CO is a resource as are resources like 988 and IMatter, which offer FREE, confidential support to CO youth. Let's be mindful of how we engage together today – and hold space for individuals in the room who may be worried about someone/someone's use.
SLIDE 3 	This lesson covers a variety of topics with key takeaways. Please take a few moments to review the topics that we will be covering together today.
SLIDE 4	*SHARE before playing the video:* The following video introduces you to two real-life teens and their families. These young people will share their stories of prescription drug misuse and addiction. We encourage you to listen for parts that surprise you, resonate with things you've seen or heard, or that you're curious to learn more about. We'll have time to discuss more when the video is over. **[Play video.]**
SLIDE 5 	*ASK*: What key takeaways do you have from this video? *If time allows, youth can dicuss in pairs, otherwise allow students to reflect on the question independently and then move on.*

SLIDE 6



The first learning objective is about different types of prescription drugs.

SLIDE 7



ASK: Can anyone get us started with sharing the difference between prescription drugs vs. over-the-counter drugs?

COLLECT 1 response for each. Then move on.

Prescription medications/drugs require a medical visit and a prescription from a doctor or nurse practitioner for a specific reason or diagnosis. OTC drugs can be bought at a grocery store, gas station, etc. Examples of OTC meds include: Tylenol, Advil, certain allergy medications like Zyrtec and Benadryl, etc.

SLIDE 8



Now we're going to dive into three different types (or classes) of prescription drugs that are commonly misused: stimulants, sedatives & opioids.

PLEASE NOTE: *This next section can often yield many questions and additional facilitation time. In order to get through the rest of the content, you can direct youth to RAC's website to explore more in-depth of each of these substances and their effects on our Drug Facts pages.*

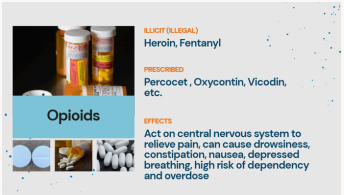
https://www.riseaboveco.org/drug-facts

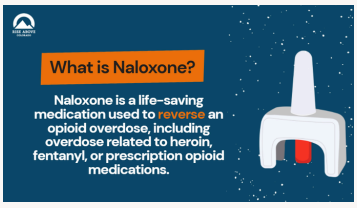
SLIDE 9



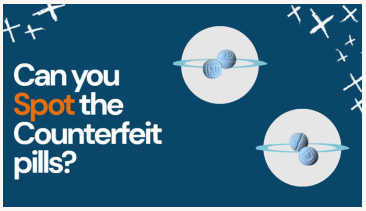
Illicit (or illegal) **stimulants** include cocaine, crack, and methamphetamine.

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	Prescribed stimulants include Adderall, Ritalin & Concerta. These are often prescribed to treat attention disorders. Some effects of stimulants include accelerated heart rate, breathing & body temperature – as stimulates enhance or speed up the central nervous system in our bodies.
SLIDE 10 	Illicit **sedatives** include tranquilizers like Xylazine (“zie-la-zine". Prescribed sedatives include Xanax, Valium, Ativan, Klonopin, and Ambien which are often used to treat anxiety, panic and/or sleep disorders. Sedatives induce relaxation, sleepiness, and reduce anxiety by slowing brain activity, breathing, and heart rate - as these are central nervous system depressants. Sedatives impair coordination & memory. There is a strong contraindication, meaning sedatives should not be mixed or used w/ other substance especially alcohol.
SLIDE 11 	Illicit **opioids** include heroin and fentanyl (“fen-tuh-nuhl"). Prescribed opioids include Percocet, Vicodin, Oxycontin, Oxycodone, Hydrocodone, etc. These are what Nacho and Aaron became dependent on in the video. Opioids act on the central nervous system to relieve pain, can cause drowsiness, constipation, nausea, depressed breathing, high risk of dependency and overdose.

SLIDE 12 	**Fentanyl** is a specific type of opioid. *ASK:* Who has heard of fentanyl? *PAUSE for a show of hands. Then move on.* Fentanyl is a very potent (very powerful) synthetic opioid meaning that it is manufactured in a lab – or man-made. Fentanyl is 100x stronger than morphine and more than 50x stronger than heroin.
SLIDE 13 	*ASK:* Who has heard of Naloxone? *PAUSE for a show of hands. Then move on.* **Naloxone** is a life-saving OTC medication used to reverse an opioid overdose, including overdose related to heroin, fentanyl, and/ or prescription opioid medications. **Narcan** is the most common brand name for this medication (it's a nasal spray). It's also important to know that naloxone CANNOT cause harm to a person if they are not experiencing an opioid-related overdose.
SLIDE 14 	We're now going to watch a brief video that shows how easy it is to administer Naloxone nasal spray. **[Play video.]**
SLIDE 15 	In this next section, we will discuss the dangers of counterfeit (or fake) pills and contaminants.

