

# TAKING BACK OUR ↗ FUTURE

An adaptation of Windham Middle School's project-based learning experience titled

## TAKING BACK ↗ MAINE'S FUTURE

Fighting the Opioid Epidemic in partnership with Drug Free Communities



### **Picture It:**

Students learn about the opioid epidemic in all content areas and create the front page of a newspaper “brought back” from the future. Through research and data analysis, students predict what their community will be like 30 years from now. Some predict a bright future where the current opioid epidemic has been conquered. Others must envision a dark and dangerous future where the crisis has steadily worsened. The multi-week project culminates in an event showcasing student work. To draw guests and community members to the event, a real *Back to the Future* DeLorean time machine is present at the event, making for memorable photo opportunities. Upon entering a futuristically decorated room, guests travel two very different paths. A *bright side* depicting the bright future discovered by some of the “time traveling” students is adorned with flowers and colorful decorations. Conversely, the other portion of the room is a *dark side* depicting the specter of a dark future, with pill bottles, tipped trash cans, and an array of garbage strewn about. The students’ newspaper projects are located on their respective sides of the room. The bright side represents the prosperous and positive future from which half of the newspapers have been brought back. The dark side similarly displays the newspapers originating from the negative potential future, tainted by unbridled opioid misuse.





## Timeline:

	<b>Behind the scenes</b>	<b>In the Classroom</b>
Prior to Kickoff	<p>Book DeLorean for culminating event  <a href="https://www.deloreanrental.com/">https://www.deloreanrental.com/</a></p> <p>Email: info@deloreanrental.com</p> <p>Contact: Jason Alspaugh</p> <p>Make your own kickoff video framing the project (<a href="#">see exemplar</a>)</p> <p>Schedule facilities for Back to the Future movie screening, kickoff, and culminating event</p> <p>Plan kickoff and invite guests to be part of the panel</p> <p>Send parent invite for kickoff event</p> <p>Send press release to local media stations about kickoff</p>	<p>Optional book studies:  The Seventh Wish by Kate Messner  The Wild Path by Sarah R. Baughman</p> <p>Watch Back to the Future movie (tv edit available for order online)*</p> <p>Students take <a href="#">pre-survey</a> about the topic of the opioid epidemic</p> <p>Prepare questions for the panelists with students</p>
Week 1	<p>Schedule classroom guest speaker series</p> <p>Prepare content lessons</p> <p>Get addresses for thank you letters to panelists</p> <p>Connect with guidance to support students with prior opioid related trauma</p>	<p>Kick off event</p> <p>Content focus:  Science - brain and neurons</p> <p>Students write thank you letters to panelists</p>
Week 2	<p>Prepare promotional materials for culminating event</p> <p>Arrange media coverage for culminating event</p> <p>Invite top tier guests to culminating event (governor, police chief, district attorney, EMS, local politicians, school board, town council)</p>	<p>Guest speaker 1</p> <p>Content focus:  Math - Opioid related data in your state  Social Studies - National comparison of how opioids are impacting the nation, social impact  Science - The science of addiction  Language Arts/Social Studies - Read current articles about the opioid epidemic in your region</p>
Week 3	Continue the above	<p>Content focus:  Math/Social Studies - Mean, median, mode extrapolation of data, predictions  Language Arts - Learn how to write a</p>

		<p>newspaper article</p> <p>Guest speaker 2</p> <p>Give google partner form form to assist with creating partnerships</p>
Week 4	<p>Create partnerships using <a href="#">google partner form</a></p> <p>Budget and arrange for printing of newspapers (print shop or in house printer)</p>	<p>Guest speaker 3</p> <p>Brainstorm newspaper article topics</p> <p>Future Chip Selection Ceremony</p> <p>Begin writing newspaper articles</p>
Week 5	<p>Culminating event prep - secure volunteers for refreshments</p> <p>Invite related organizations to have a booth at culminating event</p> <p>Post promotional materials on social media</p> <p>Send press release blast to local media outlets - print, radio, tv</p>	<p>Finish writing newspaper articles</p> <p>Peer editing of articles including peer read aloud with <a href="#">checklist</a></p> <p>Create secondary components</p> <p>Edit secondary components</p>
Week 6	<p>Collect supplies to decorate culminating event</p> <p>Post promotional materials around town</p> <p>Round two - Send press release blast to local media outlets</p> <p>Collect newspapers and send to the printer</p>	<p>Layout - introduce <a href="#">layout procedure</a> and students practice how to insert article and components</p> <p>Newspaper layout - teams use <a href="#">newspaper template</a> to insert their articles and secondary components</p> <p>Peer editing of newspapers with <a href="#">layout checklist</a></p> <p>Teacher editing of newspapers</p> <p>Document learning process through poster timeline to be displayed at the culminating event</p>
Week 7		<p>Students take <a href="#">post-survey</a></p> <p>Culminating event</p>

