

Empowering Educators to Combat the Opioid Crisis: Implementing Botvin LifeSkills in Health & PE



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Up, Down, Turn,
Jump

Agenda

- 1** Understanding the Crisis & the Response
- 2** The Power of Botvin LifeSkills Training
- 3** Real Voices: LifeSkills in Action
- 4** Join the Movement

Learning Objectives

- Identify the core components and proven effectiveness of the Botvin LifeSkills Training program in reducing opioid misuse and promoting healthy decision-making among youth.
- Explore how Health and PE teachers can integrate LifeSkills content into existing curricula to support substance use prevention goals.
- Engage with resources, funding opportunities, and next steps for becoming a trained LifeSkills educator, with access to full program support and stipends



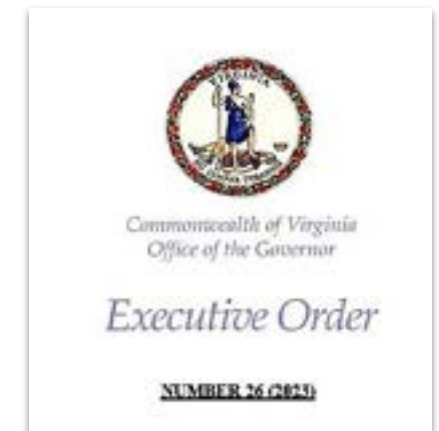
1 Understanding the Crisis & the Plan



The Crisis

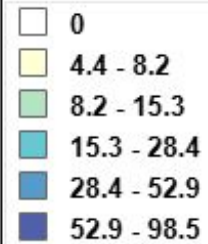
The state health commissioner declared the Virginia opioid crisis to be a **public health emergency** in 2016.

Governor Glenn Youngkin signed [Executive Order 26](#) in 2023 which directed the launch of a comprehensive fentanyl-fighting strategy across public safety, education, and treatment sectors.



The Executive Order came on top of the Governor's [Right Help, Right Now](#) plan, which includes a critical goal to reduce opioid overdoses in Virginia by 20 %.

Death Rate per 100,000 Virginia Residents, 2023 (Any Opioids)



Hover over legend to highlight localities on the map.

Hover over map to see additional details.

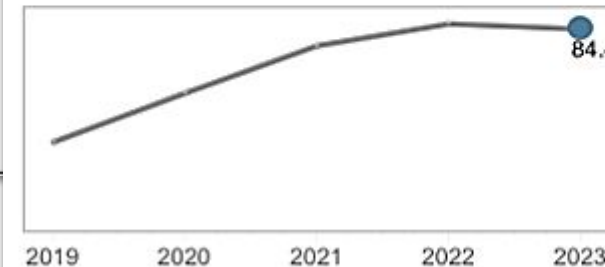


Richmond City

Richmond City Health District

Drug or drug class: Any Opioids

In 2023, there were 196 deaths, for a death rate of 84.4 per 100,000 residents.



VDH Needs Assessment Tool



Needs Assessment Tool for Drug Overdose and Related Outcomes

(N = 56) ■ Higher Need

(N = 77) □ Lower Need



Click on the legend above to highlight the corresponding localities on the map. Click on the white space on the dashboard to show all localities.

Hover or click on the localities on the map to see additional details. Click on the white space on the dashboard to show all localities.



