



**OPERATION  
PREVENTION** 

**Operation Prevention  
Good Medicine Bundle  
Prevention Resources**

# Your Host

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# Agenda



## Introduction

- Your Host
  - What is Operation Prevention
- 

## Refresher

- Digital Lessons
  - VFTs
  - Student Videos
  - Self-Paced Module
- 

## Additional OP Modules

- Multi-Drug Prevention Resources
  - Workplace Module
  - Brain Science
- 

## Good Medicine Bundle

- American Indian/Alaska Native Resources
  - Master Class Videos
- 

## Additional Resources

- DEA Publications
- Red Ribbon
- Websites
- Questions & Contact information

# The Partnership



- Began as a program aimed at combatting a growing epidemic of prescription opioid misuse and heroin use nationwide and has expanded to include prevention resources for all drug categories.
- Content sourced from National Institute of Drug Abuse (NIDA) and the Substance Abuse & Mental Health Services Administration (SAMHSA) Center for Substance Abuse Prevention
- Workplace resources and turn-key resources for elementary, middle, and high school classrooms
- No cost

# Standards-Based

- Next Generation Science Standards
- Social & Emotional Learning Standards
- CCSS English language arts
- National Health Education Standards

<https://www.drugabuse.gov/publications/drugfacts/prescription-over-counter-medications>  
<https://www.addictioncenter.com/painkillers/over-the-counter-drugs/>  
<https://www.cdc.gov/drugoverdose/data/statedeaths.html>  
<http://kidshealth.org/en/teens/meds.html>  
<https://nihseniorhealth.gov/takingmedicines/drugsinthebody/01.html>  
<https://healthfinder.gov/HealthTopics/Category/everyday-healthy-living/safety/use-medicines-safely>  
<http://www.foxnews.com/health/2013/08/21/pacific-yew-potent-cancer-fighting-agent.html>  
<https://www.nlm.nih.gov/exhibition/fromdnatobeer/exhibition-interactive/illustrations/penicillin-alternative.html>

#### **Next Generation Science Standards**

LS1.C: Organization for Matter and Energy Flow in Organisms  
Food provides animals with the materials they need for body repair and growth and the energy they need to maintain body warmth and for motion. (secondary to 5-PS3-1)

#### **National Health Standards**

Grades 3-5

Students will comprehend concepts related to health promotion and disease prevention to enhance health.

1.5.5 Describe when it is important to seek health care.

Students will demonstrate the ability to use decision-making skills to enhance health.

5.5.2 Analyze when assistance is needed in making a health-related decision.

## STANDARDS

The module content was developed to follow two sets of education standards: the Next Generation Science Standards (NGSS) and the National Health Education Standards (NHES).

