

MIDDLE
SCHOOL
#2

DIGITAL LESSON EDUCATOR GUIDE

Is our community influenced
by the U.S. opioid epidemic?

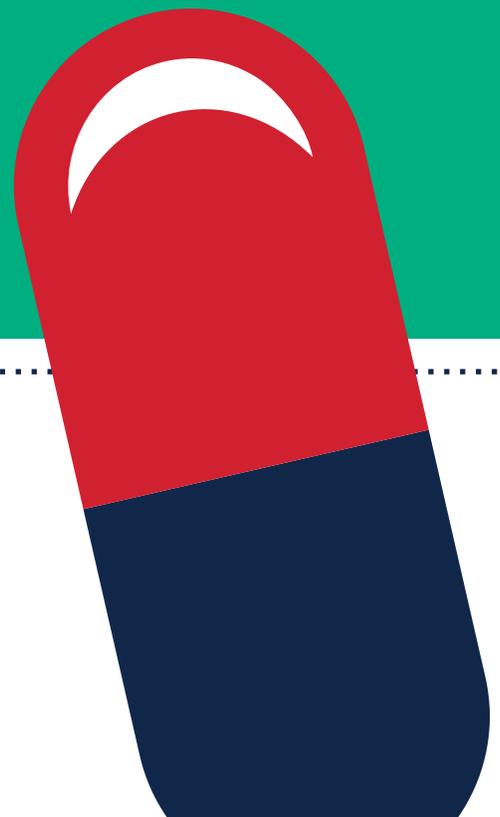


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INTRODUCTION TO OPERATION PREVENTION

Why is Opioid Prevention Important?

The misuse of opioids such as heroin, morphine, fentanyl, and prescription medications is a serious national problem that affects the health, social, and economic welfare of communities. In 2017 there were approximately 192 drug overdose deaths per day in the United States with nearly 68% of those deaths related to pharmaceutical opioids or heroin. About 11.1 million people indicated misusing or abusing prescription painkillers in 2017 while nearly one in seven teens say they have used prescription medicine at least once in their lifetimes to get high. To address this complex problem, federal agencies are working to inform patients, parents, teens, pharmacists, and educators about the dangers of opioid misuse.

How Will My Students Learn About Opioid Prevention?

This is the second set of lessons in the middle school series. During this lesson sequence, students will explore the reasons why opioids are prescribed, how they are often misused, and how misuse can lead to physical dependency. In their role as investigators, students will plan and conduct original research to obtain information about the opioid epidemic in their own communities and design strategies for reducing or preventing an epidemic.

How Do the Sessions Work?

Teaching Sequence: This is the second Operation Prevention Middle School Educator Guide designed to be taught in sequence and used with sixth, seventh, or eighth grade students. This guide was created to give educators ideas and strategies for presenting the content in the digital lessons. It provides slide-by-slide details for educators to prepare them to engage with students as they explain, discuss, and effectively facilitate the content in each of the sessions.

In addition to the Educator Guide, an accompanying presentation was created with PowerPoint so that it can be used in a variety of classrooms. If you are using a laptop with an LCD projector, simply progress through the PowerPoint by clicking to advance. All of the interactive aspects of the presentation are set to occur on click. The corresponding videos link to the slides. Click on the images to play the videos. If you are using an interactive whiteboard, tap on each slide with your finger or stylus to activate the interactive aspects of the presentation. It does not matter where you tap, but you can make it appear as if you are making certain things happen by tapping them. Teacher notes are included for each slide that include information on how to proceed.

Setting Up Norms/Rules:

It is a good idea before starting the Operation Prevention sessions with middle school students to set up norms or rules for the lessons. Norms are standards or procedures that your class will follow while they are participating in the Operation Prevention sessions. You may already have established class rules/norms and may choose to incorporate them into these sessions as well. However, you will want to consider adding some additional norms due to the more sensitive information that these sessions will discuss. Here are a few suggested norms you may want to consider:

- We value participation by everyone.
- We are open to hearing opinions that may be different than ours.
- We will respect what others have to share and allow them to share it without judgement.
- What we share will be kept confidential. We will not use names when sharing stories.*

*In the case of mandated reporting issues, we recommend you follow your school or organizational guidelines and make sure that students are aware of them.

