



BE THE CHANGE

Middle School Lesson Plan



GAMECHANGER

**ONE
PILL CAN
KILL**

WEST VIRGINIA LEGISLATURE

2024 REGULAR SESSION

Committee Substitute

For

House Bill 5540

By Delegates Stephens, Toney, Sheedy, Ellington, Barnhart, Hite, Willis, Rohrbach, Dittman and Lewis

[Originating in the Committee on Education. Reported on February 15, 2024]

Be it enacted by the Legislature of West Virginia:

ARTICLE 34, LAKEN'S LAW Signed March 28, 2024, and Became Law May 30, 2024

~~18034-1. Laken's Law

- (a) The Fentanyl Prevention and Awareness Education Act of "Laken's Law" would help prevent overdose deaths in teens and young adults to fentanyl and fentanyl components. This shall be accomplished through education of students in grades 6-12 in all public schools and be mandated annually using the following methods.
- (1) Students will be taught about fentanyl, heroin, and opioid awareness, prevention and abuse.
 - (2) Students will be instructed in the life-saving use of NARCAN.
 - (3) Students will be instructed on the prevention of the abuse of and the addiction to fentanyl.
 - (4) Students will be instructed on available state and community resources and organizations that work to prevent and reduce youth substance use.
 - (5) Students will receive health education covering issues of substance abuse and youth substance abuse in particular.

This mandatory instruction will begin in the 2024-2025 school year.

Questions may be directed to:



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Director of Program Implementation

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THE ONE PILL CAN KILL CAMPAIGN

In 2023, DEA seized more than 80 million fentanyl-laced fake pills and nearly 12,000 pounds of fentanyl powder. The 2023 seizures are equivalent to more than 381 million lethal doses of fentanyl.

This campaign offers an opportunity for the media, parents, teachers, educators, and community organizations to raise awareness about counterfeit prescription drugs. GameChanger is proud to partner with the DEA on this important work.

LEARNING TARGETS: Students will be able to:

- Understand the dangers of opioids
- Have more knowledge of fake pills
- Have more knowledge about why people might misuse substances
- Identify healthy alternatives to using substances
- Identify trusted adults in their lives

This lesson is designed to be utilized in conjunction with the One Pill Can Kill video.

WVBE CCR STANDARDS FOR WELLNESS EDUCATION:

- **WE.6.2** – List short-term and long-term effects of alcohol, drugs, and tobacco
- **WE.6.17** – Describe situations that may require professional health services (*e.g., drug addiction, suicide prevention, sudden illness, accidents*)
- **WE.6.18** – Recognize the dangers of opioid use, the addictive characteristics of opioids, and safer alternatives to treat pain.
- **WE.6.19** – Demonstrate effective verbal and non-verbal communication skills (*e.g., refusal skills, body language, restating*)
- **WE.6.22** – Explain refusal and negotiation skills to avoid or reduce risks of dangerous situations.
- **WE.6.25** – Describe potential outcomes when making health-related decisions (*obesity, alcoholism, drug dependence*) for self and others
- **WE.6.33** – List protective behaviors used to avoid and reduce threatening situations (*e.g., be with a group, confide in trusted adults*)

WVBE CCCR STANDARDS FOR STUDENT SUCCESS:

DSS.6-8.4 Decision Making and Personal Responsibility

- Make decisions, set goals and take necessary actions to attain goals.
- Analyze situations by comparing and contrasting various behaviors and choices in relation to possible short- and long-term consequences and discuss how to improve choices.
- Describe how peer pressure influences personal decisions; create and follow a plan to minimize negative peer pressure.
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- Establish action steps to attain school, home, and civic goals.
- Apply problem solving techniques to identify and address challenges to goal attainment.
- Describe how current decisions have long term consequences and ways to achieve desired outcomes.

MATERIALS & RESOURCES: (Use ctrl + click to open the following links)

[Home - One Pill Can Kill \(gamechangerusa.org\)](https://www.gamechangerusa.org/)

[Teacher Resources | DEA.gov](https://www.dea.gov/teacher-resources)

[Drug Fact Sheet: Fentanyl \(getsmartaboutdrugs.gov\)](https://www.getsmartaboutdrugs.gov/drug-fact-sheet/fentanyl)

[DEA-OPCK_FactSheet_September_2023-rdf.pdf](#)

[DEA Opioid Educator Guide](#)

[DEA Opioid PowerPoint](#)

[Lifesaving Naloxone | Stop Overdose | CDC](#)

STATE AND LOCAL PREVENTION RESOURCES:

[GameChanger - Prevention Education \(www.gamechangerusa.org\)](http://www.gamechangerusa.org)

[Help & Hope WV - Prevention in Your Region \(www.helpandhopewv.org\)](http://www.helpandhopewv.org)

[Stigma Free WV - Prevention Information \(www.stigmafreewv.org\)](http://www.stigmafreewv.org)

LEARNING PLAN:

Utilize the Operation Prevention Toolkit Digital Lesson in conjunction with the Operation Prevention Educator Guide to introduce the topic of opioids.

Before watching the One Pill Can Kill video ask students:

1. What are opioids?
 2. How much stronger is fentanyl than heroin?
 3. Out of 10, how many pills are laced with a lethal or deadly dose of fentanyl?
 4. Pass paper plates out to students and send around a saltshaker. Have students guess how many grains of salt would be considered a lethal amount of fentanyl. (*This will be demonstrated in the video*).
- After the students have guessed what they consider to be a lethal amount of fentanyl using the salt provided to them show the “One Pill Can Kill” video, which discusses this topic. You can also pull up on a view board, or pass out the Department of Justice Fake Pills Fact Sheet and the Fentanyl Drug Fact Sheet and discuss with the students if their guess was correct when considering a lethal amount of fentanyl.
 - Watch the Lifesaving Naloxone video from the CDC.
 - Discuss list of state and local resources with students.

