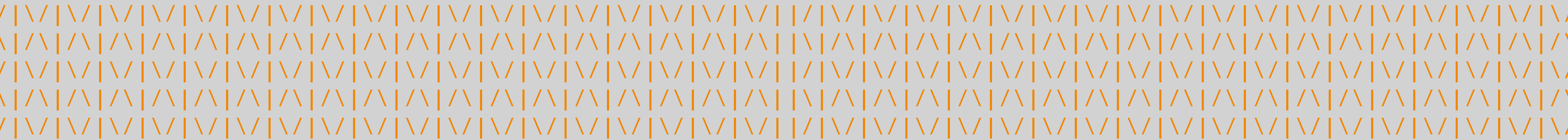




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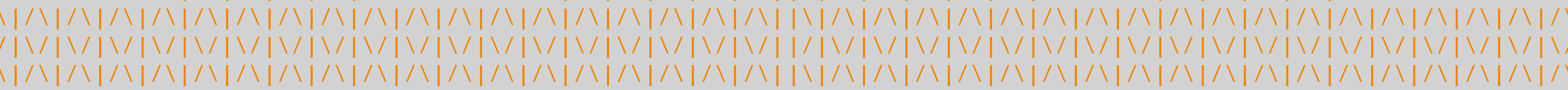
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THE REAL DEAL ON FENTANYL [1 OF 3]

GHEESES

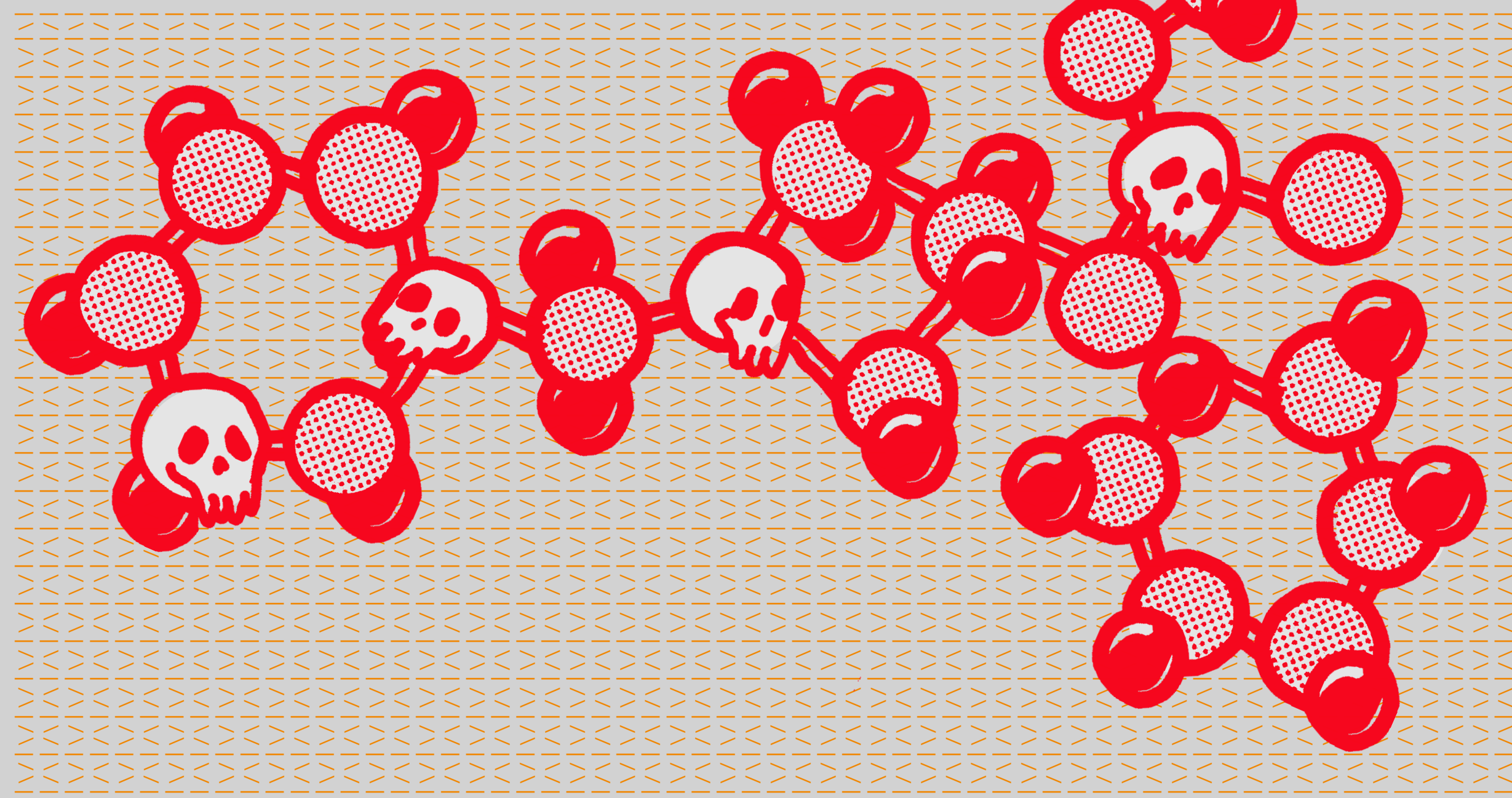
REAL DEAL ON FAKES



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THE LESSON:



CHEMISTRY



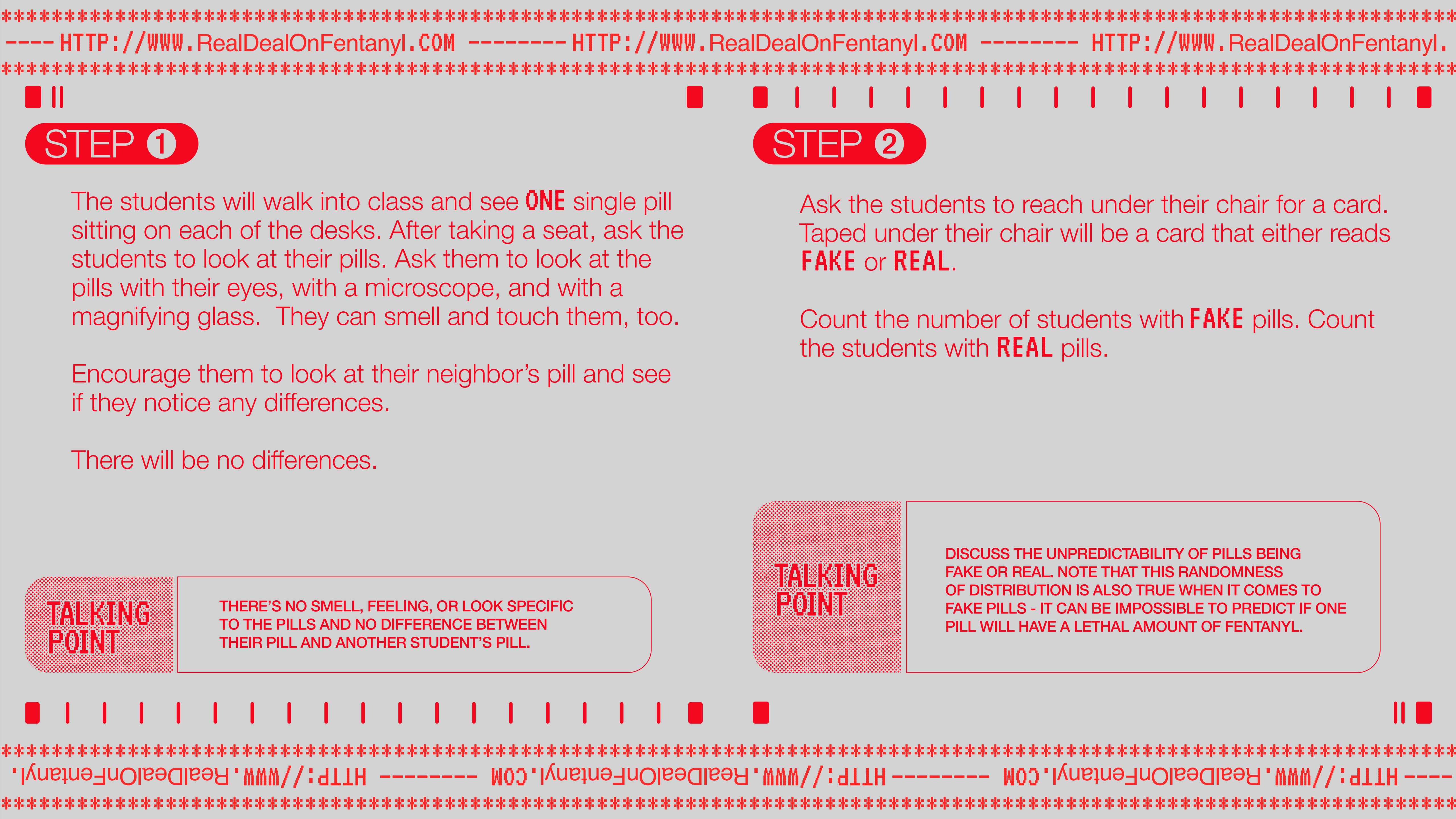
WHAT YOU'LL NEED

| | |
|--|---|
| 1 WHITE/ CHALK BOARD | 4 MICROSCOPE AND/OR MAGNIFYING GLASS |
| 2 GENERIC VITAMIN C PILLS (or other non-medical or non-pharmaceutical pill) | 5 SALT/ SAND |
| 3 FAKE AND REAL CARDS | 6 PETRI DISH |
| | OPTIONAL GLOVES & GOGGLES |

PREP WORK

| | |
|--|---|
| 1 OBTAIN THE ABOVE MATERIALS | 4 PREPARE A PETRI DISH BY ADDING 2-3 GRAINS OF SALT OR SAND. |
| 2 TAPE THE FAKE AND REAL CARDS UNDER STUDENTS' CHAIRS | 5 COUNT THE NUMBER OF PILLS BEFORE THE LESSON AND ENSURE YOU HAVE THE SAME NUMBER OF PILLS AFTERWARD |
| 3 DRAW THE CHEMICAL COMPOUND FOR FENTANYL (available on page 3) ON A BOARD IN THE FRONT OF THE ROOM. DO NOT LABEL IT. | |





STEP 1

The students will walk into class and see **ONE** single pill sitting on each of the desks. After taking a seat, ask the students to look at their pills. Ask them to look at the pills with their eyes, with a microscope, and with a magnifying glass. They can smell and touch them, too.

Encourage them to look at their neighbor's pill and see if they notice any differences.

There will be no differences.

TALKING POINT

THERE'S NO SMELL, FEELING, OR LOOK SPECIFIC TO THE PILLS AND NO DIFFERENCE BETWEEN THEIR PILL AND ANOTHER STUDENT'S PILL.



STEP 2

Ask the students to reach under their chair for a card. Taped under their chair will be a card that either reads **FAKE** or **REAL**.

Count the number of students with **FAKE** pills. Count the students with **REAL** pills.

TALKING POINT

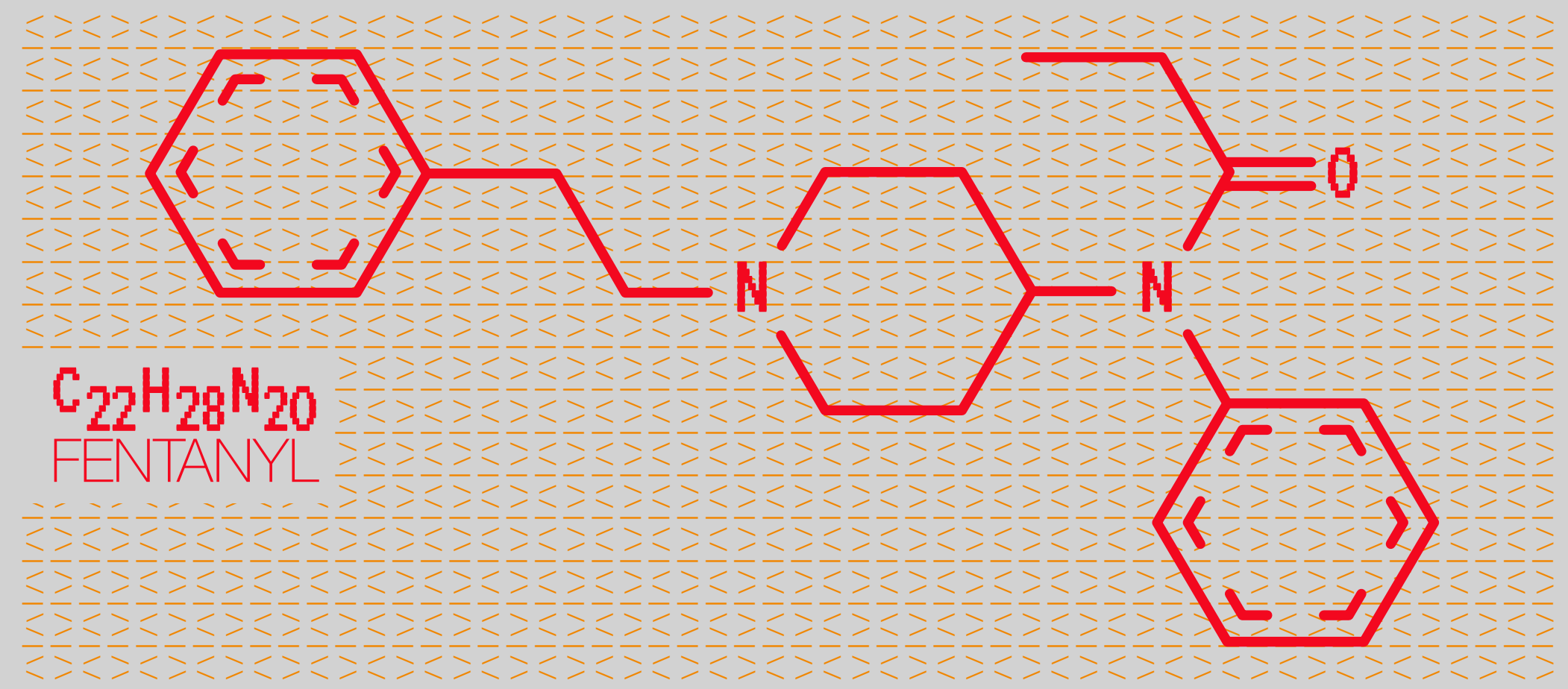
DISCUSS THE UNPREDICTABILITY OF PILLS BEING FAKE OR REAL. NOTE THAT THIS RANDOMNESS OF DISTRIBUTION IS ALSO TRUE WHEN IT COMES TO FAKE PILLS - IT CAN BE IMPOSSIBLE TO PREDICT IF ONE PILL WILL HAVE A LETHAL AMOUNT OF FENTANYL.





STEP 3

Point to the whiteboard where you've written the chemical compound of fentanyl:



and ask if anyone knows what it is.

TALKING POINT

DO STUDENTS KNOW WHAT FENTANYL IS? HAVE THEY HEARD OF IT? DID THEY KNOW IT WAS A CHEMICAL?



STEP 4

Students will gather around the front of the class near the compound. Show them a petri dish containing 2-3 PARTICLES OF SALT OR SAND.