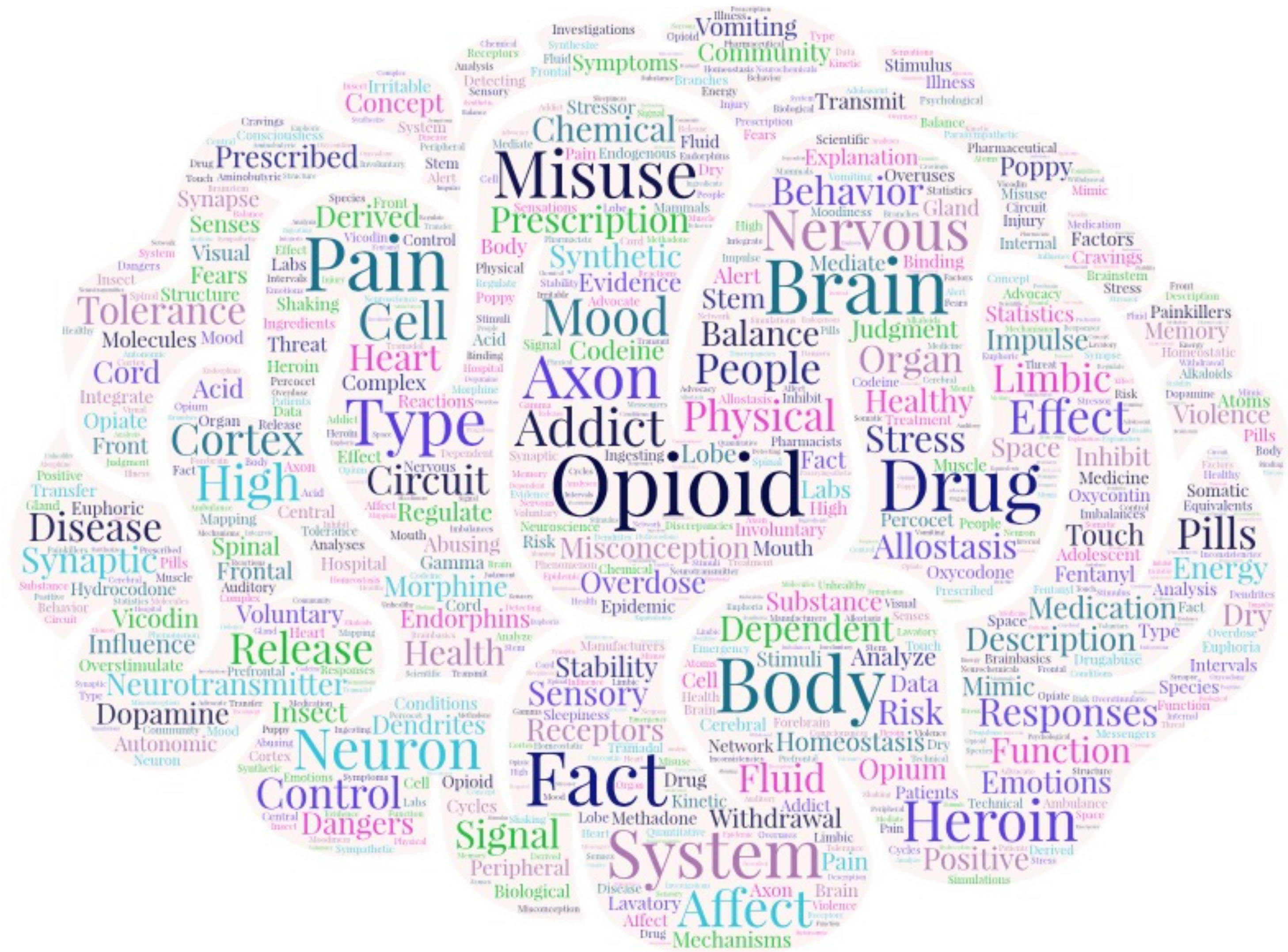
The specific standards to which *The Science of Addiction: The Stories of Teens* aligns include:

#### **Next Generation Science Standards**

**HS-LS1-3** Plan and conduct an investigation to provide evidence that feedback mechanisms maintain homeostasis.

- LS1.A: Structure and Function: Feedback mechanisms maintain a living system's internal conditions within certain limits and mediate behaviors, allowing it to remain alive and functional even as external conditions change within some range. Feedback mechanisms can encourage (through positive feedback) or discourage