INTRODUCTION TO OPERATION PREVENTION

It is essential to create a safe and comfortable classroom atmosphere for students to engage in the content of the Operation Prevention sessions. Be sure to revisit the agreed upon norms/rules regularly with your students, and remind them that the purpose of norms is to maintain a safe place where everyone can feel comfortable sharing and learning.

Session Structure:

Each Operation Prevention Middle School session provides the following information to guide the teacher through its implementation.

- **Objectives:** Each session includes its overall goals as well as specific behavioral and cognitive objectives for students.
- **Required Materials:** Any materials necessary for the session are clearly outlined and included when possible to facilitate easy implementation of the session.
- **Student Responses:** Anticipated student responses for activities and questions are included next to corresponding slides.
- **Key Points to Make:** To help the teacher guide discussion and reinforce key concepts, key talking points are listed next to corresponding slides.
- **Definitions:** Any terms that can be used as vocabulary words will be defined.
- **Summary/Wrap Up:** The summary/wrap up is provided to assist educators in reinforcing key concepts and objectives of each session.

Content Areas

English Language Arts and Health Education

Activity Duration

3-4 class sessions (45 minutes each)

Grade Level

Grades 6-8

Essential Questions

- What is a public health epidemic?
- Why is there an increase in the use and misuse of opioids?
- Who does the opioid epidemic impact?
- How does an opioid epidemic impact a community?

Materials

- Access to the Internet
- Tablets, journals, or blank paper
- Chart paper and markers
- [Tips for Finding Credible Online Resources Student Handout](#)
- [Graphic Organizer for Argumentation from Evidence Student Handout](#)
- Levels of Reflection Student Handout

Objectives

- Examine and evaluate how a public health epidemic impacts a community.
- Design a plan or strategy to help mitigate or prevent an opioid epidemic in your own community.

SESSION 6 OVERVIEW

SLIDES
1-2

ENGAGE & EXPLORE

What is the Impact of the U.S. Opioid Epidemic

Overview:

In this session, you will gather information from your students regarding what they know about the opioid epidemic in our country in preparation for their investigation of the potential impacts on their local communities.

Objectives:

- Gather current student knowledge about opioid epidemic

Required Materials:

- Chart paper and markers

Definitions:

- **Epidemic** – a widespread occurrence of a disease or a rapid development, spread, or growth of something, especially something unpleasant

SESSION 6

WHAT DO YOU KNOW ABOUT THE U.S. OPIOID EPIDEMIC?



- How has the opioid epidemic affected people?
- How has the opioid epidemic impacted emergency room related costs?
- How has the opioid epidemic involved families as part of the solution?
- How has the opioid epidemic involved education as part of the solution?

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SLIDE 1

The purpose of this activity is to record what students already know about the opioid epidemic in relation to their community. Encourage students to think about news reports that they may have seen, newspaper articles, and social media posts, etc.

Hang eight sheets of chart paper around the room (four on each side), each displaying one of the discussion prompts:

- How has the opioid epidemic affected people?
- What is our community's attitude towards opioids?
- Have those fighting the opioid epidemic involved families as part of the solution?
- How have those fighting the opioid epidemic involved education as part of the solution?

Divide students into groups of 3–4. Distribute a different color marker to each group. Start off each group at one sheet of paper and provide 2-3 minutes for students to respond to the prompt. Repeat three more times as teams rotate through each prompt and add their ideas. Students should be guided to be additive and not repetitive. When time is up, direct students to return to their original paper to summarize the ideas.

Invite each group to report out its summary. As students share, record the information on a T-chart on the board labeled “Solid Facts” and “Conflicting/Confusing Information.”