Locality: **Richmond City**

Health District: **Richmond**

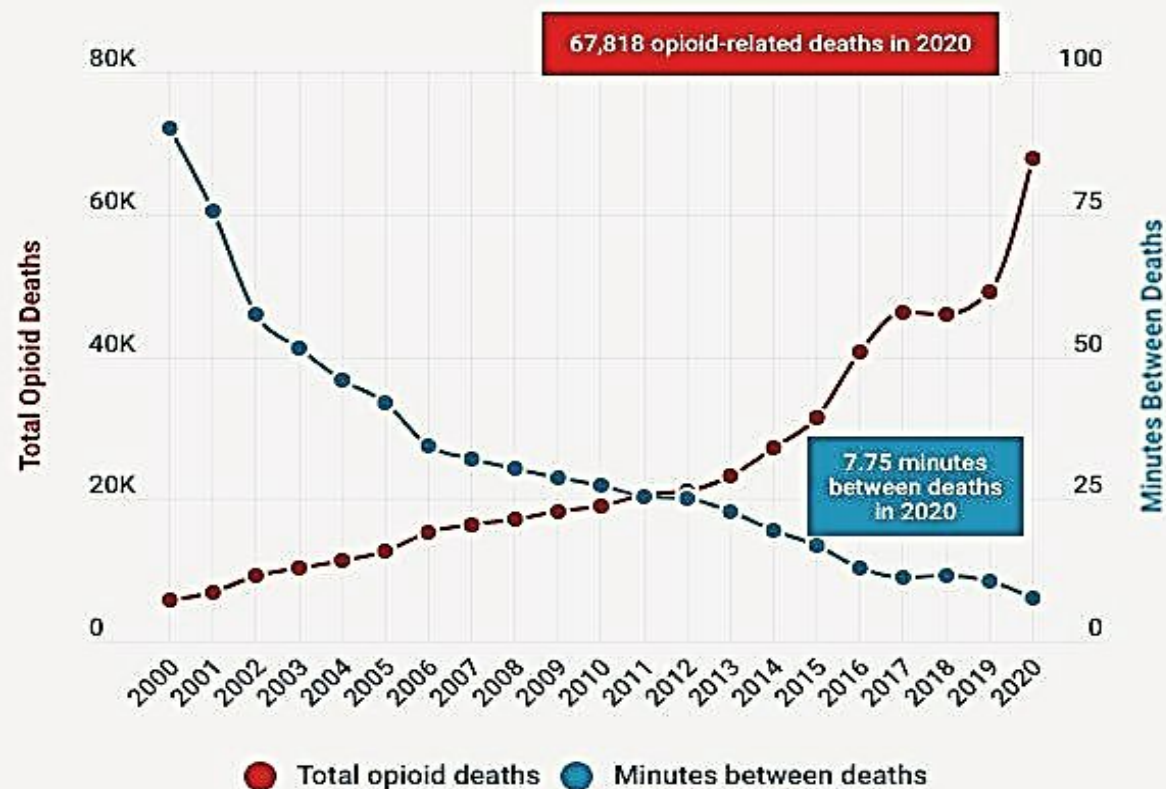
Assessment Score: **20** which is higher than the Virginia state score of **9**.

The assessment score for each Virginia locality is compared to the state score of nine (**9**). If a locality received a score of ten (**10**) or higher, it is considered at higher need for drug overdose-related outcomes and substance use.

Interactive Dashboard



**Total opioid-related deaths rose again in 2020,
one person dying every 7.75 minutes**



The Response

Funded by the Opioid Abatement Authority, the VDOE Opioid Abatement Education Plan supports expansive access to prevention programming for K-12 students across the Commonwealth by training educators to deliver **Botvin LifeSkills**.

