Micro Credential Lesson Plan NARCAN

Lesson Title:

Administering NARCAN: Recognizing and Responding to Opioid Overdose

Grade Level:

11th Grade

CTE Pathway / Course Name:

Law and Public Safety I

Lesson Duration:

One 90-minute class period

Instructional Objectives / Learning Targets:

By the end of this lesson, students will be able to:

- Identify signs and symptoms of opioid overdose
- Demonstrate correct steps for administering NARCAN (naloxone) nasal spray
- Apply basic emergency response procedures during a suspected overdose
- Analyze the importance of timely intervention in opioid-related emergencies

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Industry Standards Addressed:

(Include relevant CTE, state, or national standards — e.g., TEKS, LAPSEN, etc.)

- **LAPSEN (Law and Public Safety Education Network):**
  EMS.02 – Demonstrate emergency care procedures for respiratory distress

- **National Health Education Standards (NHES):**
  Standard 7 – Practice health-enhancing behaviors and avoid or reduce health risks

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Materials and Equipment Needed:

- NARCAN (training nasal spray devices)
- Gloves (nitrile or latex)
- CPR face shields or masks
- First aid kits

Student handouts or rubrics:

https://docs.google.com/document/d/1cyM3mnedPSTeOXSSdKNGhR2ERUTDnlapJ98mrOP_fkU/edit?usp=sharing

- Step-by-step NARCAN administration guide

  DEA__OPCK__PPT__FINAL - Narcan presentation (1)-1.pdf

- Skills demonstration checklist
- Exit ticket questions

Technology:

- Projector
- Laptop or classroom computer
- Video on opioid overdose recognition (e.g., CDC or SAMHSA resources)

Safety Considerations:

PPE required:

- Gloves
- CPR mask (for demonstration purposes)

Safety briefing or demo required before beginning:

- Review of universal precautions (e.g., glove use, avoiding exposure to bodily fluids)
- Proper handling and storage of NARCAN devices

Emergency procedures:

- Notify instructor immediately in case of an actual emergency
- Review school's medical emergency protocol

Bell Ringer / Engagement (5–10 min):

Play a 2-minute video showing a dramatized opioid overdose situation. Ask students:
"What would you do if you saw this happen? What signs would help you know it's an overdose?"

Direct Instruction (10–15 min):

- Brief lecture on opioid overdose statistics and public health impact
- Define key terms: **opioid, overdose, NARCAN, respiratory depression**
- Demonstrate the steps to administer NARCAN (using a trainer device)
- Show video from Narcan.com or similar educational resource

Guided Practice (10–15 min):

- In pairs, students follow along with a printed checklist as the teacher models NARCAN administration
- Students practice administering a NARCAN trainer device with peer support
- Teacher circulates to provide real-time feedback

Hands-On Activity / Lab (30–60 min):

Scenario Simulation Lab
Students rotate through stations simulating an overdose response:

1. Scene safety check
2. Recognize overdose symptoms
3. Call for help
4. Administer NARCAN
5. Provide basic supportive care (recovery position, rescue breathing)

Rubric/Performance Criteria:

- Follows correct order of steps
- Uses PPE correctly
- Administers NARCAN accurately
- Communicates effectively with “victim” and peers

Teacher uses a checklist to assess skills during the simulation

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Debrief and Reflection (10–15 min):

- Group discussion:
  "What was the most difficult part of the simulation?"
  "How did it feel to respond under pressure?"

- Students complete a written reflection:
  "What would you do differently next time?"

- Discuss real-world applications, including Good Samaritan laws and bystander impact

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Assessment / Exit Ticket:

Teacher observes and checks off student performance during hands-on simulation

Students answer 3 short questions:

1. List 3 signs of opioid overdose
2. What is the first thing you should do if you suspect an overdose?
3. How does NARCAN work?

Micro Credential Evaluation:

Evaluation Process:

- Students must pass a practical skills check (administering NARCAN correctly)
- Must score 80% or higher on exit ticket

Timeline:

- Evaluation during class simulation
- Feedback provided immediately after simulation

Preparation Advice:

- Review checklist before simulation
- Watch demonstration videos again if needed
- Practice with peer or at home using trainer device if available

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Accommodations and Modifications:

(For students with IEPs, ELLs, or other needs)

IEP/504: Provide extended time and allow for written or verbal responses

ELLs: Use visuals, translated handouts, and simplified language

Anxiety/Disability: Allow alternative assessment format (e.g., one-on-one simulation with teacher instead of group)

Gifted: Challenge to lead a group or explain the science behind naloxone