



FLORIDA DEPARTMENT OF  
**EDUCATION**  
fldoe.org

# Health Education Resources

**Florida Organization of Instructional Leaders (FOIL)  
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## PRESENTERS

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## Overview

# Health Education Resources

- Student Support Services and Healthy Schools
- Required Instruction
- Substance Use and Abuse Standards
- Required Instruction Reporting Portal
- The Facts. Your Future. Website and School Assemblies Toolkit
- Resiliency Toolkit
- Overall System of Support

# Student Support Services and Healthy Schools

## Division of Public Schools

### Bureau of Standards and Instructional Support

- STEAM
- Instructional Materials and Library Media
- Social Studies and the Arts
- Innovation and Implementation
- **Healthy Schools**
  - Physical Education
  - **Health Education**

### Bureau of Exceptional Education and Student Services

- **School Counseling**
- School Nurses
- School Psychologists
- **School Social Work**
- Medicaid

## **RULE**

### **6A-1.094124, Florida Administrative Code (F.A.C.)**

Rule 6A-1.094124, F.A.C., approved by the State Board of Education in September 2019, requires school districts to annually provide instruction to students in grades K-12 related to youth substance use and abuse health education, and institutes procedures for school districts to document planning and delivery of instruction.

Substance use and abuse health education should advance each year through developmentally appropriate instruction and skill building using the State Board-adopted health education standards found at [www.cpalms.org](http://www.cpalms.org).

## Required Instruction Statute Language

Under section (s.) [1003.42](#), Florida Statutes (F.S), Health education addresses concepts of community health, consumer health, environmental health and family life, including:

### K-12

- Injury prevention and safety
- Internet safety
- Nutrition
- Personal health
- Prevention and control of disease
- **Substance Use and Abuse**
- Prevention of child sexual abuse, exploitation, and human trafficking

### 6-12

- Awareness of the benefits of sexual abstinence as the expected standard and the consequences of teenage pregnancy
- **Substance Use and Abuse** - standards for grades 6-12 were adopted by the State Board of Education July 14, 2021.

### 7-12

- Teen dating violence

## Continued : Required Instruction Statute Language

### K-12

Life skills that build confidence, support mental and emotional health and enable students to overcome challenges, including:

- Self-awareness and self-management
- Responsible decision-making
- Resiliency
- Relationship skills and conflict resolution
- Understanding and respecting other viewpoints and backgrounds

### 9-12

#### Life skills for:

- Developing leadership skills
- Interpersonal skills
- Organization skills
- Research skills
- Creating a resume
  - Including a digital resume
- Exploring career pathways
- Using state career planning resources
- Developing and practicing the skills necessary for employment interviews
- Workplace ethics and workplace law
- Managing stress and expectations
- Self-motivation

# Substance Use and Abuse Standards

## State Academic Standards for Health Education in Florida

Florida's standards for Health Education are based upon established health behavior theories, models, and evidence-based research, as well as best practices. Florida's Health Education standards include the following:

1. **Core Concepts**
2. **Internal and External Influence**
3. **Accessing Information**
4. **Interpersonal Communication**
5. **Decision Making**
6. **Goal Setting**
7. **Self-Management**
8. **Advocacy**
9. **Character Education**
10. **Substance Use and Abuse**

The standards are structured by Standards and Benchmarks. The Standard is a general statement that identifies what the student is expected to achieve. The Benchmark identifies what the student will know and be able to do by the end of each of the grade.

- [Health Education Standards](#)

Source: <https://www.fldoe.org/schools/healthy-schools/comprehensive-health-edu.stml>

## Grades 6-8

### Standard 1: HE.68.SUA.1 Health promotion and disease prevention concepts

**HE.68.SUA.1.1** Demonstrate use of a decision-making model or process in situations involving misuse or abuse of substances.

**HE.68.SUA.1.2** Define terminology specific to alcohol misuse/abuse and discuss the short- and long-term effects of consuming alcohol.