SESSION SUMMARY

- An opioid epidemic is impacting our country in many ways.
- We should learn more about the opioid epidemic in our community and how we can make good decisions and not become part of it.

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SLIDE 2

Summary/Wrap of Session:

- An opioid epidemic is impacting our country in many ways.
- We should learn more about the opioid epidemic in our community and how we can make good decisions and not become part of it.

SESSION 7 OVERVIEW

SLIDES
3-4

ENGAGE & EXPLORE

Developing a Research Plan

Overview:

In this session, students will respond to a true/false “quiz” activity that will help them process new information.

Objectives:

- Help students discern facts vs. fiction regarding ways to address the opioid epidemic.
- Understand the responsibilities for opioid use.
- Encourage students to make good decisions to avoid opioid abuse.

Required Materials:

- [True/False Student Handout](#)

SESSION 7

What is the impact of the US opioid epidemic?

FACT vs. FICTION

- There is only one way to stop the opioid epidemic – get everyone treatment
- One way to stop the opioid epidemic is prevention
- The Doctor/Patient relationship is critical in prevention opioid addiction.
- It makes sense to get a narcotic drug for minor pain.
- A massive educational campaign can be a form of prevention.
- Community based resources for opioid addiction are important part of recovery.
- School systems should provide factual information to students.
- Insurance companies can help the opioid epidemic by putting more money towards treatment.
- Addiction is not a disease.
- The media can help to fight the opioid epidemic.

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SLIDE 3

Use the [True/False “Quiz”](#) to engage students in thinking about how ways to address the nationwide opioid epidemic.

Key Talking Points:

- There is only one way to stop the opioid epidemic – get everyone treatment
FALSE – Treatment and Prevention are both important.
- One way to stop the opioid epidemic is prevention
TRUE – prevention can stop new cases from occurring.
- The Doctor/Patient relationship is critical in prevention opioid addiction.
TRUE – Doctors have the responsibility to practice good medicine and only prescribe opioids when necessary. Patients need to be educated to what makes good sense.
- It makes sense to get a narcotic drug for minor pain.
FALSE – opioids should be used only for serious pain or issues.
- A massive educational campaign can be a form of prevention.
TRUE – education is very important to help people understand how addictive opioids can be.
- Community-based resources for opioid addiction are an important part of recovery.
TRUE – A robust support network for the person and their family is important.
- School systems should provide factual information to students.
TRUE – Scare tactics do not work!
- Insurance companies can help the opioid epidemic by putting more money towards treatment.
TRUE – This would be more helpful than paying for more prescriptions for opioids.
- Addiction is not a disease.
FALSE – Addiction, or substance use disorder, is a disease, and we shouldn't treat it as a crime.
- The media can help to fight the opioid epidemic.
TRUE – The media can help to provide education.

SESSION 7



SESSION **SUMMARY**

- Everyone in the community has a responsibility to do their part in preventing and treating the opioid epidemic.
- Being educated about opioid use is something that we can do to help us make good decisions that are healthy for us.

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SLIDE 4

Summary/Wrap of Session:

- Everyone in the community has a responsibility to do their part in preventing and treating the opioid epidemic.
- Being educated about opioid use is something that we can do to help us make good decisions that are healthy for us.

SESSION 8 OVERVIEW

SLIDES
5-7

ENGAGE & EXPLORE

Researching Opioid Impact on Our Community

Objectives:

- Learn about the impact of opioids on the teenage brain.

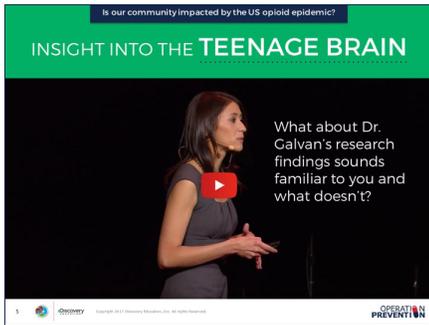
Required Materials:

- Video - [“Insight into the Teenage Brain”](#)
- [Insight into the Teenage Brain Student Handout](#)
- [Insight into the Teenage Brain Answer Guide](#)
- Journal or paper for reflection

Definitions:

- **Prefrontal Cortex** - This is the last part of the brain to develop and involves the process of critical thinking skills or executive functions.
- **Striatum** - A part of the reward center of the brain.
- **Dopamine** - A neurotransmitter that regulates emotional responses and enables us to see rewards and take action.