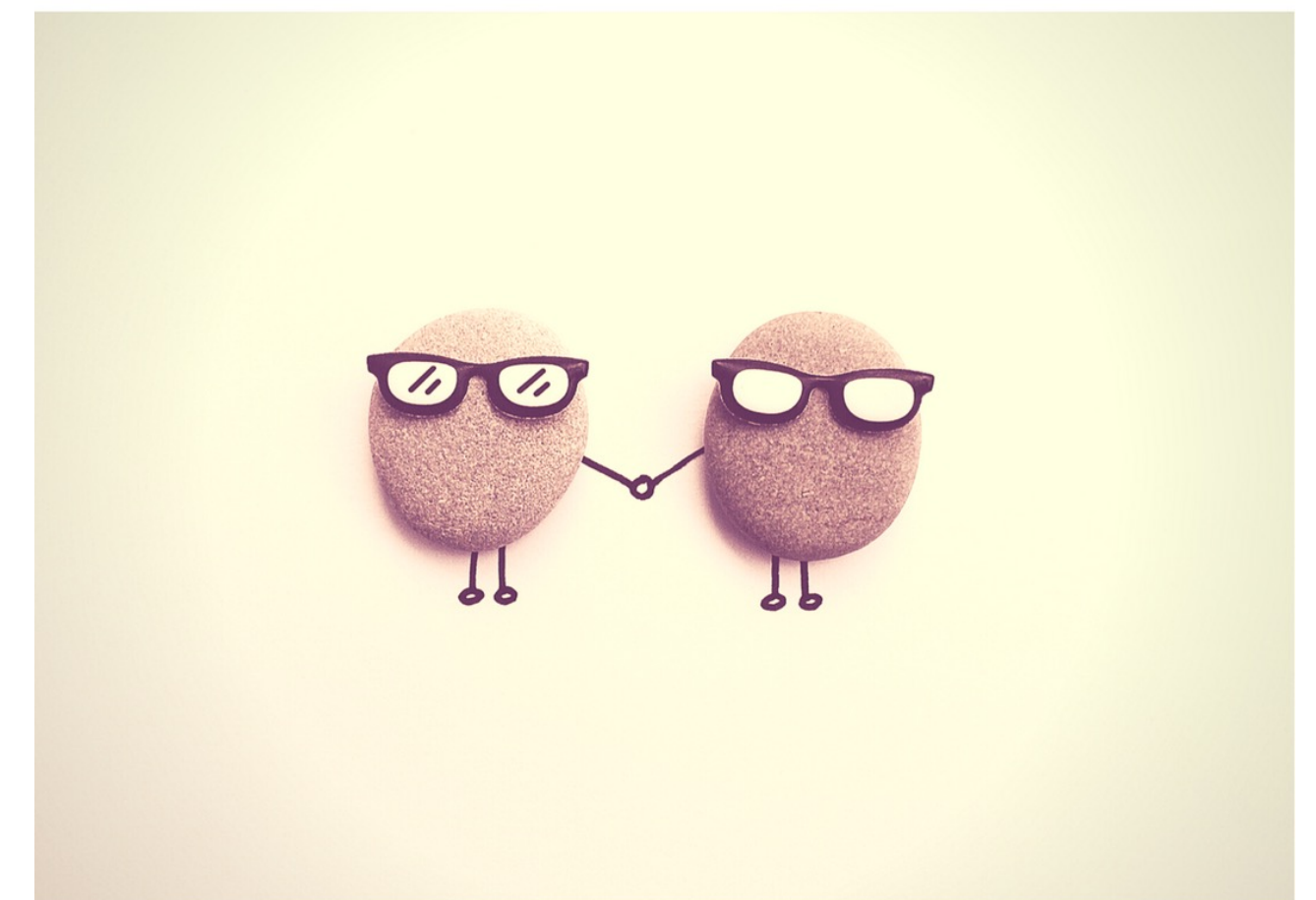
# Inquiry-Based Science



# Elaborate: Trauma-Informed Care

- An approach that recognizes the impact of trauma on the body, mind, and relationships
- Creating a space where students feel safe and supported in talking about substance abuse at home or with themselves
- Focuses **on overall wellness**
- Helps students create buffers from the trauma
- Practices self-regulation skills
- **Self-care** for those working with students living with trauma

*Operation Prevention Teacher Self-Care*



**#OPERATIONPREVENTION**



# OPERATION PREVENTION

[www.OperationPrevention.com](http://www.OperationPrevention.com)



# Opioid Misuse Prevention Resources

- Digital Lesson Bundles (Elementary, Middle & High School)
- Virtual Field Trip Series
- Student Videos
- Self-Paced e-learning Module\*
- Parent Resource Toolkit\*
- Educator Webinar (On-Demand)

\*offered in English and Spanish

**OPERATION  
PREVENTION** 

# Digital Lessons: Elementary

## Grades 3-5

### Elementary School

#### LESSON



#### Proactive Prevention

Over-the-Counter and Prescription Medications: How do medications work in our bodies, and why is it so important to use them responsibly? Follow medication on a path through the body to investigate how they make us feel better with responsible use.

- 📄 [Download Digital Lesson](#)
- 📄 [Download Educator Guide](#)

#### INTERDISCIPLINARY ACTIVITY



#### Malachi's Medication

In this activity, students will identify and explain the dosage instructions included on a prescription label and conduct an experiment to understand the importance of accurately measuring medication dosage.

- 📄 [Download Activity](#)

#### INTERDISCIPLINARY ACTIVITY



#### Sarah's Sister

In this activity, students will meet Sarah and her younger sister who has gotten hold of medication that was not properly stored, to understand the importance of storing medication safely.