TALKING POINT

STUDENTS COMMENT ON HOW SMALL A POTENTIALLY LETHAL DOSE OF FENTANYL IS.

STUDENTS TO DISCUSS HOW UNDETECTABLE FENTANYL IS WITHIN THE DRUG.

STUDENTS TO DISCUSS THAT DEALERS AREN'T CHEMISTS AND THERE ARE CHANCES OF GETTING A DEADLY DOSE.

Tell the students this represents **A POTENTIALLY LETHAL AMOUNT OF FENTANYL**, and talk about how small it is.

Then pour additional salt or sand on top, symbolizing the “drug”, and ask if they can see the original particles.

Explain that this is how illegal drugs are made, and **THE DEALER IS NOT A SCIENTIST OR CHEMIST WHO CAN CONTROL OR KNOW WHO GETS THE FENTANYL.**



STEP 5

Discuss the key takeaways from this lesson and answer questions. Takeaways are:

- ❶ 2 MILLIGRAMS OF FENTANYL CAN BE POTENTIALLY LETHAL.
- ❷ FENTANYL IS ILLEGALLY MIXED INTO OTHER DRUGS AND USED TO MAKE FAKE VERSIONS OF PRESCRIPTION PILLS.
- ❸ IT CAN BE IMPOSSIBLE TO TELL WITH JUST YOUR SENSES WHETHER A PILL CONTAINS A POTENTIALLY LETHAL DOSE OF FENTANYL.

THE ONLY SAFE PILLS ARE THE ONES THAT ARE PRESCRIBED TO YOU BY A DOCTOR.

TALKING POINT

QUESTIONS AND COMMENTS ON CLOSING REMARKS ABOUT THE FENTANYL CRISIS AND TOUCH ON ABSTINENCE/ OTHER COPING MECHANISMS.

KEY TAKEAWAYS

2 MILLIGRAMS (a few grains of sand/salt) can be lethal. THERE'S NO QUALITY CONTROL FOR ILLICIT DRUGS AND COUNTERFEIT PILLS.

THE SAFEST THING YOU CAN DO IS SIMPLY NOT TAKE THIS.

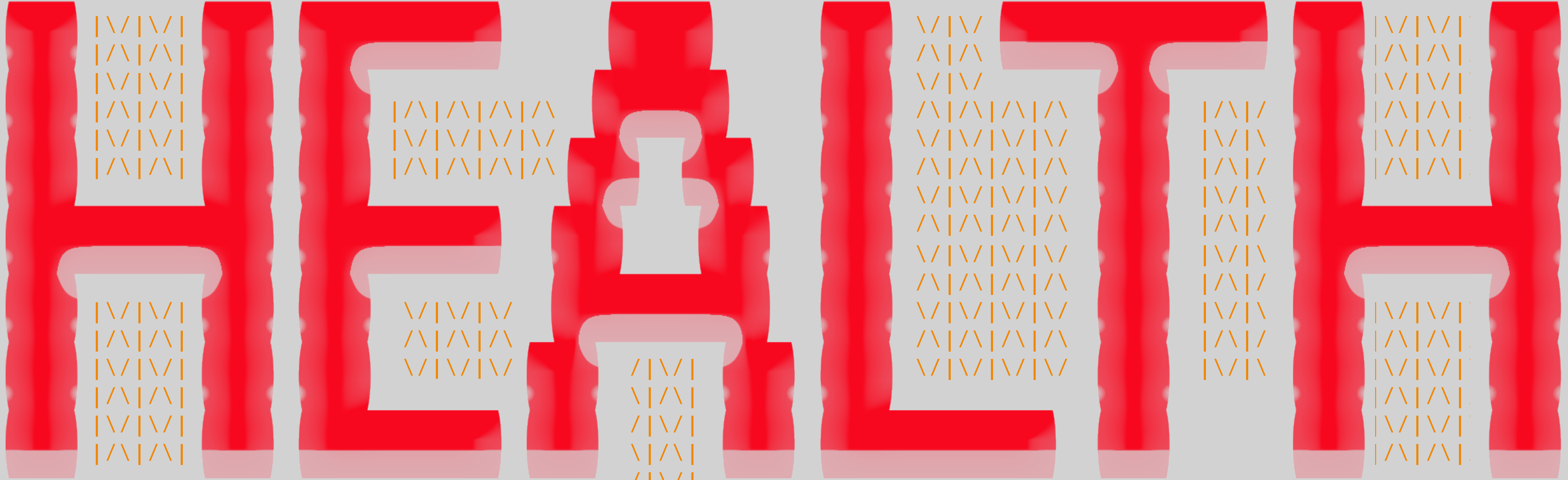
IF YOU THINK YOU MAY NEED MEDICATION, TALK TO A PARENT OR TRUSTED ADULT. GET A PRESCRIPTION FROM A DOCTOR AND FILL IT AT A PHARMACY.

CONT. ➔



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THE REAL DEAL ON FENTANYL [2 OF 3]