SESSION 8

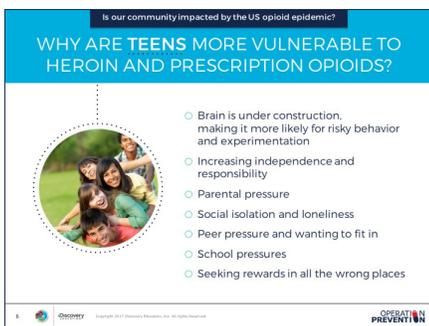


SLIDE 5

Invite students to think about how they make decisions. Ask several students to share.

Display the TED Talk, "[Insight into the Teenage Brain](#)" (9 mins. 38 secs.). While watching, have students consider what (things, items, issues?) about Dr. Galvan's research findings sounds familiar to them, and what doesn't.

Distribute [Insight into the Teenage Brain Student Handout](#) to guide students while they watch the video. Consult [Insight into the Teenage Brain Answer Guide](#) for anticipated responses.



SLIDE 6

Invite students to reflect on the question: Why might teens be more vulnerable to heroin and prescription opioids than adults?

Lead a discussion with the class to help them share key takeaways from the TED Talk on what they've learned about why teens might be more vulnerable to heroin and prescription opioids than adults. Record ideas on the board.

Invite students to share ways these changes show up for them:

- Brain is under construction, making it more likely for risky behavior and experimentation
- Increasing independence and responsibility
- Parental pressure
- Social isolation and loneliness
- Peer pressure and wanting to fit in
- School pressures
- Seeking rewards in all the wrong places

Invite students to examine local news stories and other resources they identified in their research plan to investigate how widespread the use of opioids is, and get a context for the scope of the problem.

SESSION 8

SESSION SUMMARY

- Making decisions can be influenced by our emotions.
- The teenage brain is more likely to react to strong emotions.
- The teenage brain is at risk for addiction because it is still developing.
- Identifying healthy ways to help us feel good will help us make better decisions.

SLIDE 7

Summary/Wrap of Session:

- Making decisions can be influenced by our emotions.
- The teenage brain is more likely to react to strong emotions.
- The teenage brain is at risk for addiction because it is still developing.
- Identifying healthy ways to help us feel good will help us make better decisions.

SESSION 9 OVERVIEW

SLIDES
8-12

ENGAGE & EXPLORE

Applying What We Learned - Creating a Campaign to Educate Others

Overview:

- In the next series of sessions, students will learn skills to research the topic of opioid abuse in their own community.

Objectives:

- To explore and examine the impact of the opioid epidemic in the local community.

Required Materials:

- [Research Plan Student Handout](#)
- [Tips for Finding Credible Online Resources Student Handout](#)
- Access to the internet/computers

SESSION 9



SLIDE 8

Facilitate a discussion with students on the following question:

Do you think our community is impacted by the opioid epidemic? What evidence supports your response?

Anticipated responses include:

- Yes, because I have seen news reports, discussed the topic in other classes, heard information on the radio, or noticed reports on social media.
- No, because I have not noticed any reports.

Guide students to brainstorm five resources that could help them find out.

Anticipated responses include:

- News articles
- Infographics
- Interviews
- Outreach and awareness flyers
- News videos
- Guest speakers/experts/doctors



SLIDE 9

Invite students to rank common domains encountered during internet searches from most credible to least credible and justify their ranking. This will help students identify credible sources when they start their research.

- .org: An advocacy web site, such as a not-for-profit organization.
- .com: A business or commercial site.
- .net: A site from a network organization or an Internet service provider.
- .edu: A site affiliated with a higher education institution
- .gov: A federal government site.