SLIDE 16



These two images show two sets of M30s, a common street name for Oxys, also referred to as "blues". One set is real/clean/legitimate. The other set is counterfeit/fake/laced with fentanyl.

ASK: Take a moment to determine which one is which.

Facilitation Tip: Foster full engagement by asking youth to vote and/or raise their hand to signify their selection, etc.

SLIDE 17



These (the pills on the left) are counterfeit AND they contain a lethal dose of fentanyl. It is nearly impossible to tell the difference between "clean", legitimate substances and those that are contaminated.

This is why when we don't know where a pill came from, we can't know what is in it.

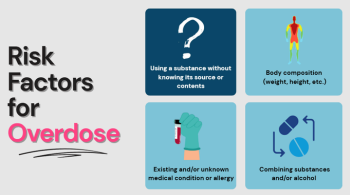
SLIDE 18



Fentanyl was mentioned earlier and you might be wondering why it is so dangerous? This is because...

- Fentanyl is cheap to manufacture and incredibly potent (or strong) – so a little bit goes a LONG way. It is easier for illegal drug traffickers to transport and distribute.
- Fentanyl is often mixed into other substances because of the above. It is most commonly in pressed pills but also illicit powder substances like cocaine, meth, and heroin.
- Experts consider 2mg to be a lethal dose for the average-sized adult. 2 mg is not a lot – here's what 2 mg looks like relative to a penny or to the tip of a lead pencil.

SLIDE 19



Now that we have covered counterfeit of contaminant substances, let's talk about the dangers of overdose. There are a variety of risk factors that might increase the chances of an overdose, but we're going to discuss four main ones:

1. Taking or using a substance that you do not know the source or exact contents of (AKA an unknown substance).

SHARE for emphasis:
Research supports that, on average, a substance acquired outside a legitimate pharmacy passes through at least 10 sets of hands before it gets to yours – this is risky!

2. The next is body composition – a person's height, weight, etc. Different muscle mass, body fat, etc. can impact the way drugs are processed in the body.
3. Having known (or unknown) allergies or other underlying medical conditions is also a risk factor. This can be related to an allergic reaction or an increased risk of respiratory failure from a preexisting condition.
4. Lastly, it is incredibly risky to combine a substance with other drugs/substances or to combine drugs with alcohol.

SLIDE 20



In this next section, we will talk about appropriate use and safe storage. There are times when prescription drugs are needed.

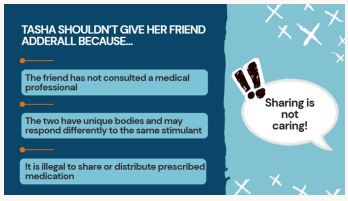
It is important to know how you can protect yourself and others by following these guidelines.

SLIDE 21



When we talk about appropriate use of prescription drugs, we're talking about three critical components.

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	1) The prescription medication is written for you (and only you). In this case, John Garcia. 2) The medication is taken exactly as directed – this includes dosage and timing. In this case, the correct dosage is one, 10mg tablet of oxycodone. Timing here means one every 4-6 hours for no more than 2 weeks. 3) The prescription was written by a medical professional. In this case, Dr. Chanel Johnson.
SLIDE 22 	Let's discuss this scenario. Tasha is prescribed Adderall by her doctor ADHD, an attention disorder. Her friend is having a hard time concentrating in school. *ASK:* Why shouldn't Tasha give her friend an Adderall? *COLLECT 1-2 responses. Then move on.*
SLIDE 23 	Tasha should not give her friend Adderall because... • Her friend has not consulted a medical professional or been diagnosed with ADHD. • Tasha and her friend have two unique bodies with unique circumstances, and their bodies may respond very differently to the same stimulant. • It is illegal to share or distribute prescribed medication. Some prescription drugs are controlled substances, and sharing could result in a felony offense. When it comes to prescription drugs, sharing is NEVER caring!

SLIDE 24



Here is some guidance around best practice regarding safe storage of prescribed medications.