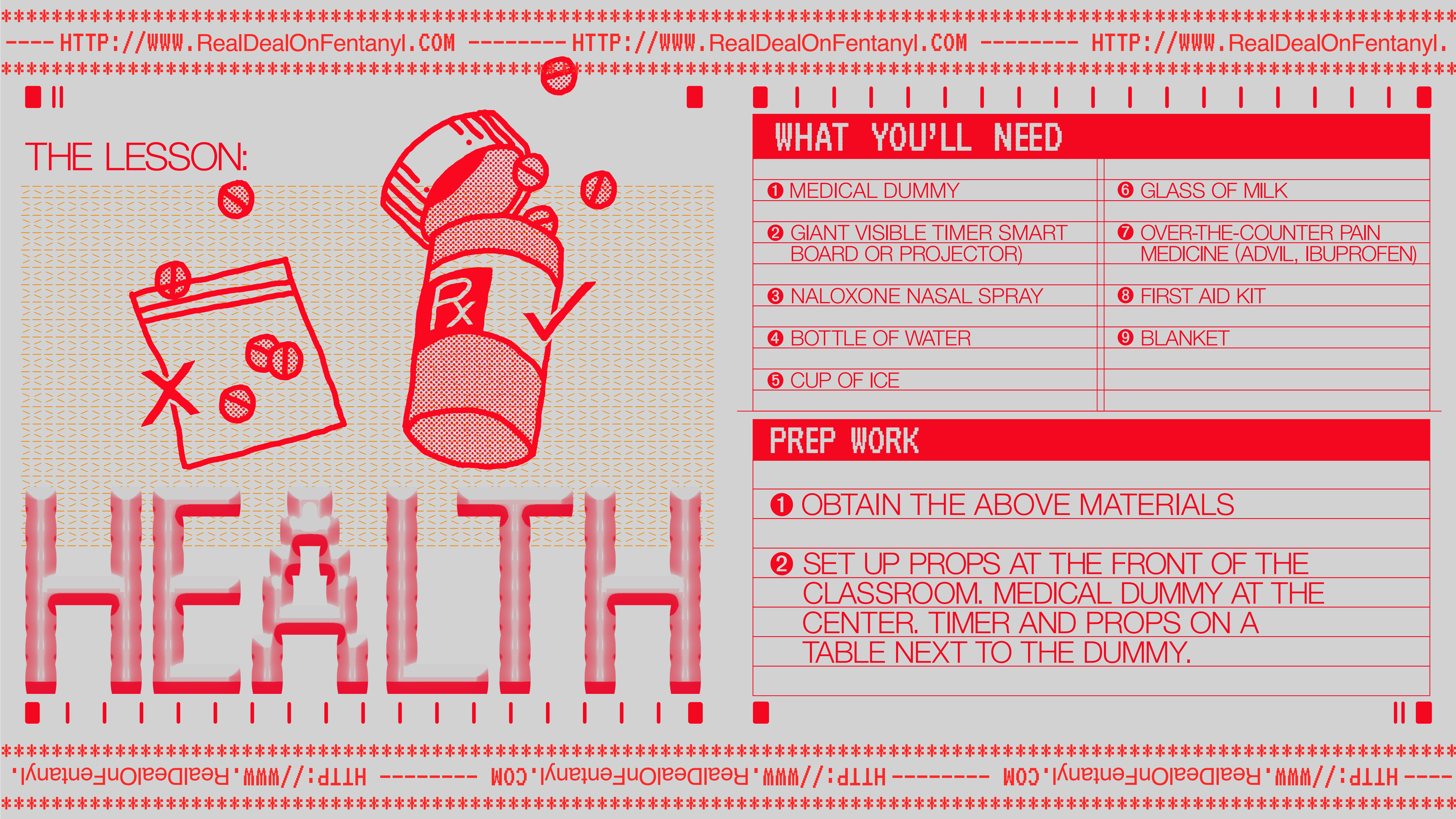


HOW TO SAVE A LIFE

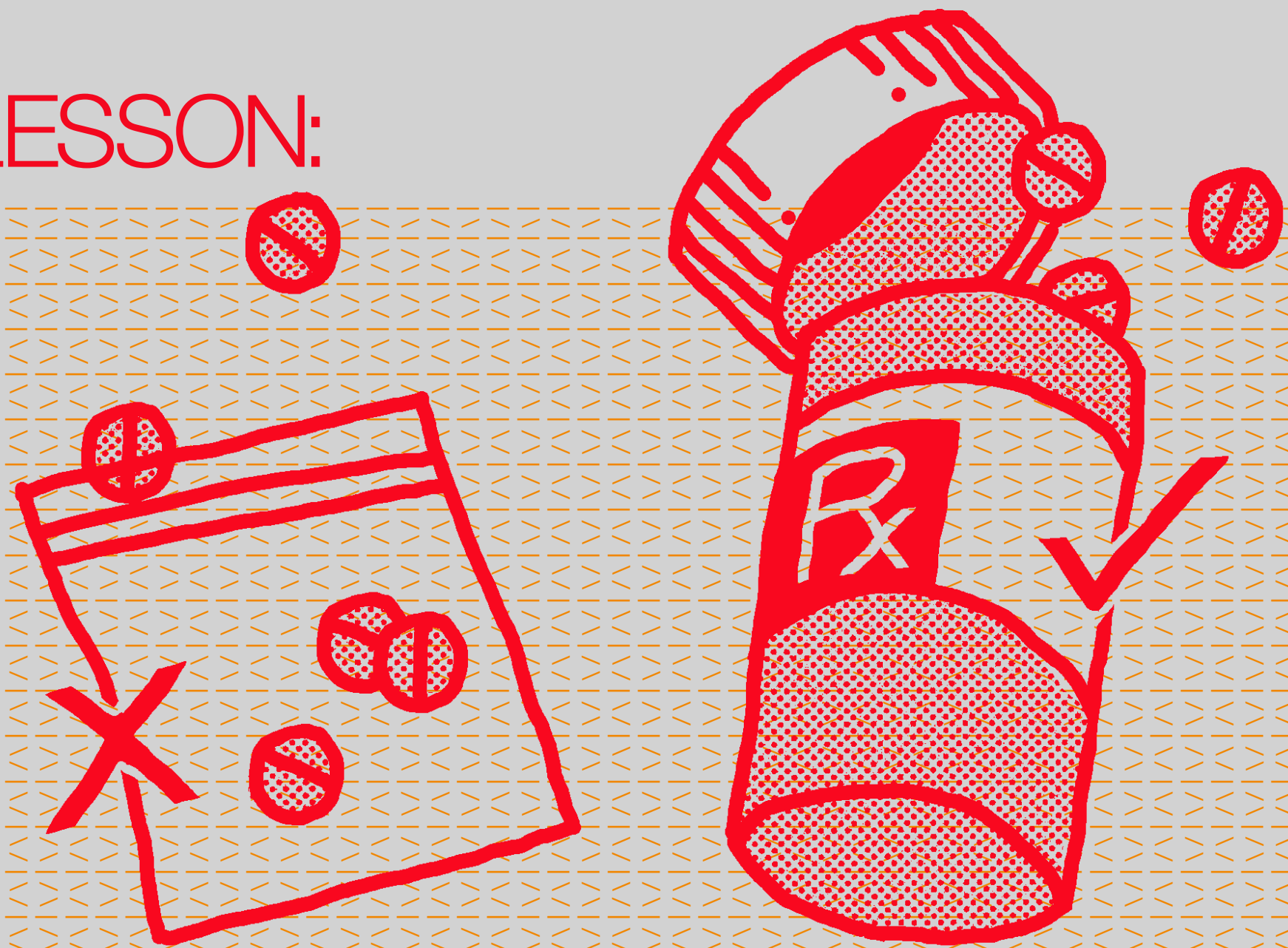
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THE LESSON:



HEALTH



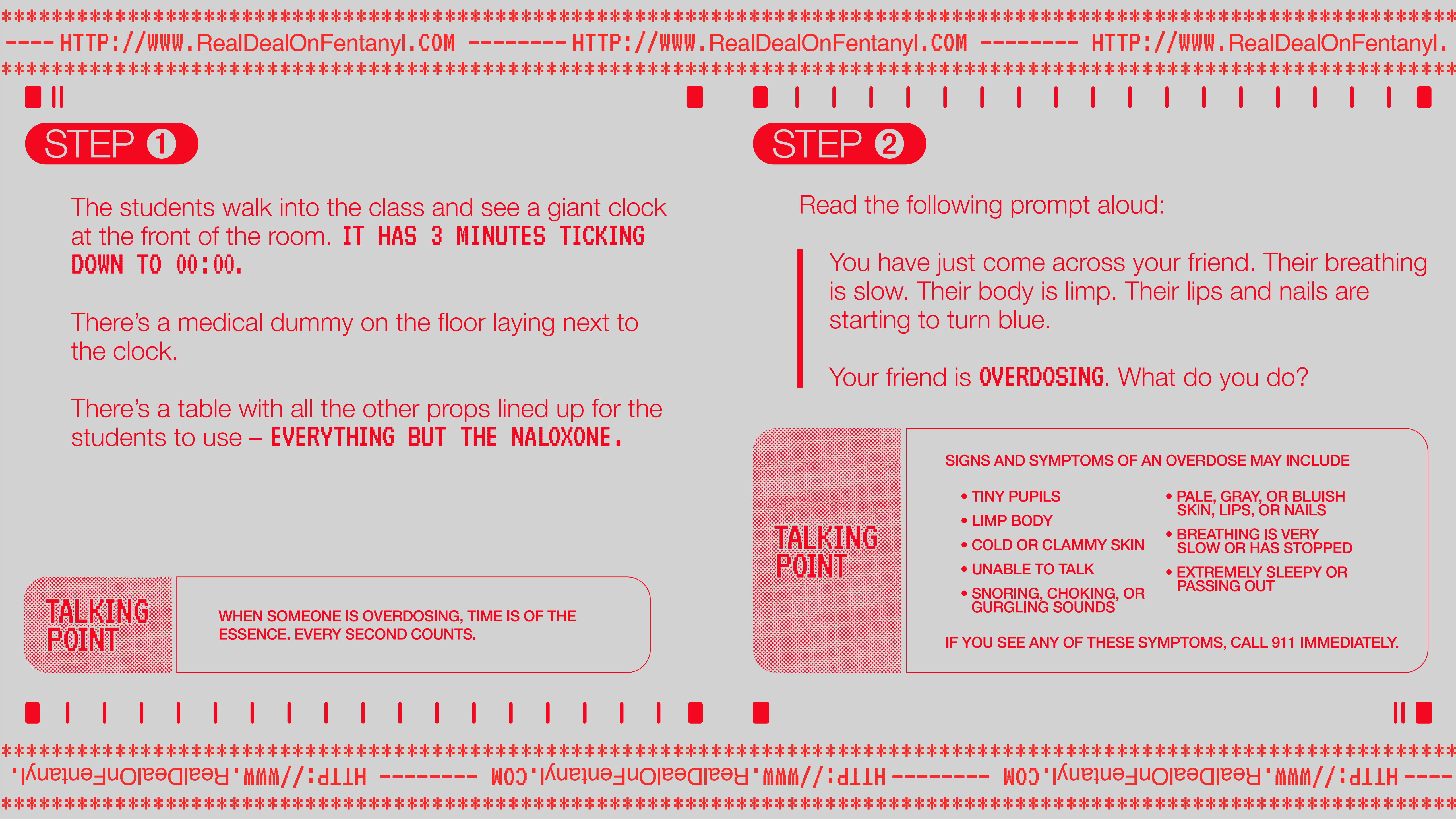
WHAT YOU'LL NEED

| | |
|---|---|
| 1 MEDICAL DUMMY | 6 GLASS OF MILK |
| 2 GIANT VISIBLE TIMER SMART BOARD OR PROJECTOR) | 7 OVER-THE-COUNTER PAIN MEDICINE (ADVIL, IBUPROFEN) |
| 3 NALOXONE NASAL SPRAY | 8 FIRST AID KIT |
| 4 BOTTLE OF WATER | 9 BLANKET |
| 5 CUP OF ICE | |

PREP WORK

- 1 OBTAIN THE ABOVE MATERIALS
- 2 SET UP PROPS AT THE FRONT OF THE CLASSROOM. MEDICAL DUMMY AT THE CENTER. TIMER AND PROPS ON A TABLE NEXT TO THE DUMMY.





STEP 1

The students walk into the class and see a giant clock at the front of the room. **IT HAS 3 MINUTES TICKING DOWN TO 00:00.**

There's a medical dummy on the floor laying next to the clock.

There's a table with all the other props lined up for the students to use – **EVERYTHING BUT THE NALOXONE.**

TALKING POINT

WHEN SOMEONE IS OVERDOSING, TIME IS OF THE ESSENCE. EVERY SECOND COUNTS.



STEP 2

Read the following prompt aloud:

You have just come across your friend. Their breathing is slow. Their body is limp. Their lips and nails are starting to turn blue.

Your friend is **OVERDOSING**. What do you do?

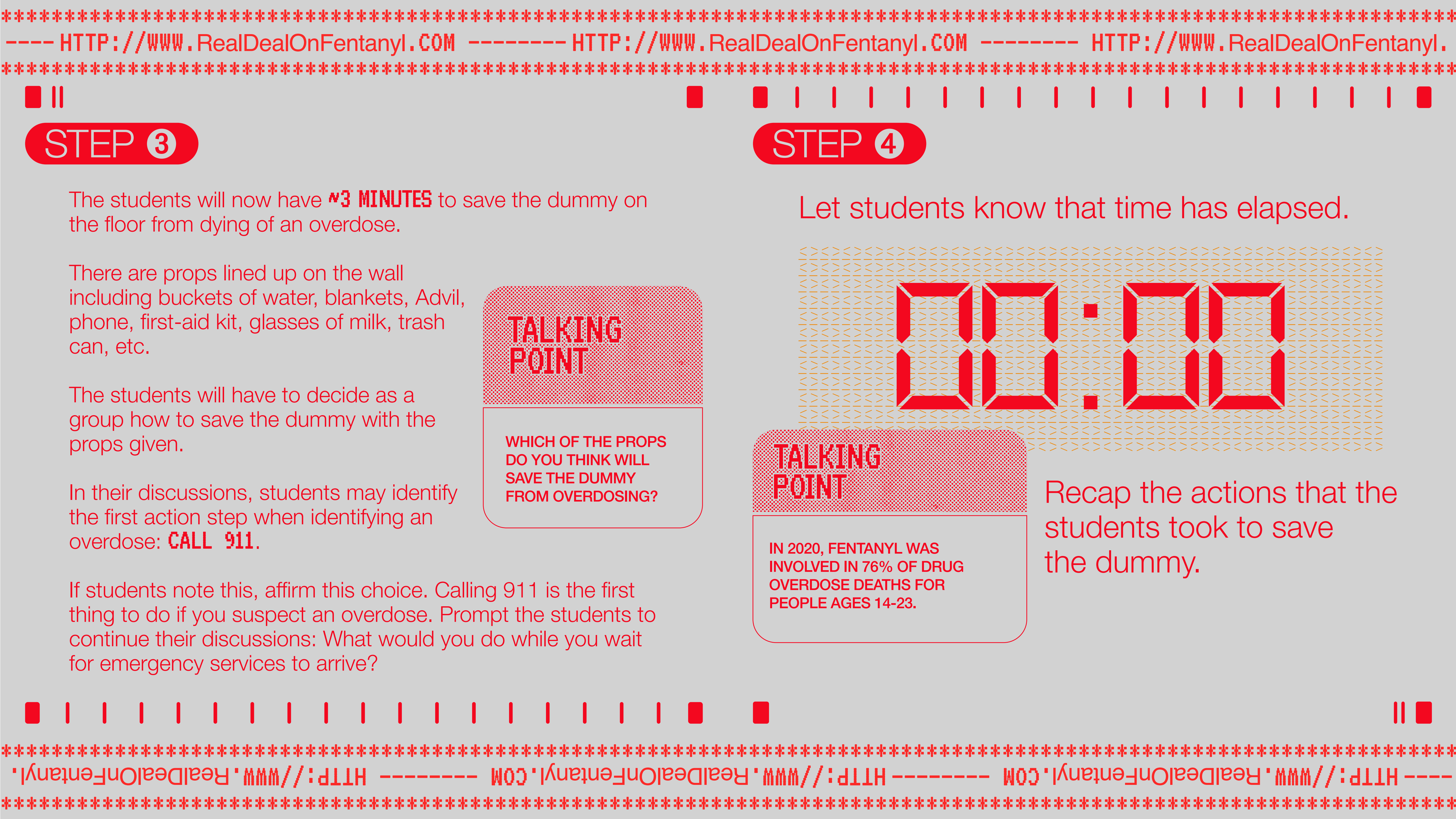
TALKING POINT

SIGNS AND SYMPTOMS OF AN OVERDOSE MAY INCLUDE

- TINY PUPILS
- LIMP BODY
- COLD OR CLAMMY SKIN
- UNABLE TO TALK
- SNORING, CHOKING, OR GURGLING SOUNDS
- PALE, GRAY, OR BLuish SKIN, LIPS, OR NAILS
- BREATHING IS VERY SLOW OR HAS STOPPED
- EXTREMELY SLEEPY OR PASSING OUT

IF YOU SEE ANY OF THESE SYMPTOMS, CALL 911 IMMEDIATELY.





STEP 3

The students will now have **~3 MINUTES** to save the dummy on the floor from dying of an overdose.

There are props lined up on the wall including buckets of water, blankets, Advil, phone, first-aid kit, glasses of milk, trash can, etc.

The students will have to decide as a group how to save the dummy with the props given.

In their discussions, students may identify the first action step when identifying an overdose: **CALL 911.**

If students note this, affirm this choice. Calling 911 is the first thing to do if you suspect an overdose. Prompt the students to continue their discussions: What would you do while you wait for emergency services to arrive?