## **Kickoff:**

The kick-off presentation includes a *Back to the Future* themed video ([exemplar](#)) describing the project and a presentation from a panel, consisting of a variety of people from the community: police officers, people in recovery, medical community and counselors.

### Panel members:

- Online recovery support
- Stigma specialist
- School resource officer
- Director or Opiate Response under the governor's office
- Person in recovery
- Fire/EMS Department Captain
- District Attorney

12:00 Setup

12:15 Enter to music (use music from artists who lost their lives to drug overdose)

12:20 Opening by guest MC

12:25-12:30 Slideshow of information framing the opioid epidemic with some basic information about why it is relevant to our students today

12:30- 1:00: Guest speakers (people in recovery)

1:00-1:30 Panel introduction - Why are you here and how are you connected to this issue? Use pre-designed questions from students facilitated by a teacher in the audience with a microphone

1:30-1:40 Introduce and share the kick off video.

## **NUTS & BOLTS:**

### **Possible guest speakers for classroom series:**

Family members of people who have struggled with substance misuse, recovery professionals, pharmaceutical students, persons in recovery, persons in harm reduction or law enforcement, drug counseling

### **Future Chip Selection Ceremony:**

A dramatic selection ceremony where students are gathered together to learn who their project partners will be and which future (bright or dark) they will be writing about in their newspaper articles. Dry ice can be used to create a dramatic effect when drawing yellow chips that represent the bright future and black chips representing the dark future.

### **Text and online resources:**

[Dreamland: The True Tale of America's Opiate Epidemic by Sam Quinones](#)

[Addiction: A Problem of Epidemic Proportions by Stephanie Lundquist-Arora](#)

[Prescription Opioids Affecting Lives by Jeanne Marie Ford](#)

[The Opioid Epidemic and the Addiction Crisis by Elliott Smith](#)

[Big Pharma and the Opioid Epidemic from Vicodin to Heroin by Eric Braun](#)

[Journey magazine](#)

[Drugs, Brains, and Behaviors: The Science of Addiction](#)

<https://www.cdc.gov/opioids/data/index.html>

[The Brain's Response to Prescription Drugs](#)

[Drugs: Shatter the Myths](#)

[www.teens.drugabuse.gov](#)

<https://nida.nih.gov/>

[kickoff video exemplar](#)

### **Culminating event booths:**

Local recovery programs

Local police

Local anti-drug organizations

After school opportunities for kids

Refreshment booth

**Fundraising connections** - Rotary grant, Parent Teacher Association grant, Substance abuse prevention grant

## Curriculum Connections

<b>Math</b> <ul style="list-style-type: none"> <li>• Drug Abuse Epidemic Statistics &amp; Analysis</li> <li>• <a href="#">Reading and creating a variety of graphs</a></li> <li>• <a href="#">Mean, median, mode</a></li> <li>• <a href="#">Making predictions</a></li> <li>• <a href="#">Optional - box and whisker and mean absolute deviation</a></li> </ul>	<b>Science</b> <ul style="list-style-type: none"> <li>• Anatomy of the brain</li> <li>• The role neurons play in sending messages throughout the body</li> <li>• Brain science: rewiring and how opioids hijack the brain</li> </ul>
<b>Language Arts</b> <ul style="list-style-type: none"> <li>• Anchor novel <a href="#">The Seventh Wish</a> by Kate Messner</li> <li>• Research</li> <li>• Scholarly Articles and Texts</li> <li>• Relevant vocabulary</li> <li>• Newspaper article writing</li> </ul>	<b>Social Studies</b> <ul style="list-style-type: none"> <li>• Economic impact in Maine</li> <li>• Impact on Maine's families</li> <li>• Read and analyze actual newspaper articles</li> </ul>
<b>Guiding Principles</b> <ul style="list-style-type: none"> <li>• A responsible and involved citizen</li> <li>• A creative and practical problem solver</li> <li>• A collaborative and quality worker</li> </ul>	<b>Habits of Work</b> <ul style="list-style-type: none"> <li>• Academic Responsibility</li> <li>• Social Responsibility</li> </ul>