- Prescription drugs should be kept in their original packaging in an organized manner.
- These medications should be stored away and out of reach.
- Finally, and this is less commonly known and implemented, many prescribed medications are controlled substances and should therefore be locked.

A lot of teens who misuse prescription drugs begin doing so because of "ease of access" - meaning they can get them from home or a friend or relative's home. One thing you can do to help prevent misuse, is to share the safe storage tips you learn today to better educate family and friends..

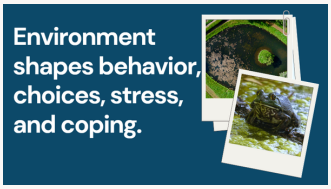
SLIDE 25



In this next section we will discuss the factors that contribute to substance misuse in teens.

When we talk about teen substance use, it's easy to focus only on the individual and their choices or their behavior. But it is equally important to zoom out and take a look at what else contributes to teen substance misuse.

SLIDE 26



One helpful way to think about this is the "frogs in a pond" example.

Invite participants to imagine they're a researcher studying frogs in a pond. During their daily research they notice the frogs are acting differently than usual.

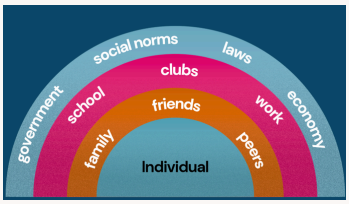
POSE: What would be your first reaction or response to this change in behavior?

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Your first reaction probably wouldn't be to blame the frogs. Instead, you might start asking questions like; what's changed in the pond? Is something different in the water, the soil, or the environment around them?

We naturally look at the environment because we understand that it shapes behavior, choices, stress, and coping.

SLIDE 27



This same idea applies to young people. Teens don't make decisions in isolation. Their choices are influenced by their families, schools, neighborhoods, community norms, and broader social and economic conditions.

Invite participants to think about how a specific domain or are within a domain might impact how young people make decisions.

This is where differences in use come in. Differences in youth substance use are often rooted in unequal access to resources or support in one or many of these domains. Some young people grow up facing more stress because of things like economic hardship, discrimination, unstable housing, or limited access to supportive adults and safe spaces. Recognizing these inequities helps us understand why some young people are more vulnerable than others.

SLIDE 28

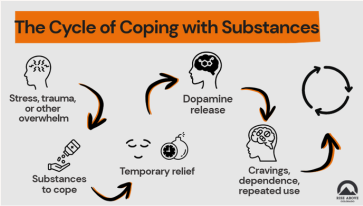


In the previous slide, we started talking about risk factors.

ASK: Can anyone define risk factors for us?

Our definition: Risk factors are conditions or experiences that increase the likelihood a young person might misuse substances.

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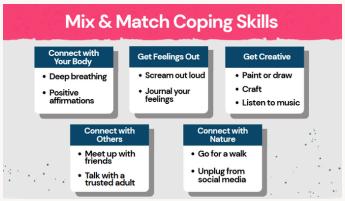
	They can exist in relationships, communities, or society as a whole. But it's important to be clear: having risk factors does not mean a young person WILL misuse substances. Risk factors are not predictions. They simply mean a young person may need additional support.
SLIDE 29 	Let's take a look at what the cycle of coping with substance can look like and why it is a difficult cycle to disrupt. For some youth, substances become a way to cope with stress, trauma, or difficult emotions. Using substances can provide temporary relief from feelings like anxiety or sadness. But that relief doesn't last… and often leads to new, additional stressors. Over time, the brain starts to link substance use with feeling better due to the release of a hormone called dopamine. This can create a cycle where substances are used again and again to manage emotions instead of other coping strategies. Changes in the brain's reward system can make this pattern harder to break, especially in stressful environments or when peer pressure is involved. Supporting youth means helping them build healthy coping skills and creating environments where they can manage stress without relying on substances.
SLIDE 30 	Now that we have covered how substance misuse can be a harmful coping mechanism, here's a video that showcases real teens sharing some other harmful beliefs they have experienced and the healthier alternatives that have helped them deal with stress and feel better long term.

SLIDE 31



[Play video.]

SLIDE 32



Throughout our lives, we all experience stress and challenges we need to cope with. Being a teen in today's world is tough. When we practice coping skills ahead of time, especially ones that help us regulate and feel better afterward, we're more prepared to handle stressful situations when they come up.

Here is a list of different skills you could think about to help you cope.

Coping skills can look different for everyone. They might include connecting with others, taking slow deep breaths, expressing yourself through creative outlets, moving your body, or spending time outside.