TALKING POINT

WHICH OF THE PROPS DO YOU THINK WILL SAVE THE DUMMY FROM OVERDOSING?



STEP 4

Let students know that time has elapsed.

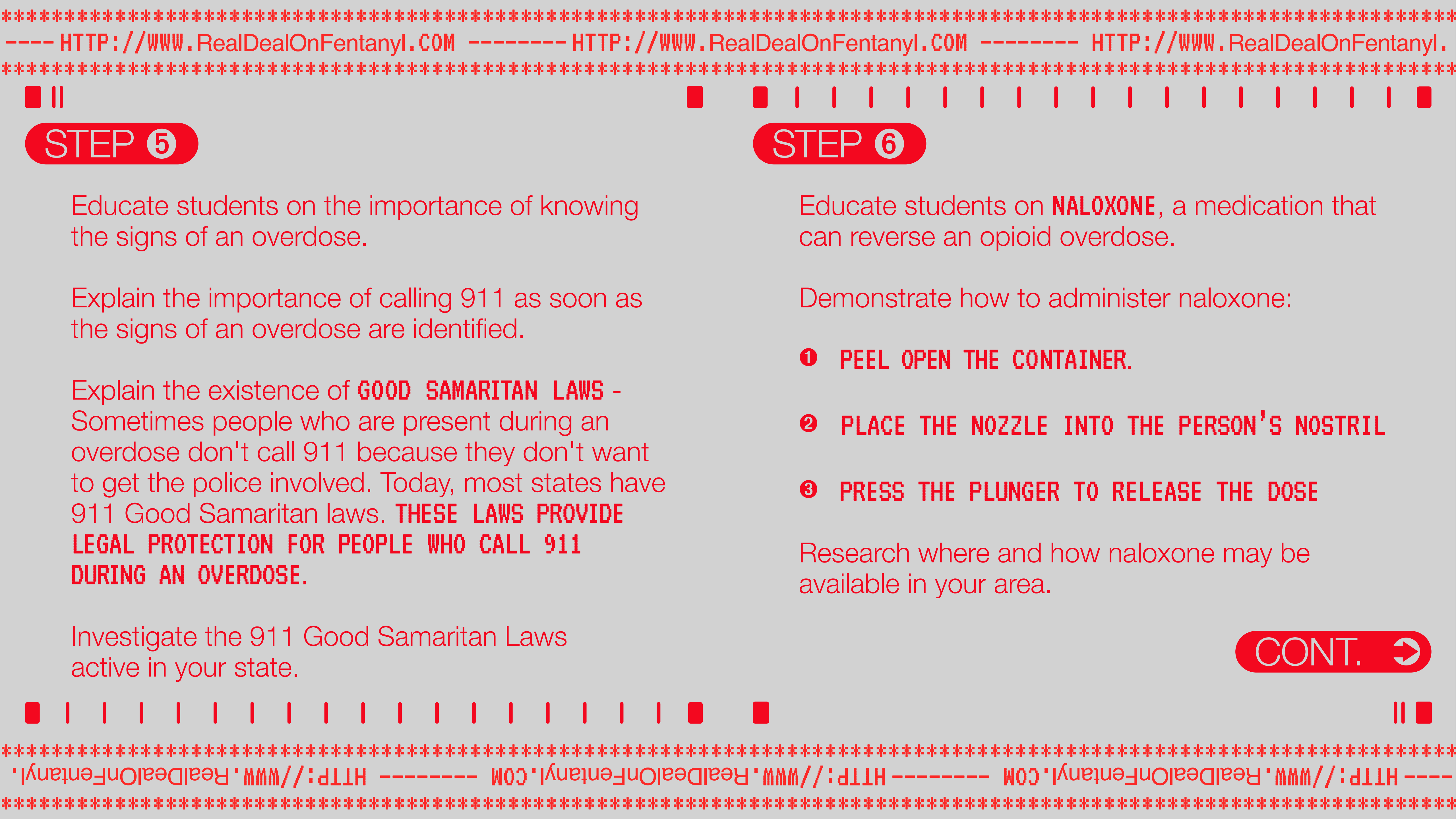


TALKING POINT

IN 2020, FENTANYL WAS INVOLVED IN 76% OF DRUG OVERDOSE DEATHS FOR PEOPLE AGES 14-23.

Recap the actions that the students took to save the dummy.





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STEP 5

Educate students on the importance of knowing the signs of an overdose.

Explain the importance of calling 911 as soon as the signs of an overdose are identified.

Explain the existence of **GOOD SAMARITAN LAWS** - Sometimes people who are present during an overdose don't call 911 because they don't want to get the police involved. Today, most states have 911 Good Samaritan laws. **THESE LAWS PROVIDE LEGAL PROTECTION FOR PEOPLE WHO CALL 911 DURING AN OVERDOSE.**

Investigate the 911 Good Samaritan Laws active in your state.

STEP 6

Educate students on **NALOXONE**, a medication that can reverse an opioid overdose.

Demonstrate how to administer naloxone:

- ❶ PEEL OPEN THE CONTAINER.
- ❷ PLACE THE NOZZLE INTO THE PERSON'S NOSTRIL
- ❸ PRESS THE PLUNGER TO RELEASE THE DOSE

Research where and how naloxone may be available in your area.

CONT. ➔



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KEY TAKEAWAYS

How to identify an **OVERDOSE**.

The importance of **CALLING 911** in the event of an overdose.

How to use **NALOXONE**.

CONT. ➔



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THE REAL DEAL ON FENTANYL [3 OF 3]

