

IMPLEMENTATION CONSIDERATIONS FOR SCHOOLS & POLICYMAKERS (cont.)

4. TRAINED AND/OR LICENSED EDUCATORS IMPLEMENTING CURRICULA

Implementing fentanyl and opioid prevention education in schools can be the responsibility of many invested parties. However, training and licensed educators (e.g., health teachers) are essential core parts of the implementation strategy. While others may enhance implementation efforts by providing support, resources, or additional information, this should supplement classroom instruction from trained and licensed educators interacting with students through regular classes such as a health class.



5. ADAPTATIONS TO CURRICULA OR PROGRAMS

Commercially available curriculum exists on various topics, including general substance use prevention. There are a limited number of curricula that specifically or solely target fentanyl or opioid prevention. As such, adaptations may need to be made to the pre-designed curriculum to include a greater emphasis on fentanyl and opioid prevention. While some adaptations will not fundamentally alter the intention of the curriculum, other modifications can cause the curriculum to be no longer valid or effective and may even be counterproductive. We recommend consulting the manual and/or the developer(s) of the curriculum or program to ensure you include core concepts and elements and that the changes you make are consistent with the prevention strategy.

- **Green Light Adaptations** – These adaptations include modifying scenarios to represent a population, making an activity more interactive, using updated statistics, or modifying language to be culturally inclusive.
- **Yellow Light Adaptations** – These are adaptations that should be considered with caution as they can potentially limit a learner's learning or ability to use the lesson in their life. Examples include modifying lesson order, replacing learning activities with a different activity, and using a program in a different setting or with a different population than the original target audience.
- **Red Light Adaptations** – are adaptations that fundamentally alter a curriculum and eliminate or significantly reduce time and learning opportunities. Examples include eliminating time for students to practice skills learned, changing interactive activities to a lecture, removing or shortening lessons, and removing opportunities for personalization.

6. ADDRESS UPSTREAM FACTORS THROUGH POLICY AND PRACTICE.

Although having the knowledge and skill to address an issue is necessary, it is also necessary to recognize that more than educational approaches alone will be needed to solve this problem. Schools must address additional factors that affect one's ability to remain free from fentanyl and other opioid use. Therefore, in the design of educational materials, it is necessary to understand how social determinants of health can affect a person's ability to gain health literacy skills and how sociocultural factors can affect the ability of individuals to apply the skills in ways that align with prevention efforts.²² As described in Health People 2030, social determinants of health include economic stability, educational access and quality, health care access and quality, neighborhood and built environment, and social and community context.²³

When planning educational approaches, schools and communities can use their knowledge of sociocultural factors to design learning experiences that help students consider the role of social determinants on opioid use while also developing the agency to navigate the complex landscape of their health and well-being. Similarly, students can learn about laws (e.g., Good Samaritan Law, impaired driving) and policies (e.g., sports participation, disciplinary policies) that may affect how and when they act in various situations.