- 📄 [Download Activity](#)

# MALACHI'S MEDICATION INVESTIGATION

NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

## Read the Scenario:

Malachi's doctor prescribed him a medication to treat his strep throat. He is supposed to take 5mL twice a day for ten days. His doctor told his grandfather to use the measuring device provided with his medication, but Malachi doesn't understand why the doctor made a big deal about which measuring device he should use. Your job is to convince Malachi why it is so important to use the proper device to measure his medication.

## Make a Prediction:

Circle the device you think Malachi's grandfather should use to most accurately measure Malachi's dosage. Explain why you think he should use this device.

**Device #1**  
Spoon



**Device #2**  
Dropper



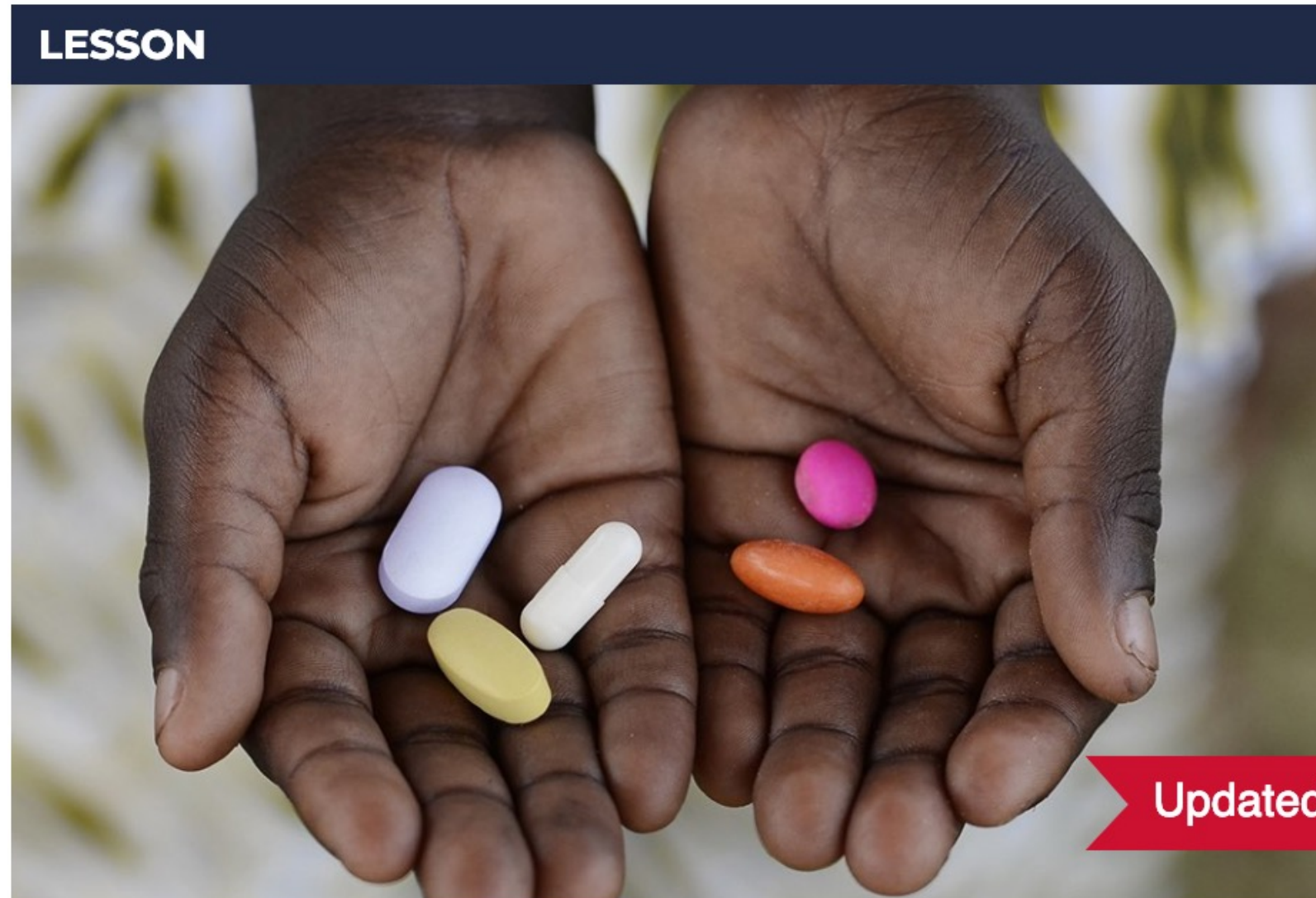
**Device #3**  
Cup



# Digital Lessons: Middle School

Grades 6 -8

Middle School



## Our Brain and Body on Opioids

How do addiction and withdrawal affect the body's many systems? Students examine how drug use alters the mind and body and reinforces their understanding by creating a peer-to-peer social media campaign.