ASK: As you look at this list, take a moment to reflect. What are two healthy coping strategies you already use, or two you might want to start practicing?

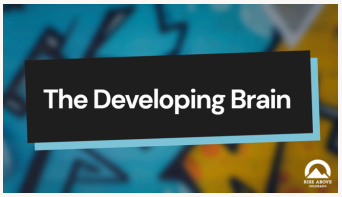
SLIDE 33



Now that you've thought about strategies you already use (or want to try), let's put one into action together. We will practice a quick box breathing exercise next that can easily be done anywhere.

Use the box breathing animation to guide you. Box breathing instructions:
1) Breathe in through your nose for 4 seconds
2) Hold your breath for 4 seconds
3) Breathe out through your mouth for 4 seconds
4) Hold again for 4 seconds

Thank everyone for their participation. Then move on.

SLIDE 34 	Now we will talk a bit about brain science - specifically during the time of adolescence. The brain is at the center of any conversation about substance use and addiction and has already come up throughout this presentation today. In just the span of our lifetimes, we have learned A TON about how the brain actually works. This next video breaks down some of the most important things we know about when and how our brains develop.
SLIDE 35 	**[Play video.]**
SLIDE 36 	The video showed how decision-making can often feel like a push and pull between emotion and logic. Think of a time your limbic system or your prefrontal cortex was driving your response or action. *ASK*: How do you know it was that system in action?
SLIDE 37 	We've heard feedback from teens that it would be really helpful to have the opportunity to practice refusal skills within this lesson. In this next section we will have the opportunity to practice together!
SLIDE 38 	In order to get this section of the resource MOSTLY right, we engaged groups of real teens to help us design this activity. *(Stay on slide - continued on next page.)*

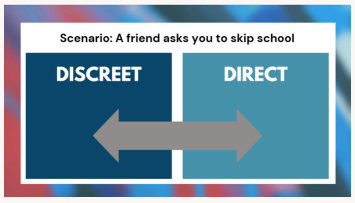
Real teens shared some advice to help you navigate the peer & social pressures you might experience. Their top tips include:

- Be prepared (it's always better to have some ideas of how you might respond to a tricky situation BEFORE you're in it),
- Be YOU (your response should be authentic to who you really are, your personality) – there isn't a perfect response, in fact, there are a variety of "right" responses, and
- Your response can be DISCREET or DIRECT.

ASK: Can anyone explain discreet vs. direct to help get us rolling?
WAIT for responses. Be prepared to fill in gaps.

Our definitions:
Discreet - indirect, not obvious, intended to not offend anyone else
Direct - address the question/request more… DIRECTLY. One might even use their response as an opportunity to share their own values or care for the other individuals involved.

SLIDE 39



In this first scenario (which has nothing to do with substance use), try to imagine a close friend is trying to get you to skip school for the rest of the day after lunch.

Before we practice in pairs, we're going to generate some potential responses together.

ASK: What might be some examples of potential discreet responses to not wanting to ditch school?

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Potential responses: "I have a quiz in math today, I can't", "I have to help out with my younger siblings right after school", "Things with my mom and me are NOT GOOD – I don't want to add anything else on top of it right now"

ASK: What might be some examples of potential *direct* responses to not wanting to ditch school?

Potential responses: "I'm working really hard to keep my grades up and that goes against my efforts", or "I don't think it's a good idea for either one of us to skip out", or "I'd rather not take the chance, I'm not interested in detention or my parents finding out".

After receiving responses, transition into the activity:

1. *Assign youth in pairs.*
    a. *The person with the shortest hair will be the individual asking their friend to skip school. The person with longer hair will practice their response first.*
2. *Remind them:* Be prepared, Be YOU – your answer can be discreet or direct. What's most aligned with who you are and how'd you most naturally react in this situation?
3. *Allow groups to practice for one minute.*
4. *After one minute, switch roles.*

Thank everyone for their participation. Then move on.

SLIDE 40



We are going to practice another scenario this time involving an unknown substance.

ASK: Can we generate some example responses again as a whole group?

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Potential responses: "No way, I had this presentation in school and that pill could be counterfeit. I don't want either one of us to overdose" – this would be direct and informative… other examples could include, "I'm on meds right now and I don't want anything weird to happen", "I have an allergy/allergies so drugs could cause problems with that", "My dad is already taking my phone away, so not today".