Discussion Questions: As a whole group, small groups, or individually (worksheet attached) answer the following questions.

1. What is something you learned about fentanyl you did not already know?
2. What is something that stood out to you about the One Pill Can Kill video?
3. Who are some safe adults you could go to for help?
4. What are some healthy activities you engage in that make you happy?
5. What are some things you could say to someone that is offering you a pill or another harmful substance?

CULMINATING ACTIVITY:

As a whole group or in small groups have students brainstorm different ways to refuse a substance if it is offered to them and write these examples on the board as a reference for the students. Split the room up into groups and have them develop a skit using refusal skills and have each group present their skit to the class. Different scenarios for the skits could include being pressured by someone you do not know, as opposed to someone that is just an acquaintance, and someone that is a very good friend.

Activity Discussion:

1. Based on the scenarios, were different refusal skills used?
2. If so, what was the difference?
3. Why were they different?



STUDENT NAME: _____



PERIOD/BLOCK: _____

DISCUSSION QUESTIONS

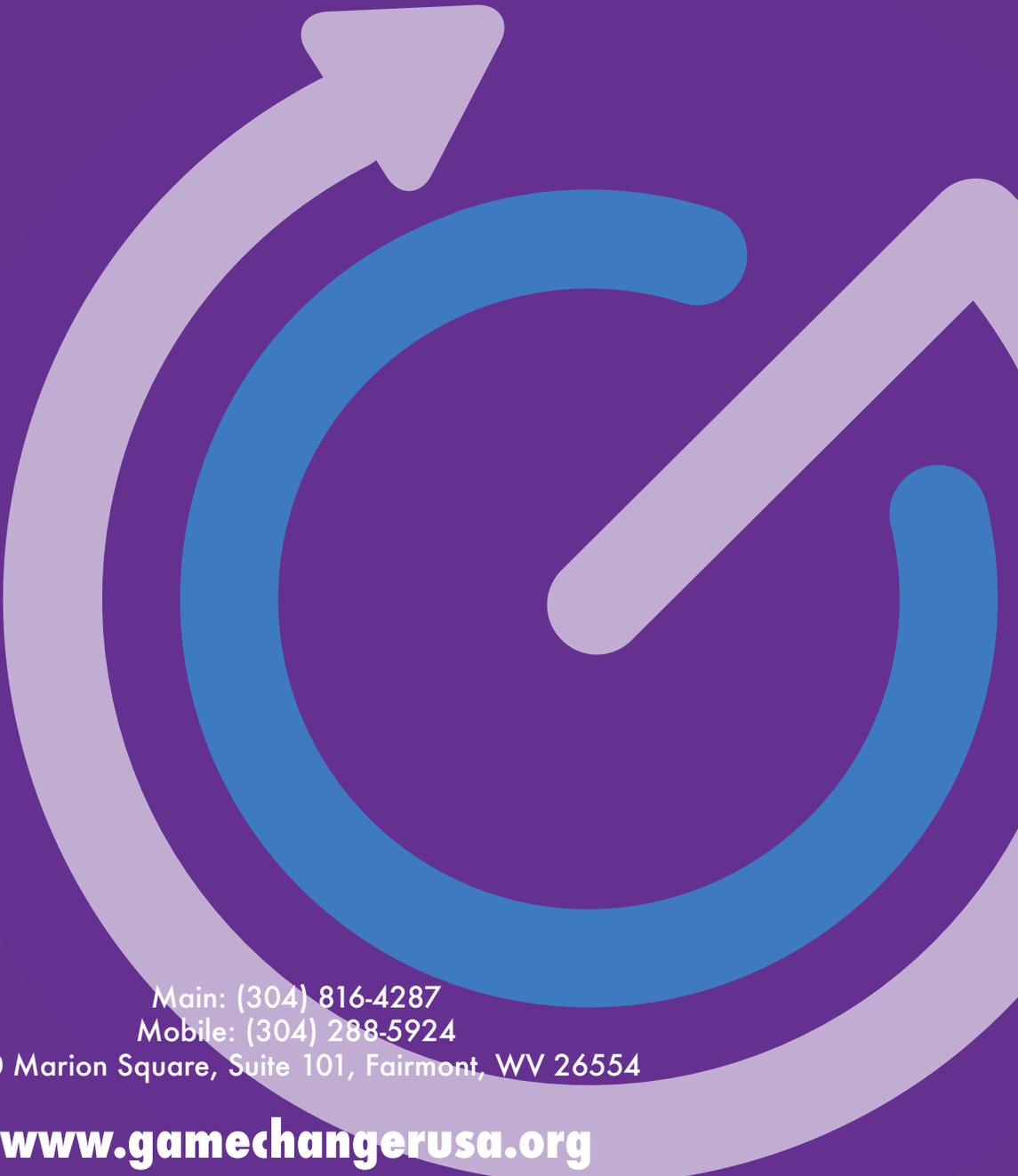
What is something from the video you learned about fentanyl that you did not already know?

What is something that stood out to you about the One Pill Can Kill video?

Who are some safe adults you could go to for help?

What are some healthy activities you engage in that make you happy?

What are some things you could say to someone that is offering you a pill or a harmful substance?



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