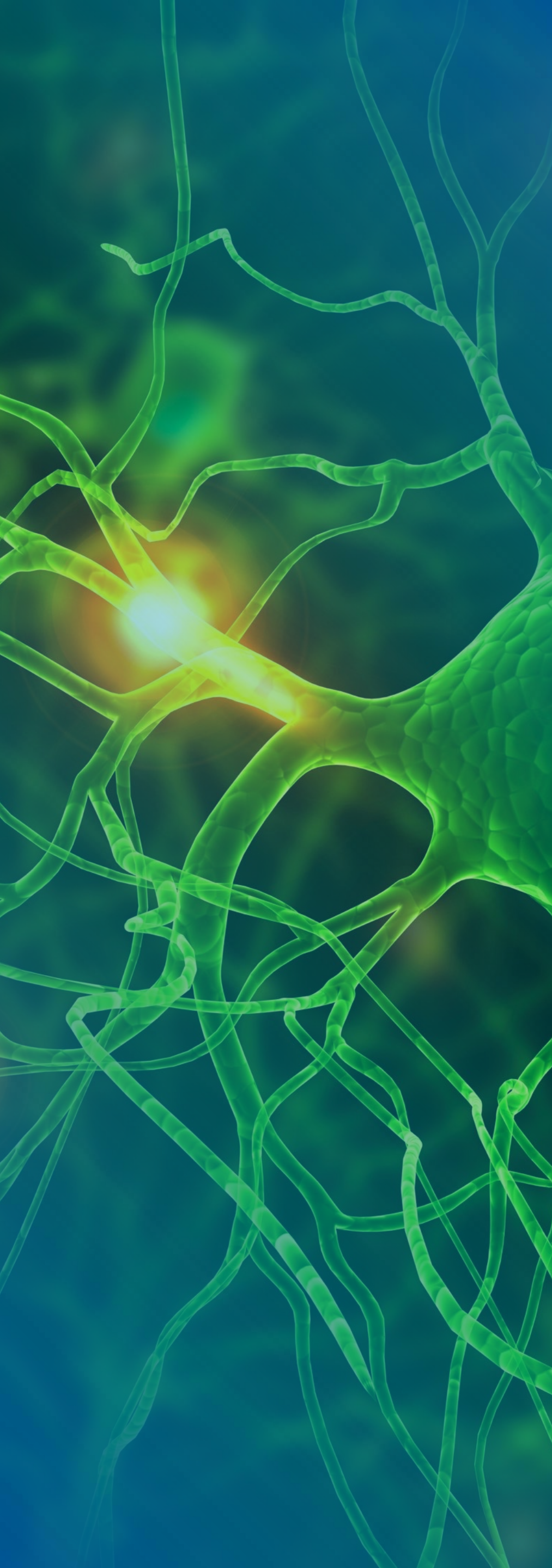
- [Download Digital Lesson](#)
- [Download Educator Guide](#)



## Is our Community Influenced by the Opioid Epidemic?

Students will examine why people turn to opioids and act as investigative reporters to consider the who, what, when, where, why, and how of opioid use and misuse.

- [Download Digital Lesson](#)
- [Download Educator Guide](#)



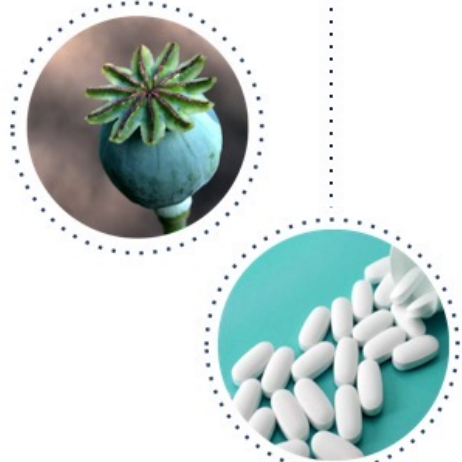
What are the resources?



