Naloxone Education Access - Scenario Card Exchange

30 minutes | 3-12 people | Adults with trained group facilitation

Map how to seek qualified overdose-prevention and naloxone education, without treating this activity as training.

Open with choice - 3 minutes

Explain the purpose, privacy limits, and the option to observe, use fiction, adapt, or pass. Check access needs and group readiness; do not promise absolute confidentiality.

Meet the fictional case - 4 minutes

A member wants to know where to ask for instruction. Ask what is known, what is assumed, and what the person in the case wants.

Practice: Card sort - 16 minutes

Map how to seek qualified overdose-prevention and naloxone education, without treating this activity as training. Using only the fictional case, make cards for the goal, a contextual barrier, an available support, an alternative, and a possible next step. Sort them into what is known, what needs checking, and what requires outside help; discuss cards that can fit more than one place.

Reflect and compare - 4 minutes

What needs confirmation from a qualified service? Ask what fits, what does not, and what external conditions or supports affect the options. No personal disclosure is required.

Close and integrate - 3 minutes

Invite an optional observation, support request, or small next step. Passing is welcome. Agree how to revisit questions and seek appropriate help outside the exercise.

Practice output

A card arrangement showing facts, questions, and support needs.

Scope and care

Use ordinary or fictional examples, not graphic substance-use stories or cue exposure. No competitive abstinence scoring, forced disclosure, or required pathway. These plans do not manage intoxication, overdose, withdrawal, or medication changes; follow individualized care and appropriate medical assessment.

Original AI-assisted educational draft; independent clinical review pending. Version 1.0. Background references: GP01, GP02, GP03, RF-SUR. Full source links: library.morethantherapy.org/group-activities/GRP463