

# TAKING BACK OUR FUTURE

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

## TAKING BACK MAINE'S FUTURE

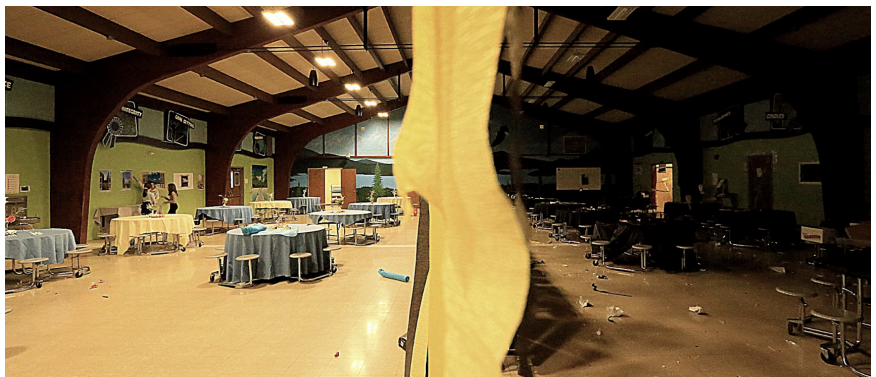
Fighting the Opioid Epidemic in partnership with Drug Free Communities





### 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.





**Student-made exemplar:**  
**A newspaper from 30 years into the  
dark future!**

**The truth behind the opioid crisis: Naloxone supply can't keep up with overdose rate. Opioid waste causing harm to kids.**

WEATHER:  
Increasing Sun  
High of 57

Maine Daily Telegram

EST. 2022

## OPIOIDS FOUND IN PUBLIC HARM OTHERS

Help was  
page 11

By KATHLEEN LOPES  
Staff Writer

Maltese  
Pug  
Siberian Husky  
Golden Retriever  
Beagle  
Boxer  
Dachshund  
Chihuahua  
Great Dane  
Rottweiler  
Bulldog  
German Shepherd  
Labrador  
Pomeranian  
Poodle  
Shih Tzu



A white Houston EMS ambulance is parked in front of a building. Two paramedics in blue uniforms are loading a patient on a stretcher into the back of the ambulance. The ambulance has "HOUSTON EMS" and "16" written on its side.

This picture shows a person being carried away in a stretcher because they accidentally got hurt by lithium

but while I was so focused on getting these supplies, I didn't realize the economic impact I was putting on the planet. I just threw the used needles on the ground once I used them so I would not feel pain." This statement from Jonathan shows how much heroin and other drugs can impact your brain to not care about important things like the environment and the welfare of the community.

Flena, a beloved actress who starred in many films, this issue was prodigiously changed. Fourteen facilities said to have been selling opioids or contaminating goods with those substances have been investigated and closed down. The epidemic has been slowed, but an unfortunate inevitable death of customers.

Since Worthington's statement, the third anniversary of her husband's death, an approximation of 200,000 opioid-related deaths have occurred in the United States. ORAM, and many more people struggling with opioid misuse disorder have sought help and are on their way towards recovery. "Flena's remarks on the 17th of December have been a source of inspiration for many during this global crisis, and we are still seeing a sharp decline in the number of deaths and opioid sales," says ORAM neuroscientist Kristene Martin. The statement and following actions have been a source of inspiration for the world, and the footprint left by the speaker and her eloquent speech is something to be remembered. If you know anyone who can benefit from help, you can reach out to ORAM. For more information on their services, visit [www.oralmsolutions.com](http://www.oralmsolutions.com).

effects for others... I hope that my efforts will save at least one life and raise awareness. It's not just something on the news, it's a real-life issue that has swept the world of wonderful people, and I know that on a personal level." Charles Sanderson, mayor of Penobscot County in Maine, attended the conference, which appeared on the news. He discussed the issue and what they are doing to help. Since the statement in December, seven rehabilitation centers were closed in the state of Maine, no longer needed.