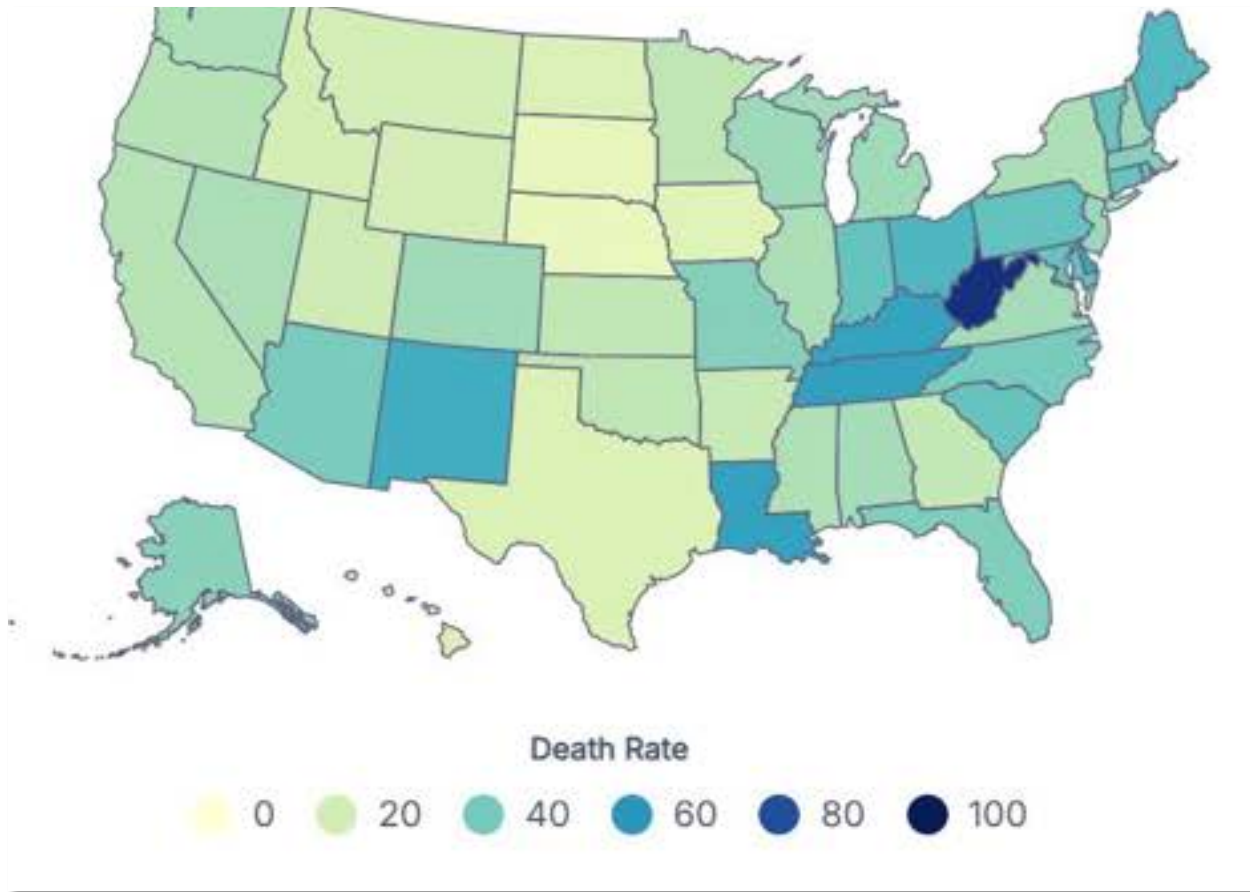
- Asynchronous online training available year-round for educators
- 6-8 hours of training on own schedule over the course of 6 days
- Training and material fees are covered by program partnership
- \$800 stipend for educators once training is complete

The Response

DOE has published resources for educators



The Impact - Positive Trends



Statewide response is making a huge impact!

Fentanyl-related overdose deaths in Virginia declined **44 percent year over year** and are down over 46 percent from its peak in 2021.

Between the 12-month periods ending November 2023 and November 2024, **Virginia led the nation in year-over-year percentage declines in drug overdose deaths.**