# USING OUR BRAIN AND BODY ON OPIOIDS

13

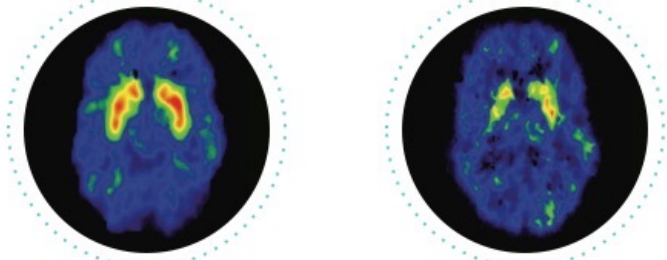
### WHAT ARE OPIOIDS?

- Opioids are drugs that work on the nervous system to reduce pain signals reaching the brain.
- Some opioids come from the opium poppy plant. Others are made in laboratories.
- Common opioids include heroin and prescription drugs like morphine, oxycodone, and hydrocodone.





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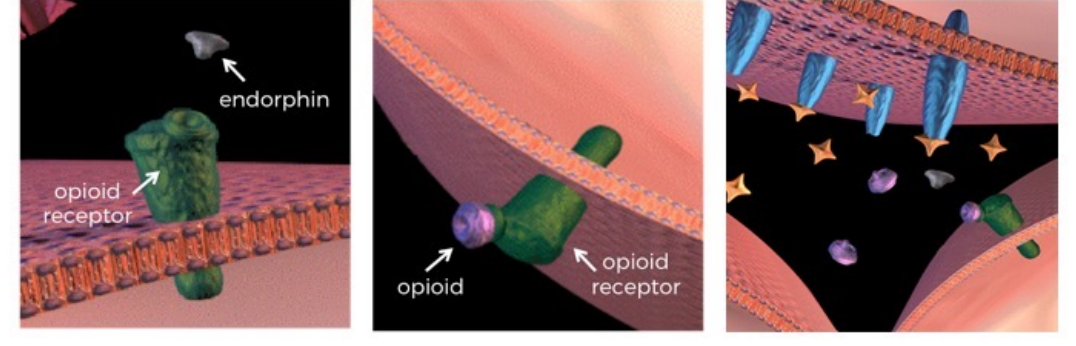
### THE NERVOUS SYSTEM





What questions do you have?

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### OPIOIDS AND NEUROTRANSMISSION






The brain cannot tell the difference!

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### SHORT-TERM EFFECTS OF OPIOID USE


- Euphoria (good feeling from lack of pain)
- Slowed heart function
- Warm flushing of the skin
- Dry mouth
- Heavy feeling in fingers and toes
- Nausea
- Vomiting
- Severe itching
- Slowed breathing
- Bone thinning





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### SYMPTOM 1

"My friend gave me some of his dad's pills. I said I didn't do drugs, but she said it's fine because it's medicine. I took one pill and felt relaxed all over."



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# Digital Lessons: High School