Emphasize that .org, .edu and .gov are typically more credible sites than the others.

Distribute [Tips for Finding Credible Online Resources Student Handout](#) to support students with evaluating websites. Invite students to review the resource and revisit their [Research Plan Student Handout](#) to add any additional ideas.

SESSION 9



SLIDE 10

Divide students into research teams of 2-3 students. Distribute the [Research Plan Student Handout](#).

Explain to students that a research plan will outline their plans to conduct their research. It helps prepare and organize ideas to better understand results. Students will use the graphic organizer to begin planning out how they will research if/how the opioid epidemic has impacted their community.

Use the following guiding questions to support students with completing their research plan. Questions can be displayed or printed and handed out to students if necessary:

- Does our community have an opioid addiction problem?
- How widespread is it?
- Who does it affect?
- How has the opioid epidemic affected people?
- How has the opioid epidemic impacted emergency room related costs?
- How has the opioid epidemic involved families as part of the solution?
- How has the opioid epidemic involved education as part of the solution?
- What ways could we begin, at our school, at home, or in our community, to work on drug education or prevention to stop this problem from spreading?

Based on student skill, educators can differentiate by providing students with a pre-curated list of resources from which to draw information.

SESSION 9



SLIDE 11

Explain to students that it is said that pictures speak louder than words. Guide students to brainstorm: What are some of the ways reporters use to illustrate the facts to give readers a visual look at what is essential? Instruct students to review newspapers or online news sites to find images that support factual information.

Display additional ideas using the slide. Clarify with students that their evidence should also include visual elements they constructed or cited. Students can illustrate facts in both traditional ways (graphs, tables, charts) and in more pictorial ways ([infographics](#), wordless illustrations).

- Charts and tables
- Photos and/or videos
- Infographics

Ask students to come up with examples of each type of way to illustrate facts and create a slideshow presentation with the different ways.

Show them how to cite the resource where they found the visual and include that as part of each slide of their presentation.

Ask students to make sure to note if the visual includes national, state, or local information.



SLIDE 12

Summary/Wrap of Session:

- Using good valid resources to research a topic such as the opioid epidemic will help us get information to make good decisions.
- Different types of resources provide us with different ways to look at the impact of the opioid epidemic.
- There are different ways our community can be impacted by the opioid epidemic.

SESSION 10 OVERVIEW

SLIDES
13-17

EVALUATE

Reflecting on What We Learned

Overview:

In the final series of sessions, students will determine if their community is impacted by the opioid epidemic and summarize and reflect on the impact of the U.S. opioid epidemic.

Objectives:

- To communicate the impact of the opioid epidemic in our local community and country.

Required Materials:

- [Graphic Organizer for Argumentation from Evidence Student Handout](#)
- [Levels of Reflection Student Handout](#)

SESSION 10

Putting it All Together

WHAT HAVE WE LEARNED?

Share your research, headline, and any graphics, maps or photos with the class.



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SLIDE 13

Divide students into groups of 3-4. Invite them to discuss what they have learned thus far from the videos and their research. Ask them what headline, graphic, etc. was the most interesting.

Invite student to share their take-aways, and record ideas on the board.

Putting it All Together

IS OUR COMMUNITY IMPACTED BY THE OPIOID EPIDEMIC?

Share your research, headline and any graphics, maps or photos with the class.



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SLIDE 14

Using the class evidence, challenge students to determine if their community is impacted by the opioid epidemic, or if the opioid epidemic has not impacted their community.

Designate one side of the room as "not affected at all" and the other as "significantly affected." Instruct students to create a human barometer to visualize their conclusion by placing themselves on either side of the room, or somewhere in-between, depending on their evidence-based decision.