Worthington's speech appeared on the global news channel KRB 8, making a global impact. The news coverage can be viewed on [krb8news.com](http://krb8news.com), where it shows Elena's heartfelt message. The statement reached many places in Europe where the issue is quite potent, such as Denmark, Germany, Scotland, and her home of the United Kingdom. After being spoken of by

After her husband Peter's death, Elena Worthington, a former actress and now age 64, made a public statement at an opioid prevention conference in Portland, Maine on December 13th of last year about the worldwide opioid crisis. While on holiday in Maine, Peter became an addict when fentanyl was found in his desert. The owners of the restaurant were sued and the establishment is now closed. After his accident and overdose in October of 2008, Elena became a full supporter of rehab centers for people struggling with opioid abuse disorder. As of February this year, she had donated a total of \$250,000 to ORAM (Overdose Response Association) of Maine, since Maine holds a special place in her heart.

During the conference, Worthington commented that "although the crisis has taken a personal toll, I've done what I can to reverse the

By LILIANA ITH

**SCARBOROUGH**—Throughout the years, overuses and deaths have been on the rise. But how do we treat them? Naloxone, better known as its company name, Narcan, is works like a nasal spray and can save someone from overdosing on work like an injection. It is used to stop an overdose and prevent someone from dying. It will not work on someone if they are unconscious and not missing a substance.

But the issue is here that there have been so many recent overuses that the production of Naloxone can not keep up. This means that there will be a shortage of Naloxone, people who

straining on healthcare workers and dispatchers. Researchers have stated that hospitals were already understaffed due to the COVID-19 pandemic that occurred in 2020. Sorensen Ke, a medical student at the University of Michigan, said that the massive opioid crisis in Maine and Narcan is the only solution to prevent it. Our population is slowly decreasing due to companies not producing enough Naloxone.

So how much Naloxone would we need to stop and that is why. Physicians and healthcare workers would not exactly know how much to manufacture, how many companies they need to ship naloxone, or how much the state should budget for. Naloxone typically costs up to \$20 or more, though it is unclear if it is price or difference as the market

have overused may not live due to the fact of this scarcity. This shortage can be very straining on healthcare workers and police dispatchers. Researchers have stated that hospitals were already understaffed due to the COVID-19 pandemic that occurred in 2020. Sararena Lee, a medical student at the University of New England says, "We have a massive opioid crisis in Maine and Narcan is the only solution to prevent it. Our population is slowly decreasing due to companies not producing enough Naloxone." So how much Naloxone would we need to end this epidemic? Pharmacists and other healthcare workers would not exactly know how much to manufacture, how many companies that need to ship naloxone, or how much the state should budget for. Naloxone typically costs up to \$30 or more, though it is unclear if that price will differ as the market

[illegible]

fluctuates. If counties were forced to purchase their Naloxone at a retail rate, it would cost over \$40 per person, multiplied by millions of people in the state they have to serve. To compute the amount of Naloxone still needed, healthcare workers and police dispatchers have identified an end goal of naloxone being available in 80% of all households in the state. The state's Department of Health and the police department says in response, "We concluded that very few towns met this requirement, and some needed more than 2,000 additional kits per 100,000 people to accomplish this goal." Local harm houses acknowledge that there are people who will still use drugs, but they are not going to let them die. Kevin Neerven who is a healthcare professor at the University of New England, said, "I am aware there's a Naloxone shortage, and I want to be mindful. Our state cannot run out. Without supply companies such as Maine Narcan, our overdose crisis will only get worse." Maine Narcan has been handing out Naloxone for over a year, and more than 100,000 doses have been distributed. Neerven recently calculated that without the life-saving Naloxone on hand, hundreds of overdoses every year would end in death.

TODAY'S LOTTERY NUMBERS 02-05-09-98

1. Is the rising tide of the opioid epidemic drowning our state or community?
2. How can our state or community overcome adversity?
3. What prompts people to misuse opioids?

**Funding:** Grants, fundraising, school budget (Estimate - \$1,000 - \$3,000 per year)

**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> Email: info@deloreanrental.com 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	<p>Continue the above</p>	<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](http://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 <u>The Seventh Wish</u> 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

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



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>





**Project Developers:** Lee LeRoy, AJ Ruth, Gwen Roberts, Doug Elder, Pilar Starkey, Laura Morris, Richey Vickers

Windham Middle School  
408 Gray Road  
Windham, ME 04062  
(207)892-1820

Contact email: [aruth@rsu14.org](mailto:aruth@rsu14.org)

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