**HE.68.SUA.1.3** Discuss the health risks associated with alcohol misuse including liver disease, cancer, cardiovascular disease and neurological/brain damage.

**HE.68.SUA.1.4** Describe the types, delivery devices and accessibility of marijuana/THC products and their impacts on prevalence of use.

**HE.68.SUA.1.5** Examine the effects of marijuana/THC on body systems and behavior.

**HE.68.SUA.1.6** State the risks of misusing and sharing prescription drugs.

**HE.68.SUA.1.7** Identify signs and symptoms of prescription drug misuse and overdose.

**HE.68.SUA.1.8** Describe the short- and long-term physical and social consequences of tobacco and/or nicotine use.

### Standard 2: HE.68.SUA.2 Internal and external influences

**HE.68.SUA.2.1** Discuss family rules, school rules and state laws about the use of alcohol and other drugs.

**HE.68.SUA.2.2** Discuss the dangers of underage consumption of alcohol and the benefits of abstaining from drinking alcohol.

**HE.68.SUA.2.3** Describe how external factors can influence behaviors related to tobacco and/or nicotine use.

**HE.68.SUA.2.4** Explain school-based policies and legal consequences related to the sale, promotion, and use of tobacco and/or nicotine products on school property.

### Standard 3: HE.68.SUA.3 Access to valid information, products and services

**HE.68.SUA.3.1** Discuss ways to identify valid and reliable multi-media information as it pertains to alcohol and other drugs.

**HE.68.SUA.3.2** Identify how to find and access school and community resources related to alcohol misuse and/or abuse.

**HE.68.SUA.3.3** Differentiate between marijuana/THC myths and facts.

**HE.68.SUA.3.4** Explain how family, peers and multi-media messages over time can influence the use of marijuana/THC.

**HE.68.SUA.3.5** Describe the three major categories, purposes and side effects of prescription drugs.

**HE.68.SUA.3.6** Distinguish valid and reliable resources for cessation.





# CPALMS: Standards Search

Strand **HE.912.C:** Health Literacy Concepts ▼

Strand **HE.912.B:** Health Literacy Responsible Behavior ▼

Strand **HE.912.P:** Health Literacy Promotion ▼

Strand **HE.912.SUA:** Substance Use and Abuse Standards ▼

Standard 1 **HE.912.SUA.1** : Health promotion and disease prevention concepts [read more](#)

Date Adopted or Last Revised: 07/21 ▼

Standard 2 **HE.912.SUA.2** : Internal and external influences [read more](#)

Date Adopted or Last Revised: 07/21 ▼

Standard 3 **HE.912.SUA.3** : Access to valid information, products and services [read more](#)

Date Adopted or Last Revised: 07/21 ▼

Standard 4 **HE.912.SUA.4** : Communication skills and resilient behaviors to reduce health risks [read more](#)