Guiding questions that could be used to facilitate discussion include:

- Does our community have an opioid addiction problem?
- How widespread is it?
- Who does it affect?
- How has the opioid epidemic affected people?
- How has the opioid epidemic impacted emergency room related costs?
- How has the opioid epidemic involved families as part of the solution?
- How has the opioid epidemic involved education as part of the solution?

Facilitate a class discussion around the question: What ways could we begin at our school, at home, or in our community, to work on drug education or prevention to stop this problem from spreading?

Guide students to complete [Graphic Organizer for Argumentation from Evidence Student Handout](#) to summarize their claim using evidence from their own research and their peers.

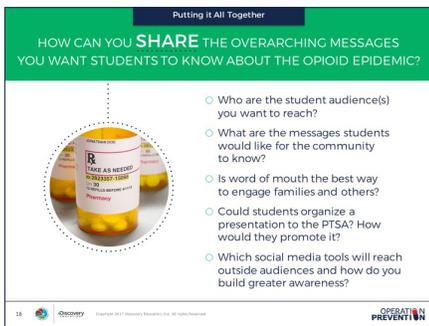
SESSION 10



SLIDE 15

Guide students to identify one or two key, overarching messages they would like other students to know about the opioid epidemic.

Record ideas on the board or chart paper.



SLIDE 16

Invite students to think about the audiences they want to reach with their overarching messages, who they are, what they care about, and the best ways to reach them. Remind them that they learned in the video how teens are more vulnerable to the epidemic than adults.

The following questions can be used to guide brainstorming:

- Who are the student(s)/audience(s) you want to reach?
- What are the messages students would like for the community to know?
- Is word of mouth the best way to engage families and others?
- Could students organize a presentation to the PTSA? How would they promote it?
- How would they promote it?
- Which social media tools will reach outside audiences and how do you build greater awareness?

Students may choose to create a digital campaign, flyers, video PSA, podcast, or blog with posts of their research and interviews to share within the school and community, so that other students can benefit from their research.

SESSION 10



SLIDE 17

Distribute the [Levels of Reflection Student Handout](#) for students to summarize and reflect on the impact of the U.S. opioid epidemic. Ask students to select one question from each level to respond to as part of their reflection.

- The mirror invites students to consider the individual impact of researching the opioid epidemic.
- The microscope guides students to consider how this research helped students learn more about their community.
- The binoculars ask students to reflect on larger social issues and their own personal development.

RESEARCH PLAN

A research plan describes how you plan to conduct your research. It helps you prepare and organize your ideas to better understand your results. Use the graphic organizer below to begin planning out how you and your team will research if/how the opioid epidemic has impacted your community.

Objective(s)

State the objective(s) of your research.

Focus & Topics

State the focus of your research and describe 3-4 topics that support the main idea.

Activities & Methods

List the research methods and resources that will be used. This could include online resources, journals, and interviews.

Responsibilities

Determine how the research can be broken up among group members.

TIPS FOR FINDING CREDIBLE ONLINE RESOURCES

Adapted from University Library University of Illinois

WHAT IS THE SITE'S DOMAIN?

The most common domains are:

- **.org:** An advocacy web site, such as a not-for-profit organization.
- **.com:** A business or commercial site.
- **.net:** A site from a network organization or an Internet service provider.;
- **.edu:** A site affiliated with a higher education institution.
- **.gov:** A federal government site.
- **.us:** A state government site, this may also include public schools and community colleges.
- **.uk (United Kingdom):** A site originating in another country (as indicated by the 2-letter code).
- **~:** The tilde usually indicates a personal page.

WHAT IS THE AUTHORITY OF THE PAGE?

On the Internet, anyone can pose as an authority.

- Is the author's name visible?
- Does the author have an affiliation with an organization or institution?

IS THE INFORMATION ACCURATE AND OBJECTIVE?

There are no standards or controls on the accuracy of information available via the Internet. The Internet can be used by anyone to share their **thoughts and opinions**.

- How accurate is the information presented? Are sources of factual information or statistics cited? Is there a bibliography included?