DON'T DIE HIGH

THEIR MONEY YOUR LIFE

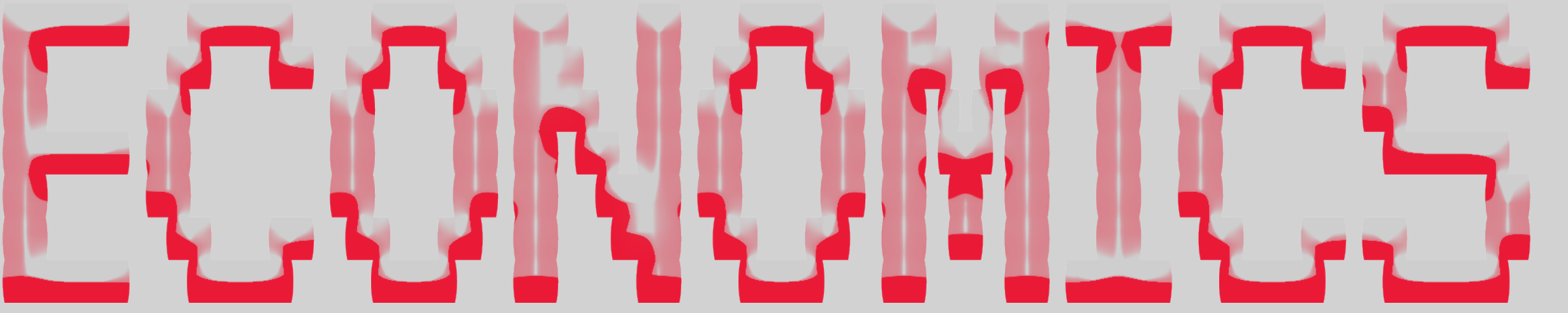
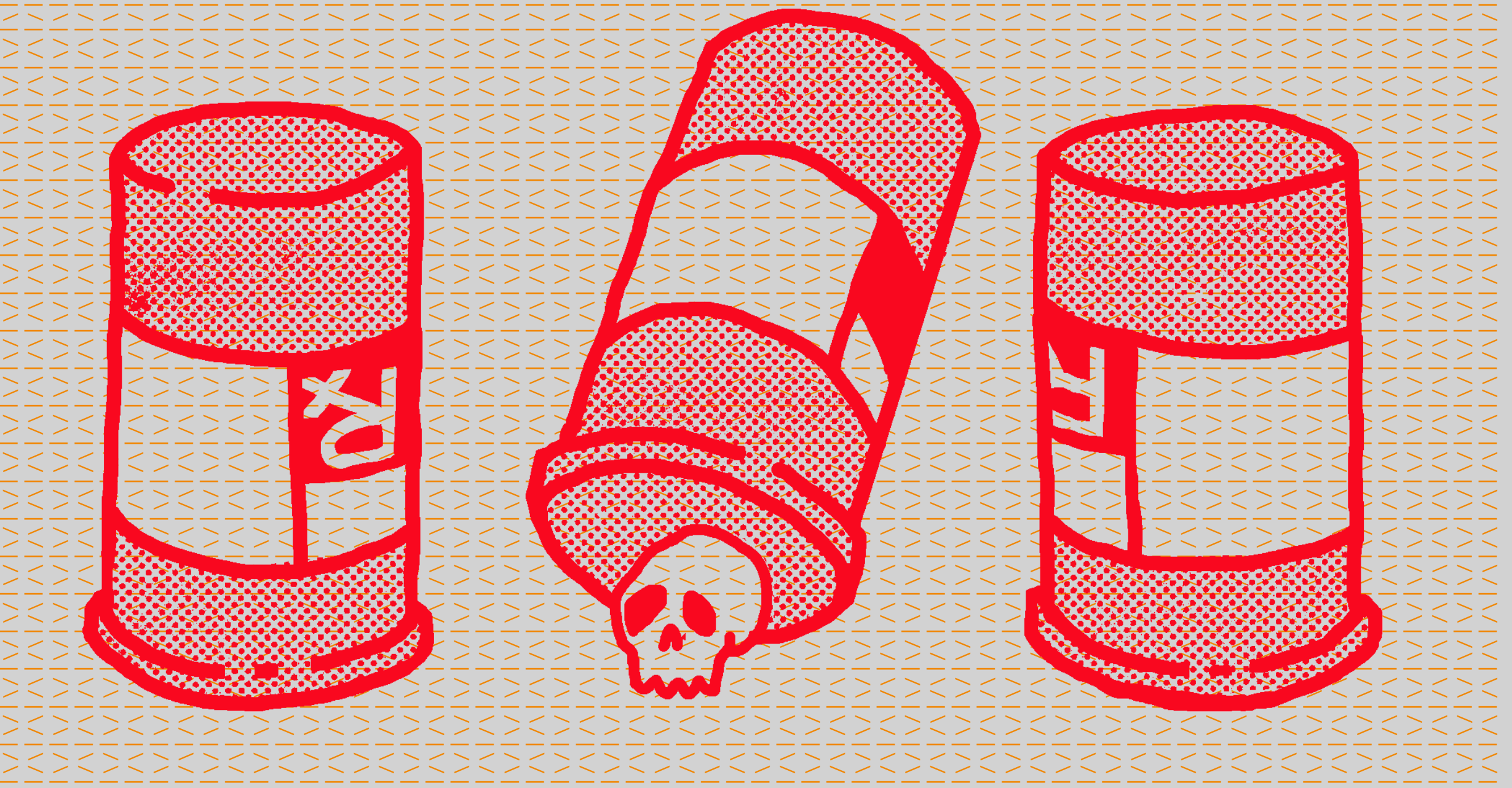
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THE LESSON:

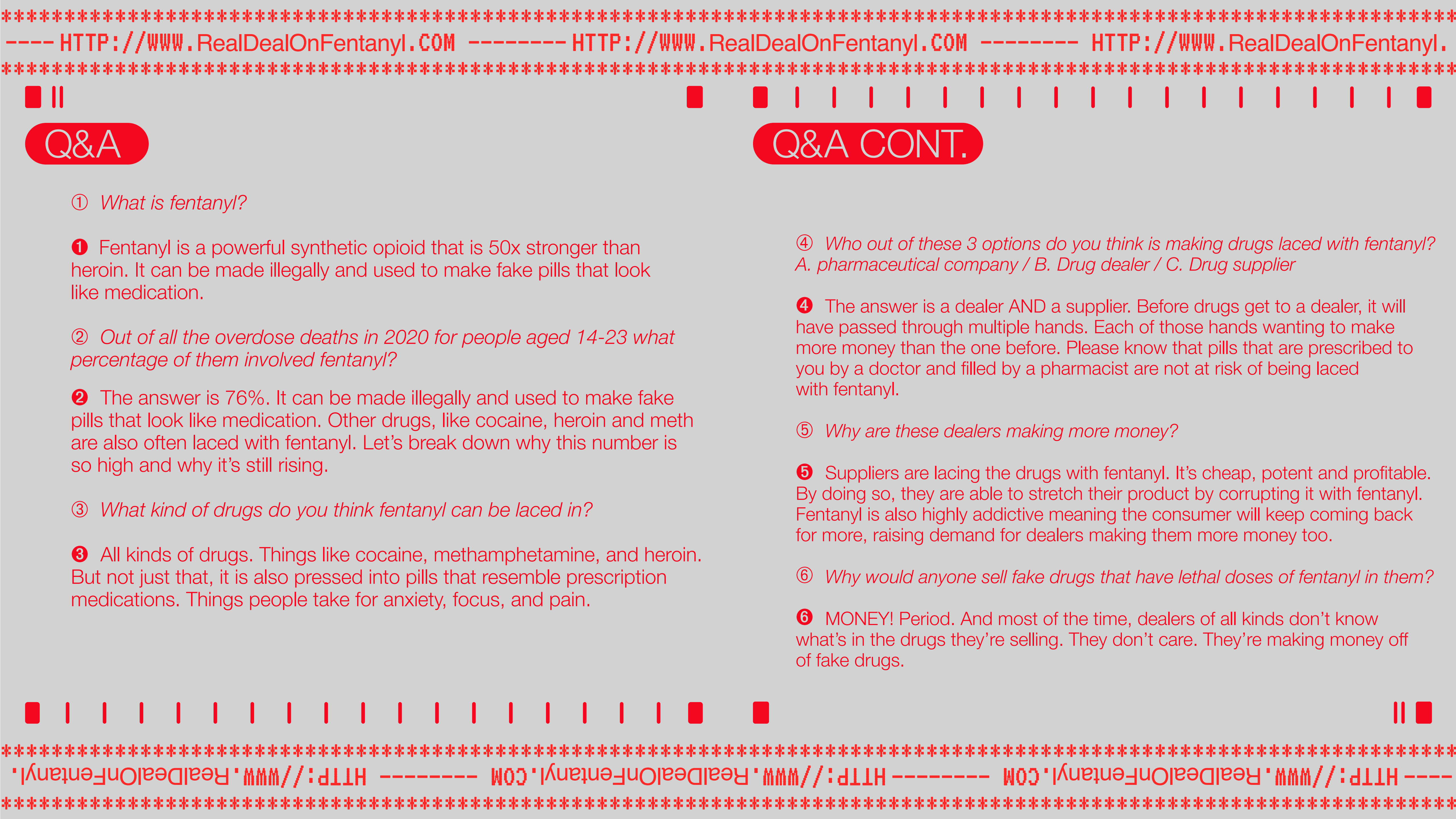


WHAT YOU'LL NEED

- 1 PRINT-OUT QUESTIONS

PREP WORK

- 1 SET UP ALL THE CHAIRS IN A CIRCLE AROUND THE ROOM



Q&A



Q&A CONT.