Date Adopted or Last Revised: 07/21 ▼

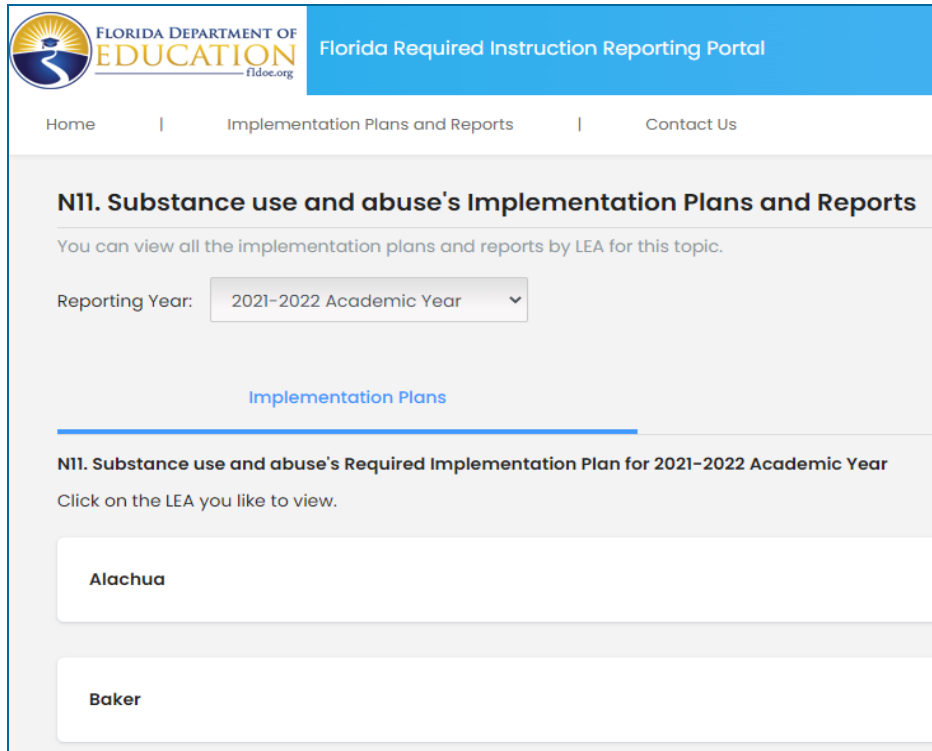
Standard 5 **HE.912.SUA.5** : Advocacy for personal, family and community health [read more](#)

Date Adopted or Last Revised: 07/21 ▼

Source: <https://www.cpalms.org/Public/search/Standard>

# Florida Required Instruction Reporting Portal

Welcome to the Required Instruction Reporting Portal. This portal supports the department's work by providing districts with an intuitive data entry tool and giving stakeholders an efficient method to access related information.



The screenshot shows the Florida Required Instruction Reporting Portal interface. At the top left is the Florida Department of Education logo. The page title is "Florida Required Instruction Reporting Portal". The navigation menu includes "Home", "Implementation Plans and Reports", and "Contact Us". The main content area is titled "N11. Substance use and abuse's Implementation Plans and Reports". Below the title, it states "You can view all the implementation plans and reports by LEA for this topic." There is a "Reporting Year:" label followed by a dropdown menu set to "2021-2022 Academic Year". A blue link "Implementation Plans" is visible. Below this, the page title is "N11. Substance use and abuse's Required Implementation Plan for 2021-2022 Academic Year" with the instruction "Click on the LEA you like to view." Two LEA names are listed in white boxes: "Alachua" and "Baker".

Source: <https://www.flrequiredinstruction.org/PlanReport/PreviewReportingCategory/24>

# Florida Required Instruction Reporting Portal

**Selected grade(s):** Grade 9

**Selected course(s) \***

3026010 - HOPE-Physical Education (Core)

**Selected qualification(s) of the instructors for the selected courses above \***

Florida Certified Teacher

**Selected instructional materials used \***

Health Opportunities Through Physical Education  
AlcoholEdU - Underage Drinking Prevention  
Prescription Drug Safety

**Rationale for delivering the instruction in the courses and grades selected above \***

The instruction will be delivered by a certified health instructor through PowerPoint, class discussion, peer-to-peer discussion, and independent reflection to enhance students' knowledge related to the true effects of substance use and abuse on the human body.

Students were provided with skill-building opportunities to practice advocacy skills and health-enhancing decision making aligned with Florida Benchmarks and standard strands for health education. Everfi's AlcoholEDU and Prescription Drug Safety courses will be an enhancement to helping students with the skill building techniques.

Source: <https://www.flrequiredinstruction.org/PlanReport/PreviewReportingCategory/24>