Collaborative Drawing



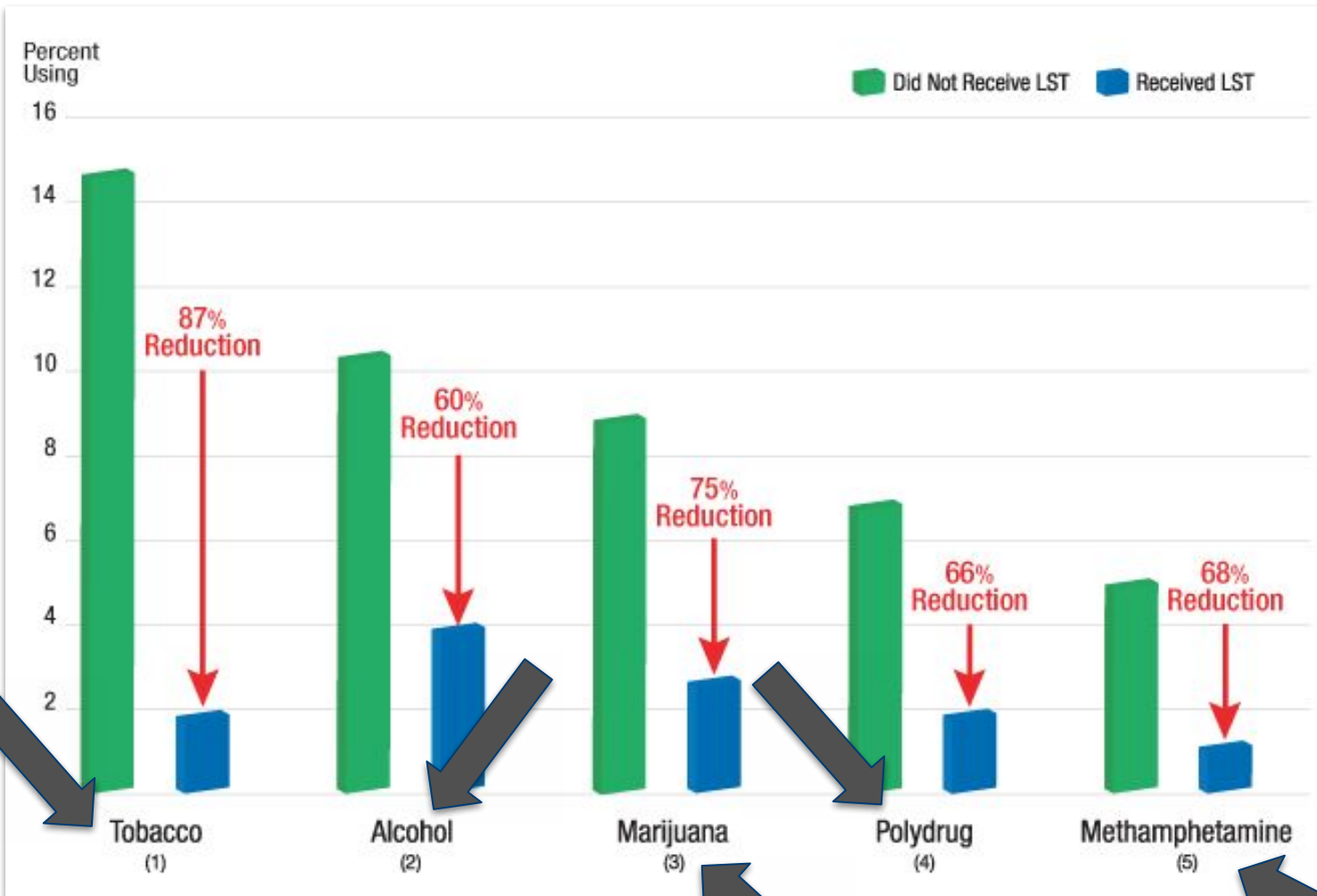
2 The Power of Botvin LifeSkills Training



Evidence-Based & Age-Appropriate Prevention Programming

- Available at Elementary (3rd-5th), Middle and High School Level
- Aligns with Virginia Health *Standards of Learning*
- Universal prevention program that teach personal self-management skills, social skills, and general refusal skills to equip adolescents with the knowledge and skills to develop healthy attitudes and behaviors.
- Delivering LST with a high degree of fidelity to the program's design ensures that students receive the information and skill practice to achieve optimal outcomes with respect to healthy youth development.

Effectiveness



- Reduces Pack-a-Day Smoking by 25%
- Lowers risk for Rx & opioid misuse
- Decreases Use of Inhalants, Narcotics and Hallucinogens
- Reduces Violence
- Reduces risky driving behavior
- Demonstrates Effects on HIV Risk Behavior

Evidence-Based & Age-Appropriate Prevention Programming



45-minute class sessions

- Taught in sequence and with fidelity
- Fidelity Checklists
- Pre/Post Tests

Level 1 Activities

Self-Image and Self-Improvement ▲

🔑 Crossword

🔑 Self-Check

Making Decisions ▼

Smoking: Myths and Realities ▼

Smoking and Biofeedback ▼

Alcohol: Myths and Realities ▼

Marijuana: Myths and Realities ▼

Advertising ▼

Violence and the Media ▼

Coping with Anxiety ▼

Coping with Anger ▼

Communication Skills ▼

Social Skills ▼

Assertiveness ▼

Resolving Conflicts ▼

Suggestions for Implementation

The interactive activities for students on this website are designed to enhance and enrich the LifeSkills Training Middle School curriculum. Each unit contains two activities: one that reviews the unit's concepts (either a crossword puzzle or memory game), and one that tests student comprehension (Self-Check). The crossword puzzle and "Concentration" game appear in alternating units.