Grades 9 -12

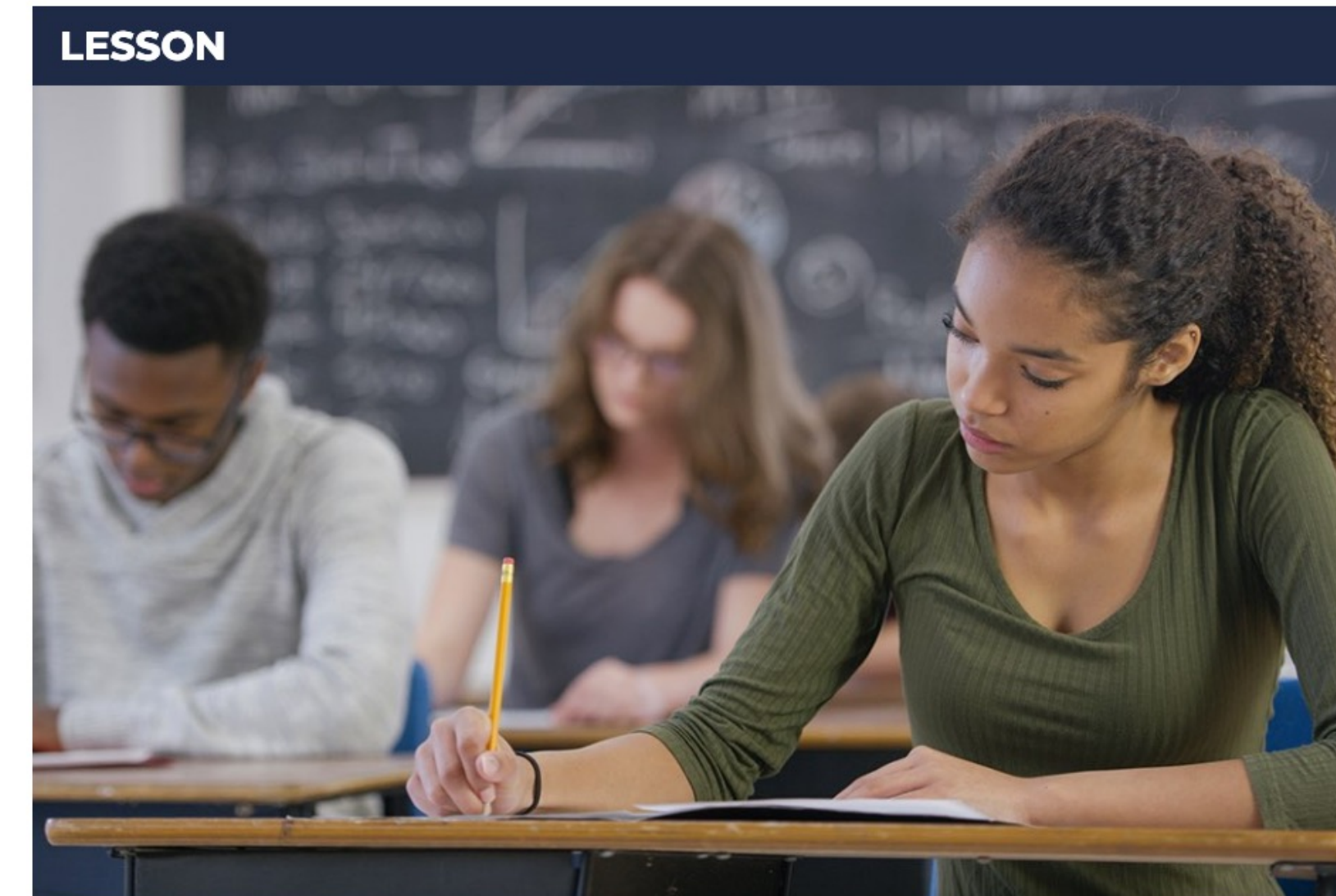
High School



## **Opioid Use: The Signs. The Symptoms. The Science**

Separate fact from fiction with this classroom-ready digital lesson. Through investigation and hands-on activities, students learn the science behind prescription opioid and heroin addiction, overdose, and withdrawal.

- [Download Digital Lesson](#)
- [Download Educator Guide](#)



## **Reporting on a Public Health Crisis: Opioids in the Community**

Students will investigate how the opioid epidemic impacts their community acting as investigative reporters to investigate the who, what, when, where, why, and how of opioid use and misuse.

- [Download Digital Lesson](#)
- [Download Educator Guide](#)

What are the resources?

# USING OPIOID USE: The Signs. The Symptoms. The Science.

## WHAT DO YOU THINK?

**FACT**  
MISCONCEPTION

- Opioids work in your body the same way that over-the-counter pain relief medications do.
- It is easy to quit opioid dependency if you are disciplined.
- Prescription opioids and heroin affect your body the same way.
- Heroin affects the body but not the brain.

## TYPES OF OPIOIDS

Type of opioid	Where they come from	Examples
Natural opioids (made from the plant)	Alkaloids, that occur in plants such as the opium poppy	Morphine codeine
Semi-synthetic, man-made opioids	Created in labs from natural opioids	Hydrocodone, oxycodone, heroin
Fully synthetic man-made opioids	Completely man-made	Fentanyl methadone, tramadol