 **THE FACTS.** ↑  
YOUR FUTURE.



Source: <https://www.thefactsyourfuture.org/>

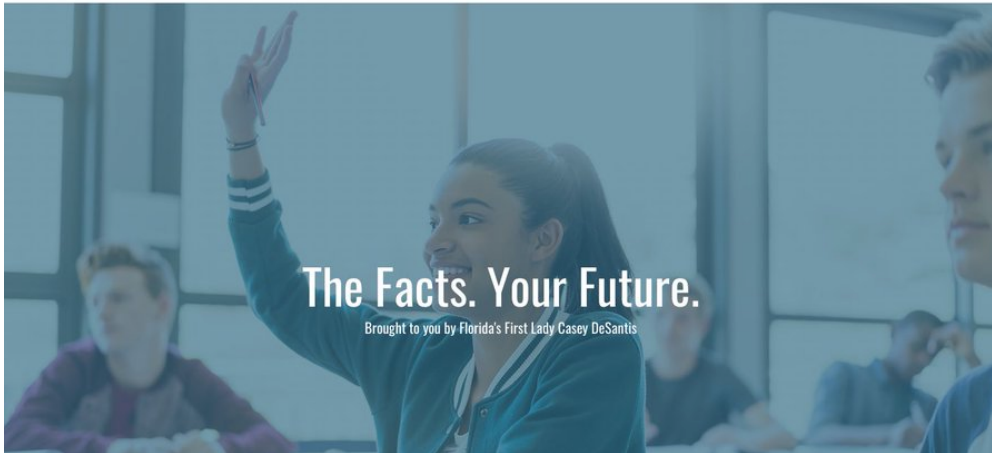
*The Facts. Your Future.* is a partnership with the Florida Department of Health and the Florida Department of Education, spearheaded by First Lady DeSantis.

The website, [TheFactsYourFuture.org](https://TheFactsYourFuture.org), features FREE resources including:

- A downloadable version of the School Assemblies Toolkit announced by the First Lady in January 2022, which includes fact sheets and a planning guide for interactive school-based assemblies;
- Shareable versions of social media ads;
- Shareable versions of digital videos;
- A science-based video explaining the harmful effects of substance use on the developing teen brain; and
- A resources page with links to the Florida crisis line and the National Suicide Prevention hotline.



[Home](#) [Video](#) [About](#) [Campaign Resources](#) [Relevant Links](#)



# Welcome to CPALMS

Choose one of the options to get started:

I am a Florida  
**Teacher**

I am a Florida  
**Parent**

I am a Florida  
**Student**

I am  
**Not from Florida**

The Facts. Your Future. School Assemblies Toolkit.

Florida's Resiliency Toolkit and Character Education

## Standards Viewer App

Explore Florida's standards directly on your mobile device. Available for iOS and Android and devices. [Click here for more information](#) or use the buttons below to download the app.



## New to CPALMS?

CPALMS is an online toolbox of information, vetted resources, and interactive tools that helps educators effectively implement teaching standards. It is the State of Florida's official source for standards information and course descriptions.

[Click here to watch an introduction video!](#)

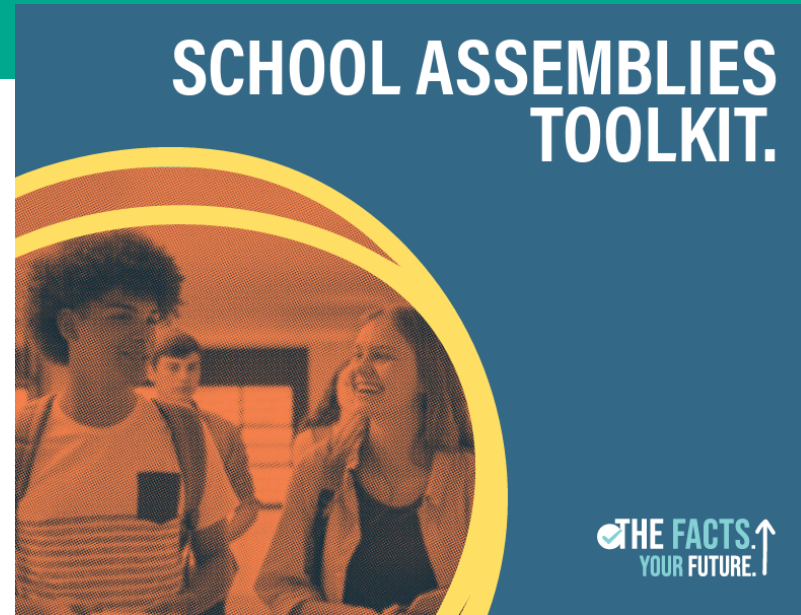
## The Facts. Your Future.