After receiving responses, transition into the activity:

1. *Have youth remain in their pairs.*
    a. This time, reverse roles. *The person with the longer hair will start by trying to get the person with the shorter hair to try an unknown substance. Ask if there are any questions before beginning.*
2. *Start the timer for two minutes. Allow pairs to practice.*
3. *After two minutes, instruct them to switch roles. Start the timer for another two minutes.*

This practice might have felt a little awkward or even silly, but the hope – and the design – was to allow you some time to: Be prepared, Be you and, at a minimum, give you some examples responses you can use if you ever find yourself in an uncomfortable situation.

SLIDE 41

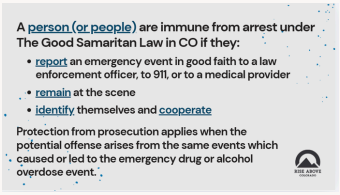


With everything that we have learned thus far, it is important to remember that your decisions and actions are what can spark a positive change in this complicated space.

We're going to watch a video now that helps us better understand and share in this message.

SLIDE 42	***[Play video.]***
SLIDE 43 	*ASK:* Have you ever heard of The Good Samaritan Law? What do you know about it? *COLLECT 1-2 volunteer responses. Then move on. Do not supplement youth responses at this time.*
SLIDE 44 	*CAUTION: This is an incredibly dense section and can take up a significant amount of time. Be mindful of discussion responses and timing!* The Good Samaritan Law is a piece of legislation in Colorado that protects all individuals, regardless of personal circumstances, from "drug offenses including possession, possession of paraphernalia, and/or being under the influence". All 50 states have policies like the Good Samaritan Law, but this next bit provides information unique to our state. In CO, the Good Samaritan Law is designed to: • fully protect the person or people who report an emergency involving drugs and or alcohol from being in legal trouble. • You must remain present at the scene until either or both law enforcement or emergency medical responders arrive. • This protection policy also extends to the person who suffered during the emergency drug/alcohol event.

SLIDE 45

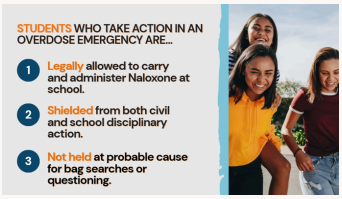


In other words, the individual will be protected from legal troubles if they:

- report the emergency event in good faith (i.e. honestly, to the best of your ability) to a law enforcement officer, to 911, or to a medical provider
- remain at the scene
- identify themselves and cooperates

The person who experienced the emergency drug or alcohol overdose event will also be protected from any potential offenses as long as all behavior is a part of the same circumstance or event. This means that the use of a substance, the overdose, the call to 911, and law enforcement locating the used substance must be a part of the same event or series of events.

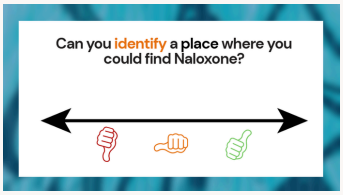
SLIDE 46



Due to Colorado House Bill 24-1003 and Senate Bill 25-164, students of any age (elementary to high schoolers) are legally allowed to carry and administer Naloxone at school during an emergency overdose event.

They are shielded from both civil and school disciplinary action and are not held at probable cause for bag searches or questioning. The same protections apply to the affected individual (the person who might be experiencing the overdose or emergency) if everything is a part of the same continuous event.

SLIDE 47



ASK: Can you identify a place where you can access Naloxone?

Facilitation Tip -
Encourage youth to respond in one of two ways:

1. *From their seat: thumbs up (yes), thumbs down (no), or thumbs to the side (unsure).*
2. *Move to the area of the room you've identified for Yes, No, or Unsure.*

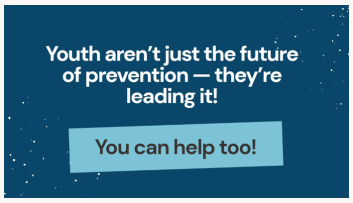
SLIDE 48



So far, we've learned that Naloxone saves lives; however, it's also important to learn about your options in accessing it.

- Local health departments frequently run events to hand out free boxes of Naloxone and even set up more permanent locations to access the resource.
    - In these settings, most city locations have a 'no questions asked' policy ensuring that no personal information is needed.
- Vending machines have also become a popular Naloxone distribution method.
    - If you ever come across one, the Naloxone will likely be free of cost and also not require you to input any personal information.
- Community pharmacies are the only place where you will likely have to pay for Naloxone (over the counter) as it costs $45 to $60 for just one box.

