Program Compliance with the National Health Education Standards (NHES)

Fentanyl Fathers: School Assembly Program

1. Standard 1 – Comprehend concepts related to health promotion and disease prevention

Our program is grounded in the *Health Belief Model (HBM)*, emphasizing the dangers of counterfeit pills and fentanyl, as well as the importance of naloxone and recognizing overdose symptoms. We highlight evidence-based strategies for drug prevention and equip students with critical knowledge to prevent accidental poisonings.

---

2. Standard 2 – Analyze the influence of family, peers, culture, media, technology, and other factors

We address stigma and cultural factors that can hinder seeking help. Students learn how peer pressure and social media contribute to the risk of counterfeit pills. We encourage forming peer-led SAFE chapters to create a supportive culture of prevention.

---

3. Standard 3 – Access valid information, products, and services

We provide resources vetted by organizations like the CDC, DEA, and SAMHSA. Students are informed about where to access naloxone, crisis lines, and mental health support in their communities.

---

4. Standard 4 – Use interpersonal communication skills

We train students on how to have difficult conversations with peers and trusted adults about drug use, overdose risk, and mental health. We also emphasize open, stigma-free communication and the importance of speaking up during emergencies.

---

5. Standard 5 – Use decision-making skills

Our program includes scenario-based discussions to help students evaluate the risks of drug use and practice making healthy, informed choices—such as calling 9-1-1 in emergencies or refusing unsafe substances.

---

6. Standard 6 – Use goal-setting skills

Through peer-led initiatives like SAFE chapters, students set goals to share prevention messages, educate their peers, and create healthier school environments.

---

7. Standard 7 – Practice health-enhancing behaviors and avoid or reduce health risks

We teach and encourage students to adopt lifesaving actions: carrying naloxone, avoiding counterfeit pills, and knowing how to respond during an overdose. Assemblies emphasize positive behaviors and resilience-building strategies.

---

8. Standard 8 – Advocate for personal, family, and community health

Students are encouraged to become advocates by spreading awareness within their families and communities, warning peers about counterfeit pills, and supporting mental health conversations. Our program trains them to become ambassadors for health and safety.

Program Outcomes and Evaluation

We measure the impact of our program through pre- and post-surveys focusing on HBM constructs such as perceived susceptibility, benefits, barriers, and self-efficacy. Quarterly analyses consistently show statistically significant positive shifts in student knowledge and readiness to act.