### PURPOSE:

Through “*The Facts. Your Future.*” campaign, the State of Florida is focusing on supporting students statewide to ensure they receive prevention instruction and encouragement to protect and maintain their health, avoid substance misuse, and discourage risky behaviors so they can thrive and flourish for life.

To support schools statewide to kick off the school year or semester, this toolkit provides the resources to host an assembly and extend this initiative through campaign materials. To continue keeping students informed and assist with smart and safe decision making as they grow, the tactics of this toolkit are intentionally broad so that schools may choose to take a hands-on, interactive approach and incorporate different elements throughout the school year, including through social media.



Source: <https://www.thefactsyourfuture.org/>

## The Facts. Your Future. Toolkit... MORE!

### A MULTI-FACETED APPROACH:

- ✓ *A school assembly initiative*
- ✓ *Web and digital media messaging and resource dissemination*
- ✓ *Help schools meet education requirements*



- The Facts
- Conversation Map
- Assembly Roadmap
- Real-Life Scenarios
- Time Out Exercises
- Now What?
- Resources



# THE FACTS ABOUT OPIOIDS.

Opioids are a type of drug that include pain relievers available legally by prescription, such as oxycodone, hydrocodone, codeine, morphine, pharmaceutical fentanyl, and many others. However, even when legally and prescribed, they can be highly addictive.<sup>1</sup>

Opioids affect both the spinal cord and brain to reduce the intensity of pain-signal perception as well as brain areas that control emotion.<sup>2</sup> They can also affect the brain to cause euphoria or a high.

Opioids also include illegal drugs such as heroin and synthetic fentanyl. Recent cases of fentanyl-related harm, overdose, and death in the U.S. are linked to illegal fentanyl.<sup>3</sup> It is often mixed with heroin or cocaine, sometimes without the user's knowledge, to increase its euphoric effects. It is 50 to 100 times more potent than morphine, and easily lethal.<sup>4</sup>

Even though heroin is highly addictive, more people struggle with addiction to prescription pain relievers. Many young people who inject before starting to use heroin.<sup>5</sup>

Many people are prescribed opioids out of danger and addictive. Even if someone injects hydrocodone, oxycodone, and morphine—parents, a doctor, a counselor, a teacher, or need help.



**10.3 million people aged 12 or older misused opioids in 2018.**<sup>6</sup>



## Harmful effects of opioid use:

- Extreme drowsiness.
- Confusion.
- Nausea.
- Constipation.
- Slowed breathing.

Over time, opioid use and misuse can lead to insomnia, muscle pain, heart problems, pneumonia, and addiction.<sup>7</sup>



## Addiction to prescription opioids is the strongest risk factor for heroin addiction.

Between 2002 and 2013, the rate of heroin-related overdose deaths nearly quadrupled, and more than 8,200 people died in 2013.<sup>8</sup>



## Deadly overdoses

Opioids are currently the main driver of drug overdose deaths. Opioids were involved in over 70% of drug overdose deaths in the United States during 2019.<sup>9</sup>

 **THE FACTS.** ↑  
**YOUR FUTURE.** ↑  
HOPE FOR HEALING FLORIDA



# The Facts. Your Future.

## CONVERSATION MAP.

*Starting conversations about substance use is hard. This messaging map breaks down specific concerns with facts that can help start those conversations, in person or online.*

*The focus is to empower students to have difficult conversations with their peers.*

*Using #TheFactsYourFutureFL, schools, students and communities can use the information in social media conversations.*

Source: <https://www.thefactsyourfuture.org/>

### MINDSET

#### ISN'T IT BETTER THAN CIGARETTES?

### FACT

New e-cigarettes like Puff Bar, JUUL, Stig and HQD contain as much nicotine as two packs of cigarettes... Not so different, huh?<sup>2</sup>

It's time to cancel the influence of vaping. Get your facts from a reliable source.