Crossword

The terms and definitions in each puzzle are drawn from vocabulary used throughout its respective unit. You may want to introduce the puzzle to the class as a group and demonstrate how to highlight the areas to be filled in (see the instructions that appear with the activity). If you assign the activity for homework or extra credit, students can print out and submit their completed puzzles.

Alternative: Print out the puzzle and photocopy it for students to work on in small groups in class.

Concentration

In this game, students match terms used in the unit with their definitions. Once the game is finished, students can print out the list of terms and definitions as a refresher. Students can play the game again to better their time; the cards will appear in a different arrangement each time.

If you wish, have students submit the print-out for extra credit or as homework.

Self-Check

Each unit has a multiple choice quiz that consists of eight questions covering key unit concepts. Students get immediate feedback on their answer choices and receive a score at the end. If they wish, students can take the quiz more than once until they achieve a perfect score (the questions do not change, though the order of the answers may vary).

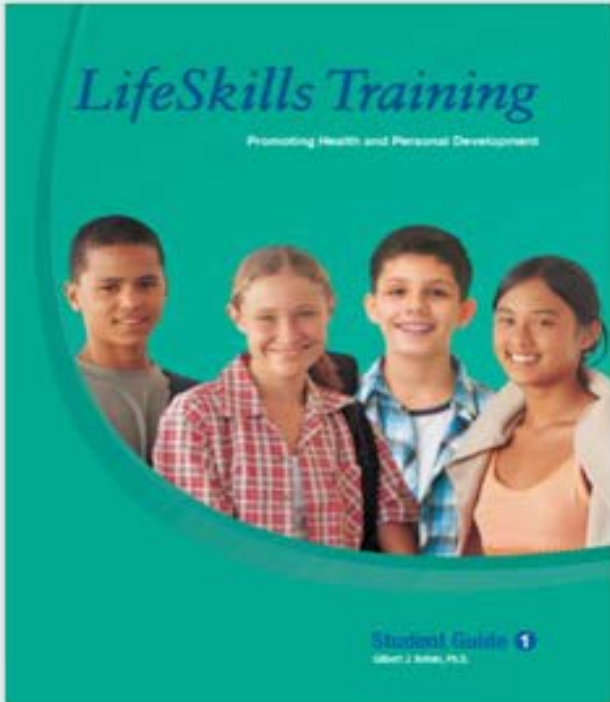


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HOW TO ORDER

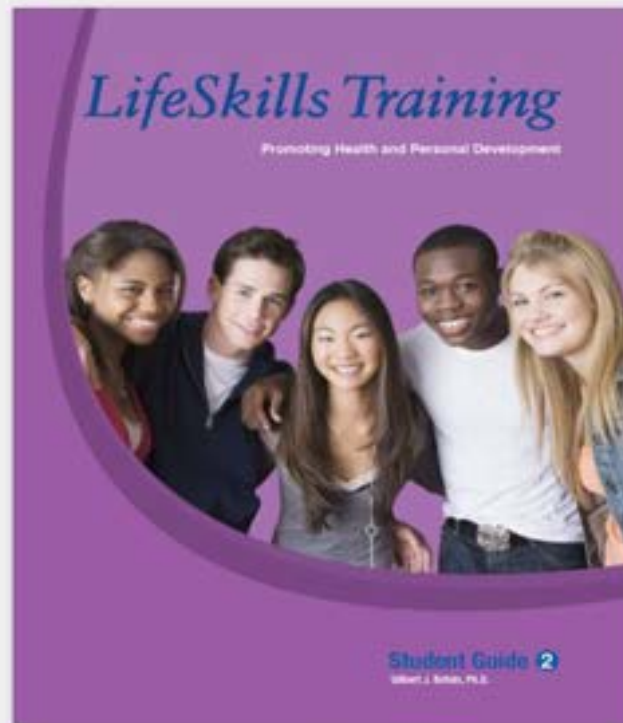


Middle School Scaffolding

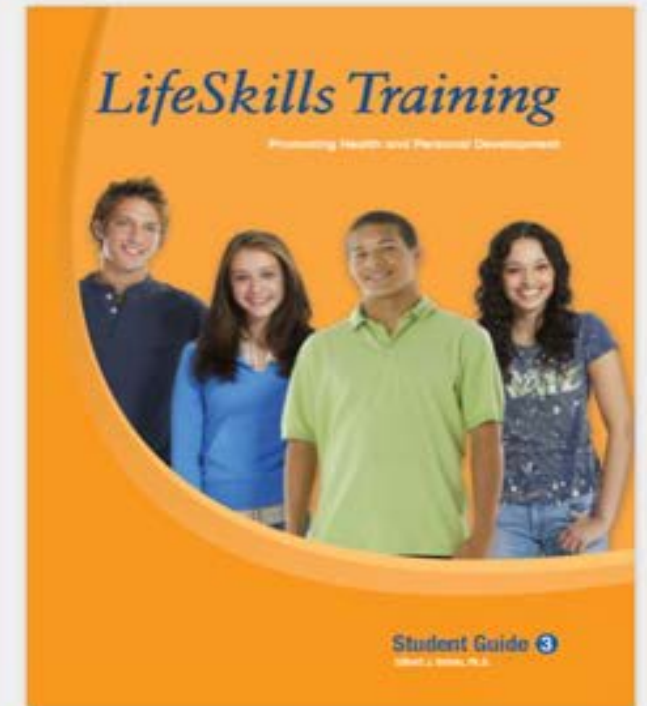


Foundation Level 1 (15 – 18 sessions)

*Students must complete level one before
receiving booster levels 2 & 3*



Booster Level 2 (10 – 12 sessions)



Booster Level 3 (5 – 9 sessions)

Making Decisions

Unit Timing: 2 sessions, 45 minutes each

Vocabulary

- decision
- influence
- pressure
- persuasive tactics

Key to Teaching Strategies

- F** Facilitation
- C** Coaching
- BR** Behavioral Rehearsal
- A** Assessment

Materials Needed

- Student Guide (pages 16-21)

Homework for Next Unit

Student Guide – *My Reasons for Not Smoking, Worksheet 5* (page 27)

Special Preparation

- Have students prepared to review their homework assignment on *Everyday Decisions*.