- Compare the page to related sources, electronic or print, for assistance in determining accuracy.
- Does the page exhibit a particular point of view or bias?
- Is the site objective? Is there a reason the site is presenting a particular point of view on a topic?
- Does the page contain advertising? This may impact the content of the information included. Look carefully to see if there is a relationship between the advertising and the content, or whether the advertising is simply providing financial support for the page.

CREDIBLE RESOURCES

Use these resources to consult, gather, explain, and support the facts about the opioid epidemic.

FINDING THE EVIDENCE:

- Public health information: local and state. These may include: local hospitals, state public health agencies, local law enforcement agencies (police, emergency, fire, sheriff)
- Federal agencies: National Institute on Drug Abuse (NIDA), the U.S. Department of Health and Human Services (HHS), the Drug Enforcement Administration (DEA), the Centers for Disease Control (CDC), White House Office of National Drug Control Policy (ONDCP), Substance Abuse and Mental Health Services Administration (SAMHSA)

INSIGHT INTO THE **TEENAGE BRAIN**

How does the teenage brain make decisions?

What is the last brain region to develop?

What are the functions of the prefrontal cortex?

What is the striatum and what is its function?

What does dopamine do, and why is it more active in teens?

When someone gets an fMRI scan, what are researchers seeing?

Why do researchers think that teen brains are more activated when they get a reward (like sugar water, in the video)?

During adolescence, teens seek more rewards. How do you think that might relate to using or misusing opioids?

How might the focus on rewards translate into pursuing healthy activities? Think about being open to new challenges, meeting new people, creative activities, and learning.

INSIGHT INTO THE **TEENAGE BRAIN**

How does the teenage brain make decisions?

Brains continue to mature and develop throughout adolescence and well into early adulthood. The brain is more likely to react strongly to positive feelings and make riskier decisions.

What is the last brain region to develop?

The prefrontal cortex.

What are the functions of the prefrontal cortex?

This part of your brain helps you think about consequences or potential consequences and regulates behaviors and emotions.

What is the striatum and what is its function?

The striatum is a region of the brain and key component of the reward system.

What does dopamine do, and why is it more active in teens?

When you receive something you find rewarding, your striatum releases dopamine. Dopamine regulates emotional responses and enables us to see rewards and take action.

When someone gets an fMRI scan, what are researchers seeing?

Researchers are seeing a snapshot of the brain in motion. While you are experiencing something you like, it can capture how your brain is responding.

Why do researchers think that teen brains are more activated when they get a reward (like sugar water, in the video)?

In the deeper layers of the brain, the striatum was excited by the sugar water across all age groups. However, the brain scans showed the magnitude of activation was much higher in the teenage brains than the adult brains, most likely because the adolescent brain has not yet fully matured.

During adolescence, teens seek more rewards. How do you think that might relate to using or misusing opioids?

Opioids target the brain's reward system, flooding it with dopamine, stimulating the pleasure center, and resulting in the adolescent wanting to repeat that behavior.

How might the focus on rewards translate into pursuing healthy activities? Think about being open to new challenges, meeting new people, creative activities, and learning.

Answers will vary.

GRAPHIC ORGANIZER FOR ARGUMENTATION

Claim:

I believe the opioid epidemic has impacted our community.

OR

I believe the opioid epidemic has not impacted our community.

Evidence that strongly supports the claim:

Evidence that strongly supports the claim includes:

Reasoning:

This evidence supports the claim because...

Other evidence that supports the claim:

Another line of evidence is...Additional evidence states that...

Reasoning:

This evidence supports the claim because...

Counterclaim: Evidence that may refute the argument:

Evidence that may counter the argument is...

Reasoning:

The counter-claim is weak because...

Conclusion:

Based on...

I believe that...

LEVELS OF REFLECTION

Select one question to respond to, at each level of reflection, to summarize and reflect on the impact of the U.S. opioid epidemic.