① *What is fentanyl?*

① Fentanyl is a powerful synthetic opioid that is 50x stronger than heroin. It can be made illegally and used to make fake pills that look like medication.

② *Out of all the overdose deaths in 2020 for people aged 14-23 what percentage of them involved fentanyl?*

② The answer is 76%. It can be made illegally and used to make fake pills that look like medication. Other drugs, like cocaine, heroin and meth are also often laced with fentanyl. Let's break down why this number is so high and why it's still rising.

③ *What kind of drugs do you think fentanyl can be laced in?*

③ All kinds of drugs. Things like cocaine, methamphetamine, and heroin. But not just that, it is also pressed into pills that resemble prescription medications. Things people take for anxiety, focus, and pain.

④ *Who out of these 3 options do you think is making drugs laced with fentanyl? A. pharmaceutical company / B. Drug dealer / C. Drug supplier*

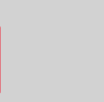
④ The answer is a dealer AND a supplier. Before drugs get to a dealer, it will have passed through multiple hands. Each of those hands wanting to make more money than the one before. Please know that pills that are prescribed to you by a doctor and filled by a pharmacist are not at risk of being laced with fentanyl.

⑤ *Why are these dealers making more money?*

⑤ Suppliers are lacing the drugs with fentanyl. It's cheap, potent and profitable. By doing so, they are able to stretch their product by corrupting it with fentanyl. Fentanyl is also highly addictive meaning the consumer will keep coming back for more, raising demand for dealers making them more money too.

⑥ *Why would anyone sell fake drugs that have lethal doses of fentanyl in them?*

⑥ MONEY! Period. And most of the time, dealers of all kinds don't know what's in the drugs they're selling. They don't care. They're making money off of fake drugs.





STEP 1

The students will walk into class and see their chairs in a circle around the room. Tell the students to pick a random seat wherever they choose.



STEP 2

Prompt the students to get comfortable and explain the purpose of today's conversation.

Select a student to read **QUESTION 1** out loud.



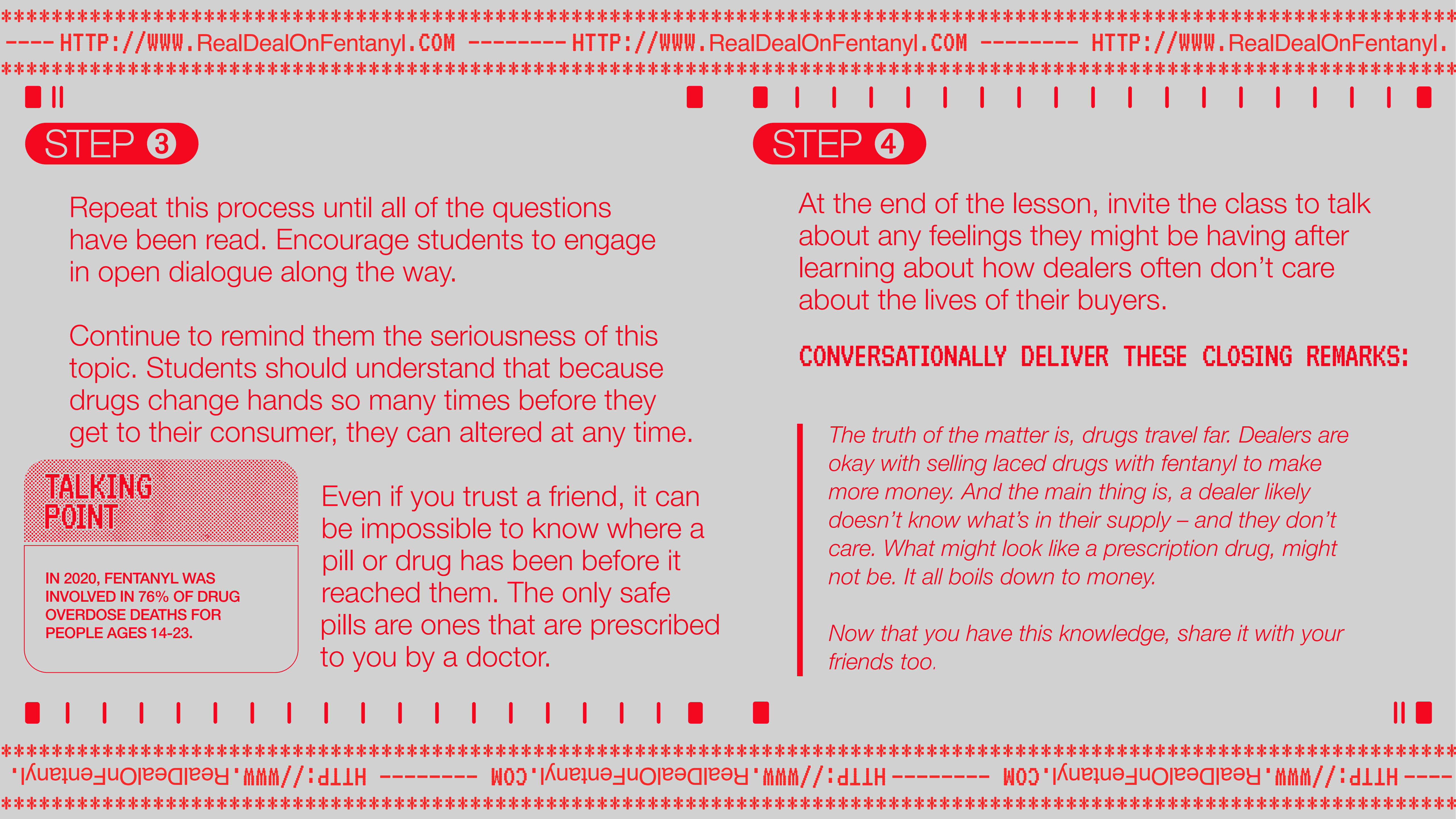
FENTANYL IS MADE ILLEGALLY AND MIXED INTO DRUGS AND MADE INTO FAKE PILLS.



JUST LIKE MANY OF US DIDN'T KNOW THE ANSWER TO THIS QUESTION, MOST OF THE TIME, DEALERS DON'T EVEN KNOW WHAT'S IN THE DRUGS THEY'RE SELLING.

ALL THEY CARE ABOUT IS THE MONEY.





STEP 3

Repeat this process until all of the questions have been read. Encourage students to engage in open dialogue along the way.

Continue to remind them the seriousness of this topic. Students should understand that because drugs change hands so many times before they get to their consumer, they can altered at any time.

TALKING POINT

IN 2020, FENTANYL WAS INVOLVED IN 76% OF DRUG OVERDOSE DEATHS FOR PEOPLE AGES 14-23.

Even if you trust a friend, it can be impossible to know where a pill or drug has been before it reached them. The only safe pills are ones that are prescribed to you by a doctor.

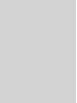
STEP 4

At the end of the lesson, invite the class to talk about any feelings they might be having after learning about how dealers often don't care about the lives of their buyers.

CONVERSATIONALLY DELIVER THESE CLOSING REMARKS:

The truth of the matter is, drugs travel far. Dealers are okay with selling laced drugs with fentanyl to make more money. And the main thing is, a dealer likely doesn't know what's in their supply – and they don't care. What might look like a prescription drug, might not be. It all boils down to money.

Now that you have this knowledge, share it with your friends too.





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KEY TAKEAWAYS

Fentanyl is cheap, potent, and profitable - so suppliers use it to make fake pills that look real and "lace" it into other drugs to extend their supply.

Dealers might not even know what's in the product they are selling. They are not testing the products they sell - they don't care to know the details.

Even if you trust a friend, fake pills and other drugs change hands too many times to know what is in them. The only safe pills are ones that are prescribed to you by a doctor.

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