



# Dead on Arrival Lesson Plan



<b>Teacher:</b>	<b>Subject/Grade:</b> Health Education, Physical Education/ 8th-12th
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**Arizona Health Standards:** (Strand 1, Concept 6, PO 2), (Strand 1, Concept 6, PO 3), (Strand 2, Concept 2, PO 1), (Strand 7, Concept 2, PO 2) **National Health Education Standards:** (Standard 1, Performance Indicators 1.8.8, 1.8.9, 1.12.8, 1.12.9), (Standard 2, Performance Indicators 2.8.10, 2.12.10), (Standard 7, Performance Indicators 7.8.3, 7.12.3) *\*\* Complete Standards on p. 2*

**Learning Objectives, Students Will Be Able To (SWBAT):**

- SWBAT demonstrate an understanding of both the prevalence and the risk of counterfeit pills laced with fentanyl.
- SWBAT recognize and communicate the signs of overdose from opioids and counterfeit pills laced with fentanyl.
- SWBAT communicate what the Good Samaritan Law is and how it applies to fentanyl overdoses.

<b>Key Vocabulary:</b> Opioids, Counterfet Pills, Overdose, Good Samaratin Law	<b>Materials:</b> Projector or Screencast Capabilities, Screen, Computer/Tablet, Speakers
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**Special Note: Impact on Participants**  
**Young people may feel a variety of emotions as they participate in the lesson. It may have a powerful effect on young people who:**

- Lost a loved one because of an opioid or other drug overdose.
- Have a parent or loved one who is addicted to opioids.
- Had a negative experience while taking an opioid.
- Are dependent on opioids.
- Think they can use opioids without consequences.

**Opening/ Anticipatory Set (5 -10 minutes):** Youth participating in this activity may have already heard about the opioid crisis. Even if students have heard about the opioid crisis, they may not understand how the crisis has evolved from prescription opioids to heroin and now to fentanyl.

Start the lesson by letting students know there is a new drug taking the lives of an alarming number of young people. The drug is fentanyl. Fentanyl is mostly found in pills that look like real prescription medicine but the pills are fake and contain deadly doses of fentanyl.

**Dead on Arrival Video (22 Minutes) Play the video – 2 versions**  
 Online Version (22 minutes) This is the full video - Recommended  
 Dead on Arrival (fentanyl documentary)  
 Movie File on AZHIDTA.org, Prevention e-resources - This video has been edited down – Good if you don't have an internet or wi-fi connection.

**Discussion Questions (15-20 Minutes)**

1. In just a few words, what do you think about what you just saw?
2. Why do you think people are willing to take the risk of using illegal substances?
3. Do you think the people, in the video, who thought they took a prescription drug but instead got a fake pill with fentanyl were poisoned?
4. Should the person who sold them the pill with fentanyl be charged with murder? Why or why not?
5. What part does social media play in the overdoses and deaths from fentanyl?
6. How has fentanyl changed substance use?
7. What protects individuals who call 911 from legal consequences? (The Good Samaritan Law)

**Additional/Optional Scenario for Discussion (10 Minutes)**

Your friend is spending the weekend at your house and the two of you just spent two hours at Dutch Bros drinking coffee. When you get home, your friend says he's really wired and needs something to help him sleep. He tells you he can get some pills on Snapchat that will be delivered right to the house. What do you do?

**Arizona Health Standards****STRAND 1: Comprehension of Health Promotion and Disease Prevention Concepts**

Concept 6: Understanding Healthy vs. Unhealthy Behaviors

**Grade 6 - 8**

PO 2. Examine the likelihood of injury or illness if engaging in unhealthy behaviors

PO 3. Examine the potential seriousness of injury or illness if engaging in unhealthy behaviors

**Grade 9 - 12**

PO 2. Analyze personal susceptibility to injury, illness, or death if engaging in unhealthy behaviors

PO 3. Analyze the potential severity of injury or illness if engaging in unhealthy behaviors

**STRAND 2: Analysis of Factors Affecting Health Behaviors**

Concept 2: Internal Influences on Personal Health

**Grade 6 - 8**

PO 1. Explain how the perceptions of norms influence healthy and unhealthy behaviors

**Grade 9 - 12**

PO 1. Analyze how the perceptions of norms influence healthy and unhealthy behaviors

**STRAND 7: Ability to Practice Health-Enhancing Behaviors**

Concept 2: Healthy Practices and Behaviors

**Grade 6 - 8**

PO 2. Demonstrate behaviors that avoid or reduce health risks to self and others

**Grade 9 - 12**

PO 2. Demonstrate a variety of behaviors that avoid or reduce health risks to self and others

**National Health Education Standards****Standard 1**

Students will comprehend concepts related to health promotion and disease prevention to enhance health.

**Standard 2**

Students will analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors.

**Standard 7**

Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.

**6-8th Grade: Performance Indicators**

1.8.8 Examine the likelihood of injury or illness if engaging in unhealthy behaviors.

1.8.9 Examine the potential seriousness of injury or illness if engaging in unhealthy behaviors

2.8.10 Explain how school and public health policies can influence health promotion and disease prevention.

7.8.3 Demonstrate behaviors to avoid or reduce health risks to self and others.

**9th-12th Grade: Performance Indicators**

1.12.8 Analyze personal susceptibility to injury, illness, or death if engaging in unhealthy behaviors.

1.12.9 Analyze the potential severity of injury or illness if engaging in unhealthy behaviors.

2.12.10 Analyze how public health policies and government regulations can influence health promotion and disease prevention.

7.12.3 Demonstrate a variety of behaviors to avoid or reduce health risks to self and others.