<p>The Mirror Self Reflection</p>	<ul style="list-style-type: none">○ What have I learned about myself through this experience?○ Do I have more or less understanding or empathy than I did before this lesson?○ Are there any realizations, insights or lessons learned?○ Will this experience change the way I act or think in the future?
<p>The Microscope Makes the Small Experience Large</p>	<ul style="list-style-type: none">○ What would you change about this situation if you were in charge?○ What have you learned about community organizations, service recipients, or community?○ Do you feel your actions had any impact?○ What more needs to be done?
<p>The Binoculars Makes the Distance Appear Closer</p>	<ul style="list-style-type: none">○ From your research, are you able to identify any underlying or overarching issues that influence the problem?○ What could be done to change the situation?○ How will this alter your future behaviors, attitudes, or career?

TRUE/FALSE QUIZ

Directions:

Part I: Decide if each statement below is TRUE or FALSE. If it is TRUE, put a "T" in the blank provided. If it is FALSE, write an "F".

Part II: When you review the correct answers as a class, edit the false statements to be true.

- ___ There is only one way to stop the opioid epidemic – get everyone treatment
- ___ One way to stop the opioid epidemic is prevention
- ___ The Doctor/Patient relationship is critical in prevention opioid addiction.
- ___ It makes sense to get a narcotic drug for minor pain.
- ___ A massive educational campaign can be a form of prevention.
- ___ Community-based resources for opioid addiction are an important part of recovery.
- ___ School systems should provide factual information to students.
- ___ Insurance companies can help the opioid epidemic by putting more money towards treatment.
- ___ Addiction is not a disease.
- ___ The media can help to fight the opioid epidemic.

TRUE/FALSE ANSWER GUIDE

1. There is only one way to stop the opioid epidemic – get everyone treatment
FALSE – Treatment and Prevention are both important.
2. One way to stop the opioid epidemic is prevention
TRUE – prevention can stop new cases from occurring.
3. The Doctor/Patient relationship is critical in prevention opioid addiction.
TRUE – Doctors have the responsibility to practice good medicine and only prescribe opioids when necessary. Patients need to be educated to what makes good sense.
4. It makes sense to get a narcotic drug for minor pain.
FALSE – opioids should be used only for serious pain or issues.
5. A massive educational campaign can be a form of prevention.
TRUE – education is very important to help people understand how addictive opioids can be.
6. Community-based resources for opioid addiction are an important part of recovery.
TRUE – A robust support network for the person and their family is important.
7. School systems should provide factual information to students.
TRUE – Scare tactics do not work!
8. Insurance companies can help the opioid epidemic by putting more money towards treatment.
TRUE – This would be more helpful than paying for more prescriptions for opioids.
9. Addiction is not a disease.
FALSE – Addiction is a disease and we shouldn't treat it as a crime.
10. The media can help to fight the opioid epidemic.
TRUE – The media can help to provide education.

NATIONAL STANDARDS

Students will comprehend concepts related to health promotion and disease prevention to enhance health. Students will demonstrate the ability to use decision-making skills to enhance health.

Common Core English Language Arts

Reading Standards	Writing Standards	Research to Build & Present Knowledge
<p>RL.6.1, RI.6.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p>	<p>W.8.2 Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</p>	<p>W.7.7 Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.</p>
<p>RI.6.2 Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.</p>	<p>a. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aid comprehension.</p>	<p>W.6.8 Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.</p>
<p>RL.7.3 Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).</p>	<p>b. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.</p>	<p>W.6.9 Draw evidence from literary or informational texts to support analysis, reflection, and research. a. Apply grade level Reading standards to literature (e.g., "Compare and contrast texts in different forms or genres [e.g., stories and poems; historical novels and fantasy stories] in terms of their approaches to similar themes and topics"). b. Apply grade level Reading standards to literary nonfiction (e.g., "Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims they are not."</p>
	<p>d. Use precise language and domain-specific vocabulary to inform about or explain the topic.</p>	<p>W.6.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p>

Health

- Students will comprehend concepts related to health promotion and disease prevention to enhance health.
- Students will demonstrate the ability to use decision-making skills to enhance health.