SLIDE 49



ASK: Do you know what's incredibly exciting about all of this?

Young people like YOU are no longer just the future of prevention work but are now the ones leading it! And you can help too!

SLIDE 50

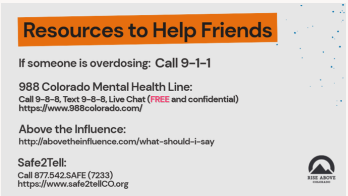
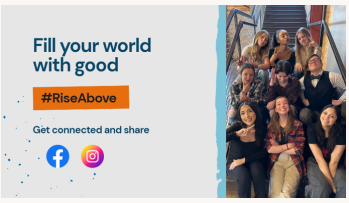


ASK: How might you be able to tap into this movement and strengthen your community's wellbeing?

Some examples are:

- getting trained in how to use Naloxone (or Narcan) and carrying it with you in case of an emergency
- having a conversation with your friends or family about substance misuse and what you have learned today
- getting involved with organizations like Rise Above Colorado or other community organizations who are doing prevention in your community

(Stay on slide - continued on next page.)

	• voicing your concerns and advocating for change at school, local, and state government meetings. Youth can even testify online or in-person - which means giving remarks about a piece of legislation being considered by lawmakers. You can easily sign up online on the Colorado legislature's website.
SLIDE 51 	Here are some additional resources that could be helpful in making sure your friends or other important people in your life have the support they need.
SLIDE 52 	*POSE:* With all this new and valuable knowledge, how do you plan to Rise Above prescription drug misuse? Check out Rise Above Colorado's website to see how they help teens make healthy connections, decisions, and change across the state.
SLIDE 53 	Connect with Rise Above CO on social media and explore ways you can get involved!
SLIDE 54	We're now going to ask for your anonymous feedback. This is not about us getting into your business – or asking about your choices – it's about understanding what you knew before and what you know now. *(Stay on slide - continued on next page.)*

	We're now going to ask for your anonymous feedback. This is not about us getting into your business – or asking about your choices – it's about understanding what you knew before and what you know now. This helps us be able to continue to improve Not Prescribed for other teens in the future. The survey should take you 5-7 minutes to complete. *SHARE:* QR code, Qualtrics survey link, or paper copy with youth so that they can complete the anonymous survey immediately after lesson (optimal) or shortly after engaging in the lesson.

COLORADO ACADEMIC STANDARDS FOR COMPREHENSIVE HEALTH EDUCATION

Prevention and Risk Management: Apply knowledge and skills to make health-enhancing decisions regarding the use marijuana, illegal drugs, prescription drugs, alcohol, and tobacco. https://www.cde.state.co.us/cohealth/2020cas-ch-p12

	6th Grade	7th Grade	8th Grade	High School
Analyze the factors that influences person's decisions to use or not use marijuana, illegal drugs, prescription drugs, alcohol and tobacco.				
Demonstrates the ability to refuse marijuana, illegal drugs, abuse of prescription drugs, alcohol, and tobacco.				
Analyze the consequences of using marijuana, illegal drugs, prescription drugs, alcohol, and tobacco.				
Access valid sources of information about use of marijuana, illegal drugs, prescription drugs, alcohol, and tobacco				
Demonstrate decision-making skills to be drug free (marijuana, illegal drugs, abuse of prescription drugs, alcohol, and tobacco).				
Develop interpersonal communciaion skills to refuse or avoid marijuana, illegal drugs, abuse of prescription drugs, alcohol, and tobacco.				
Develop self-management skills to improving health by staying drug-free (marijuana, illegal drugs, abuse of prescription drugs, alcohol, and tobacco).				

GROUP FACILITATION TECHNIQUES

Pair-Share:
Pair-share is a technique to foster collaborative learning that can be used throughout the lesson. It can be helpful to individuals with different learning styles to provide an opportunity for individual or partnered reflection before asking to share out with a larger group. You can learn more here: https://ablconnect.harvard.edu/pair-and-share-research.

Hot Potato! Brainstorming:
Drawing on a well-known kids' game, you can use a form of hot potato to generate responses and ideas. Set a timer or start the music and use a soft item like a stress ball or bean bag to toss around, with the instructions that each person should contribute one response/idea to the prompt before passing on the "hot potato." The goal is to not be caught with the hot potato when the timer or music ends. This activity can break up the pace of the lesson, incorporate kinesthetic learning, and encourage participants to dig deeper for responses.