- Select students to participate in the group conformity experiment (page 2.7).

Unit Goals and Objectives

As students get older, they face more complex and more important decisions. The ability to make an independent decision is a skill that requires practice.

This unit is designed to be presented in two sessions so that students have sufficient time to practice the skill.

In this unit students will:

- Demonstrate how decisions are influenced by group pressures
- Discuss reasons why people are influenced by group members
- Identify everyday decisions
- Describe how important decisions are made
- Identify a process for making decisions

Sample Lesson Plans

Introduction

Inform students that today they will be discussing how and why people make decisions, which is the act of making up your mind about something. As people get older, they are required to make decisions that are more and more complicated. It is important to learn to make decisions independently without being influenced by others. Let them know that they will have a chance to practice making decisions using a three-step decision-making process.

F Everyday Decisions (5 minutes)

1. Have students refer to *Worksheet 4, Everyday Decisions* in the Student Guide (page 18).
2. Ask them to think of and write down at least four or five decisions that they make each week in the following categories: at home, in school, and with friends.
3. Tell them that these may be things that they do with or without giving them much thought; examples include:
 - what to wear
 - how much to study
 - what TV show to watch

Everyday Decisions

Decision	At Home	In School	With Friends	Why?
1.				
2.				
3.				
4.				
5.				

SG page 18

Level 1 Teacher's Manual / Sample Pages

Key unit information such as materials, timing, vocabulary, and special preparation is visible at a glance to aid in preparation.

Making Decisions

Unit Timing: 10 sessions, 45 minutes each

Materials:

- Student Guide (pages 1-15)
- Student Guide (pages 16-25)

Special Preparation:

- Have students prepared to write their personal responses on *Decision Stories*.
- Have students in pairs in the group conformity experiment (page 12-13).