## Standards

<b>Math</b>	<p>Statistics and Probability summarize and describe distributions</p> <p>-I can create a variety of graphs including histograms, box plots, and line plots.</p> <p>-I can describe overall patterns and any striking deviations, such as outliers.</p> <p>-I can make predictions based on data.</p>
<b>Science</b>	<p>Obtaining, evaluating, and communicating scientific information</p> <p>-I can obtain, evaluate, and communicate scientific information relating to the rewiring of the brain that occurs from exposure to drugs.</p>
<b>Social Studies</b>	<p>Application of Social Studies Processes, Knowledge, and Skills</p> <p>-I can identify a problem impacting a community.</p> <p>-I can generate ideas as possible solutions.</p>
<b>Language Arts</b>	<p>Informational Writing - Structure</p> <p>-I can structure my writing to include a lead, an ending, transitions, and organization.</p> <p>-I can interest the reader in a topic by explaining its significance or providing a compelling fact, statistic, or anecdote.</p> <p>-I can make it clear what parts of this topic the text will tackle and how the ideas and information in the text will unfold.</p>

Information Writing - Development

- I can develop my writing piece to include elaboration and craft.
- I can include a variety of information such as facts, quotations, examples, and definitions.
- I can analyze or explain the information, showing how the information fits with the key points or subtopics, including graphics where appropriate.
- I can consistently incorporate and cite sources.
- I can work to make my topic compelling as well as understandable.
- I can bring out why it matters and why the audience should care about it.

Information Writing - Language Conventions

- I can use grade level appropriate spelling and punctuation in my writing piece.
- I can check spelling for technical, domain specific words.
- I can vary my sentence structure, sometimes using simple and compound sentence structure.
- I can use internal punctuation appropriately within sentences and when citing sources, including commas, dashes, parentheses, colons, and semicolons.

# Newspaper Project Descriptor

## TAKING BACK OUR FUTURE

### Positive or Negative

Guiding Questions	<ol style="list-style-type: none"><li>1. Is the rising tide of the opioid epidemic drowning our state or community?</li><li>2. How can our state or community overcome adversity?</li><li>3. What prompts people to misuse opioids?</li></ol>
Directions	<ol style="list-style-type: none"><li>1. A drawing will determine which newspaper front page you create.</li><li>2. Each front page will include two or three headline articles and two secondary components. Each partner will create one headline article and one secondary component.</li></ol>

Headline Articles (Choose 1)	Secondary Components (Choose 1)
<ul style="list-style-type: none"><li>• Human Interest</li><li>• Interview</li><li>• Drug Deaths</li><li>• Criminal Activity</li><li>• Economic Impacts</li><li>• Environmental Impacts</li><li>• Government and State Spending</li><li>• Laws</li><li>• Education</li><li>• Political</li><li>• Brain Science</li><li>• Fatalities</li><li>• Healthcare</li><li>• Prevention</li></ul>	<ul style="list-style-type: none"><li>• Advertisement for product or services</li><li>• Poem</li><li>• Art/Photography with caption</li><li>• Cop Shop</li><li>• Coupons</li><li>• Real Estate</li><li>• Advice Column (Dear Abby)</li><li>• Movie Review</li><li>• Graph</li><li>• Game (crossword, sudoku)</li></ul>



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**Windham Middle School Project Website:** <http://bit.ly/takingbackmainesfuture>