



Talk Overdose  
Parlons Surdose

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# Outreach Letter

Ontario School Curriculum  
(English Version)



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# About Us

Talk Overdose is a group of female Indigenous youth from the Ottawa area determined to reduce stigma surrounding opioid use. We want to help students (age 12 and up) realize that opioid addictions are happening to people all around them, not just to marginalized groups. Canada's current projections suggest that between 1,200 and 2,000 people could die during each quarter through to June 2022 and youth mental health disorders have reached crisis levels. Given the strong association between youth mental health and drug use, schools can play a key role in tackling this issue by supporting initiatives that promote awareness and reduce stigma.





# Why Us

1. it is important to talk openly with youth about drug experimentation and use as they approach the age where use is more likely
2. our workshops/presentation are a positive step forward in establishing educational tools for youth that are relatable, impactful and hopefully save lives by reducing stigma and providing accurate information on substance use
3. make people aware of the problem and how they can assist, those who find themselves in danger will feel less ashamed and more empowered to ask for help
4. humanize the opioid crisis, provide students with tools to help themselves and others, and address harmful stereotypes, dispell myths and reduce stigmatization
5. students can experience empathy as they account for difficult situations and hard choices that too often make people who use substances do so in secret



# Relevance to School Curriculum

Relevant TRC Calls to Action	
19	We call upon the federal government, in consultation with Aboriginal peoples, to establish measurable goals to identify and close the gaps in health outcomes between Aboriginal and non-Aboriginal communities, and to publish annual progress reports and assess longterm trends. Such efforts would focus on indicators such as: infant mortality, maternal health, suicide, mental health, addictions, life expectancy, birth rates, infant and child health issues, chronic diseases, illness and injury incidence, and the availability of appropriate health services.
55 (iv)	Progress on closing the gaps between Aboriginal and non-Aboriginal communities in a number of health indicators such as: infant mortality, maternal health, suicide, mental health, addictions, life expectancy, birth rates, infant and child health issues, chronic diseases, illness and injury incidence, and the availability of appropriate health services.

Relevant Curriculum Skills		
Grades 7-8	Stress Management and Coping	A1.2
Grades 7-8	Healthy Relationships	A1.4
Grades 7-8	Self-Awareness and Sense of Identity	A1.5
Grades 7-8	Active Participation	B1.3



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Relevant Curriculum Skills		
<b>Grade 9-12:</b>	<p><u>Living Skills:</u></p> <ul style="list-style-type: none"> <li>- Personal Skills</li> <li>- Interpersonal Skills</li> <li>- Critical and Creative Thinking (CT)*</li> </ul> <p><u>Active Living:</u></p> <ul style="list-style-type: none"> <li>- Active Participation</li> <li>- Safety</li> </ul> <p><u>Healthy Living</u></p>	<p><u>Grade 9:</u></p> <ul style="list-style-type: none"> <li>- A1</li> <li>- C1.1</li> <li>- C2.2</li> <li>- C3.2</li> </ul> <p><u>Grade 10:</u></p> <ul style="list-style-type: none"> <li>- C1.1</li> <li>- C1.2</li> <li>- C2.4</li> <li>- C3.2</li> <li>- C3.3</li> </ul> <p><u>Grade 12:</u></p> <ul style="list-style-type: none"> <li>- C1.2</li> <li>- C1.4</li> <li>- C2.1</li> <li>- C2.2</li> <li>- C3.3</li> <li>- C3.5</li> </ul>
<b>Grade 12:</b>	<p><u>Explaining Determinants of Health:</u></p> <ul style="list-style-type: none"> <li>- Personal Factors</li> <li>- Social Factors</li> <li>- Personal Wellness</li> <li>- Consumer Health</li> <li>- Components of Healthy Communities</li> <li>- Promoting Healthy Living</li> <li>-</li> </ul>	<ul style="list-style-type: none"> <li>- C1.2</li> <li>- C2.2</li> </ul>



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	Understanding health concepts	Making healthy choices	Making connections for healthy living
Personal safety and injury prevention	<u>Grade 8:</u> - D1.2 Reducing risk of injuries, death <u>Grade 10:</u> - C1.1 Mental health – factors that enhance [PS, IS]	<u>Grade 7:</u> - D2.2 Impact of bullying/harassment <u>Grade 8:</u> - D2.2 Assessing situations for potential danger	<u>Grade 8:</u> - D3.2 Impact of violent behaviours; supports <u>Grade 9:</u> - C3.2 Mental health concerns – warning signs and responses [PS, IS] <u>Grade 10:</u> - C3.2 Minimizing health and safety risks – physical and personal environment [PS]
Substance use, addictions and related behaviours	<u>Grade 7:</u> - D1.2 Mental health/substances, support <u>Grade 8:</u> - D1.3 Warning signs & consequences <u>Grade 9:</u> - C1.3 Resilience-protective & risk factors [PS, CT] <u>Grade 10:</u> - C1.2 Effects on health and well-being [PS]	<u>Grade 7:</u> - D2.3 Body image, substance use	<u>Grade 7:</u> - D3.2 Implications of substance use, addictions, and related behaviours <u>Grade 10:</u> - C3.3 Addiction-related issues – local, national, and global [CT]



<b>Human development</b>		<u>Grade 8:</u> - D2.3 Decision making considerations and skills  Grade 9: - C2.2 Relationships-skills & strategies [PS, IS]	<u>Grade 8:</u> - D3.3 Relationship changes  <u>Grade 10:</u> - C3.5 Relationships-effects on self and others [PS, IS, CT]
<b>Mental health literacy</b>	Grade 7: - D1.4 Senses and functions - D1.5 Mental health and overall health	Grade 8: - D2.4 Routines and habits for mental health	Grade 8: - D3.4 Societal views, impact of stigma

**Relevant articles:**

<https://www.msn.com/en-ca/news/canada/provincial-campaigns-urged-to-address-overdoses-after-ottawa-sees-more-than-1000-er-visits-in-2021/ar-AAxXdTF?ocid=st>

[https://twitter.com/Jill\\_Halladay/status/1531360356702068737](https://twitter.com/Jill_Halladay/status/1531360356702068737)

<https://ottawacitizen.com/news/local-news/ottawa-indigenous-people-face-discrimination-in-accessing-kind-respectful-health-care-report-says>



# Presentations

The presentation and workshop can be delivered virtually and is preceded by an informative video about the opioid crisis. The video touches on the causes, signs of problematic substance use (i.e. acronym S.W.A.N.S.), methods for responding to peers who might be struggling, as well as Naloxone training.

Classrooms who host Talk Overdose will receive a package of Indigenous handmade chocolates for students before the presentation (courtesy of Wabano Fine Chocolates). They're universally loved and are a great way to break the ice and stimulate positive thinking.

Teachers are encouraged to show their students the video prior to the presentation and to forward student questions ahead of time to allow us or our guest speaker an opportunity to prepare answers. When honorariums are available. Guest speakers will be introduced to the classroom to explore how stigma made them feel, and answer any questions that students or teachers might have about struggling, overcoming and living with substance use.



# Workshops

Workshops will be more interactive than presentations.

They will involve group activity where students are assigned one of several case scenarios and then are asked to document their thoughts and feelings as if they were the person struggling with problematic opioid use. In asking students to inhabit the life of another person, they can experience empathy as they account for the difficult situations and hard choices that too often make people who use substances do so in secret.