Unit Goals and Objectives:

Students will gain the following skills and knowledge:

- The ability to make an independent decision is a skill that requires practice.
- This unit is designed to be presented to new students so that students have sufficient time to practice the skill.
- For this unit students will:
 - Discuss how decisions are influenced by group pressure
 - Discuss reasons why people are influenced by group members
 - Identify negative decisions
 - Describe how negative decisions are made
 - Identify a process for making decisions

Includes interactive enrichment teaching techniques

Summarized unit goals and objectives provide background information.

Icons provide quick identification of the interactive teaching skills being used in the activity.

Definitions and key points to make are highlighted in each lesson.

Group Processes and Decision Making

1. Ask students to write down what they think their decision is influenced by other people. (Example: If you think you are a good person, how would that affect the way you think?)

2. Conduct the group conformity experiment (page 12-13).

3. After the experiment is finished, discuss it with students. Provide the definition of *peer pressure*.

Definition: Pressure to try to force someone to do something by using socializing influence or persuasion.

Materials:

- Pictures from the group to which are taking other influence on decisions.

4. Ask students to describe a situation where someone actually is influenced by other people to go along with a group as a result of group pressure. (Example: You went along with the group to drink or use a drug that you didn't particularly want to use.)

5. Have students give reasons for why people are influenced to do by other people.

Examples:

- Don't want to be an outcast
- To feel a part of the popular crowd
- To do things they think are cool or fun
- Don't have confidence in themselves
- Not sure what the right answer is to a problem

Materials:

- The group is influenced by group members because someone generally wants to be accepted by the group and can be swayed by social influences, differences or similarities.

Suggested time is given for each major activity.

Level 1 Student Guide / Sample Pages

Decision-Making

Step 1: Clarify what decision you need to make.

Step 2: Consider the possible consequences. Think about the different things you might decide to do and the consequences of choosing each alternative. Collect any additional information needed. If you are trying to solve a problem, think up as many solutions as you can think of.

Step 3: Choose the best alternative. Think about whether you want to do what you decided to do.

Step 4: Implement the decision. Think about whether you want to do what you decided to do.

Step 5: Evaluate the decision. Think about whether you want to do what you decided to do.

Student Guides provide essential skill background and information.

Step-by-step instructions are highlighted for quick access.

Easy-to-follow activities help students get to skill practice quickly.

Everyday Decisions

1. Write down a decision you need to make.

2. Write down the possible consequences of each alternative.

3. Write down the best alternative.

4. Write down how you will implement the decision.

5. Write down how you will evaluate the decision.

3 Real Voices: Lifeskills in Action



What Educators Say...

Benefits to Educators

- Lesson plans are clear, structured, and easy to follow.
- Materials support existing health curriculum.
- Facilitates meaningful classroom discussions.
- Increases educator confidence in delivering prevention education.

Benefits to Students

- Content is current, relatable, and age-appropriate.
- Engaging videos and interactive lesson elements.
- Development of key life skills like decision-making and communication.
- Increased awareness of substance use risks and prevention strategies.



[Download This Presentation](#)

4 Join the Movement



Onboarding Process

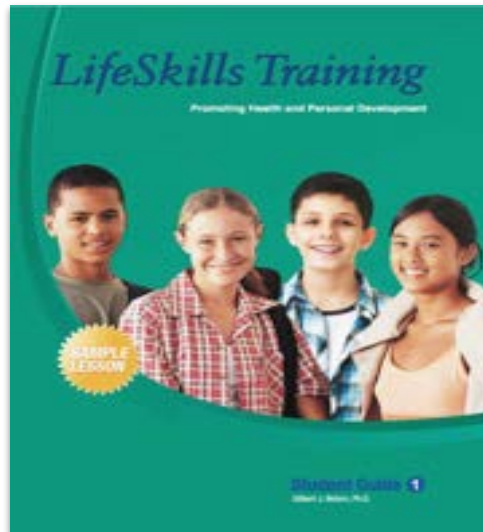
1. Sign up at QR Code
2. Discussion with Program Managers
3. Any necessary approvals
4. Sign program agreements
5. Register for online training
6. Receive all training and school materials
7. Deliver Botvin LifeSkills to students with fidelity!
8. Share the opportunity!

Any questions?

Nenneya Shields

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Opioid Abatement Botvin LifeSkills
Training Interest Form