Check out [thefactsnow.com](https://thefactsnow.com)

### MINDSET

#### IT'S NORMAL TO DRINK

### FACT

Early onset alcohol use is a risk factor for future problems, including heavier use of alcohol and drugs during adolescence and alcohol dependence in adulthood.<sup>3</sup>

### MINDSET

#### DRINKING IS WHAT EVERYONE DOES FOR FUN.

### FACT

On average, alcohol is a factor in the deaths of approximately 4,300 people under age 21 in the U.S. per year, shortening their lives by an average of 60 years.<sup>3</sup>

### MINDSET

#### I'M SO OVERWHELMED WITH SCHOOL, LIFE, ETC.

### FACT

The State of Florida has made significant investments to ensure there are school and community-based providers, such as certified school counselors, school psychologists, school social workers, and other licensed mental health professionals available to help our state's children and youth overcome non-academic barriers to academic success.<sup>4</sup>

# 3-2-1 CHALLENGE

3

Resources or information I found:

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

2

Questions I'll find answers to:

- ❖ \_\_\_\_\_
- ❖ \_\_\_\_\_

1

Thing I'll do:

- ✓ \_\_\_\_\_



## Resiliency Toolkit

The Resiliency Toolkit was assembled to assist teachers in the development of more resilient and healthy students. The toolkit provides a curriculum to help teachers instruct students regarding skills such as problem solving, responsibility, and overcoming adversity. Other goals encourage outside play and exercise, volunteer work and mentorship, empathy, gratitude, and respect.

Teachers, utilizing the instructional resources included in this toolkit, will empower Florida's students as they develop resilience to adapt to a variety of situations and can assist with health education topics included in required instruction.



Source: [https://www.cpalms.org/standards/Resiliency\\_Toolkit.aspx](https://www.cpalms.org/standards/Resiliency_Toolkit.aspx)

# Resiliency Toolkit Lessons



## Empathy

When students are aware of and able to understand the feelings of others.

Empathy -Walk in My Shoes (Grades K-5)

Empathy - Wallet Lesson (Grades 6-8)

Empathy - Teapot Design Process (Grades 9-12)



## Physical Activity

A student's use of movement to contribute to their well-being and mental wellness.

Compare and Contrast: Soccer and Basketball (K-5)

The Enduring Heart (Grade 5)

Identifying Common Forces (Grade 5)

Food Label Scavenger Hunt (Grades 6-8)

Physical Activity Logs (Grades 9-12)



## Critical Thinking & Problem Solving

The use of a process to solve problems, critically think and promote confidence in students to manage challenges.

Inferring Informational Text – Bridges (Grade 5)

All "Tired" Up (Grade 6)

For Students by Students (Grades 6-7)

Evaluating Claims About Cancer (Grades 9-12)

Uncle Henry's Dilemma (Grades 6-8)

The Towers of Hanoi (Grades 9-12)

Source: [https://www.cpalms.org/standards/resiliency\\_toolkit.aspx](https://www.cpalms.org/standards/resiliency_toolkit.aspx)

## District Overall System of Support

Your district Mental Health Assistance Allocation plan must be focused on a multi-tiered system of supports (MTSS) to deliver evidence-based mental health care assessment, diagnosis, intervention, treatment and recovery services to students with one or more mental health or co-occurring substance abuse diagnoses and to students at high risk of such diagnoses.

The plan should:

- reduce the likelihood of at-risk students developing social, emotional, or behavioral health problems, depression, anxiety disorders, suicidal tendencies, or substance use disorders; and
- improve the early identification of social, emotional, or behavioral problems or substance use disorders, to improve the provision of early intervention services, and to assist students in dealing with trauma and violence.



## District Overall System of Support

Using the information that was shared throughout the presentation, share how you can incorporate the **MTSS** framework to develop appropriate student interventions at TIER 1, to provide universal support/prevention in your **Mental Health Assistance Allocation Plan**.

# Questions



## Contact Information

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