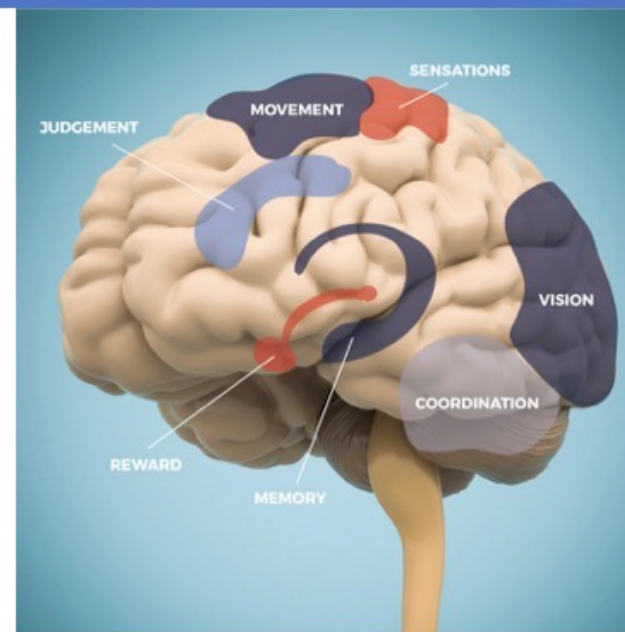
Healthy Brain   Cocaine Addicted

Scans of a healthy heart and a diseased heart show similarities, respectively to a healthy brain and a brain on drugs.  
**BRAIN / HEART COMPARISON**  
What do you notice about these images?

Healthy Heart   Diseased Heart

## REGIONS OF THE BRAIN

- Our brain is "wired" to survive.
- This means it tries to maintain a balance.
- When a substance is introduced to our system that throws off the balance, the brain adjusts.
- Once it adjusts, it creates a new "normal" that includes the substance.



## TOLERANCE & DEPENDENCE

**Tolerance** occurs as more of a substance is needed to produce the same effect as the first time it is taken.

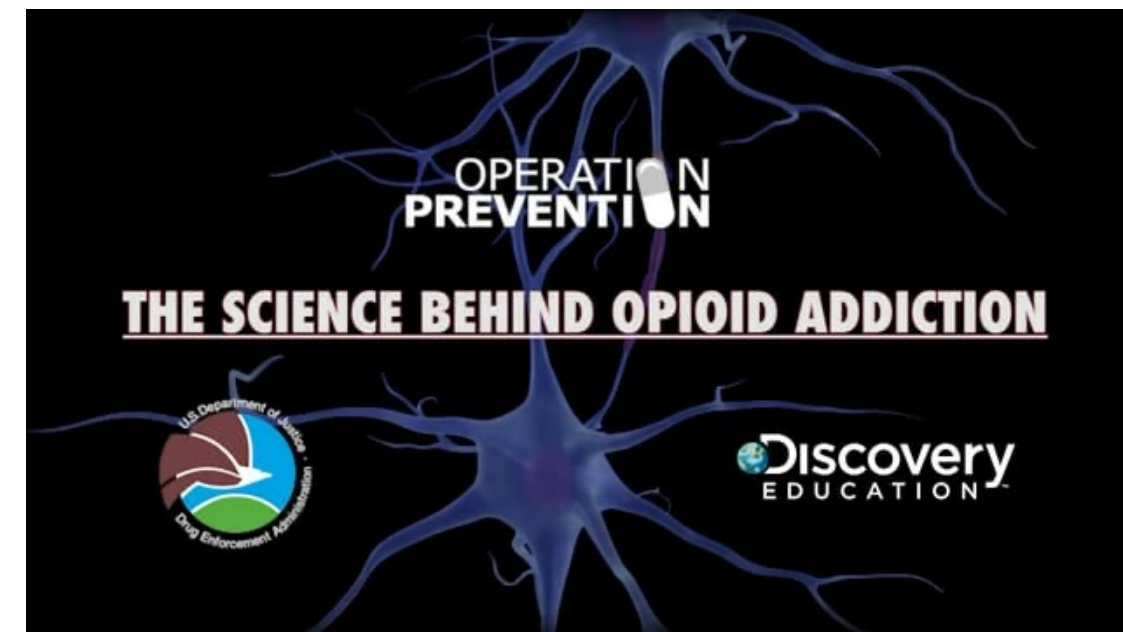
- Receptors are being filled on a regular basis.
- Brain chemistry alters to accept this change.
- To feel the same level of euphoria, an individual takes more and more.

**Dependence** occurs as removal of the substance causes negative physical effects to the body.

- Individual's body begins to need the drug for their body to feel normal.
- If the individual stops, they often feel sick and achy.

# Virtual Field Trips

The Science Behind Opioid  
Addiction



<b>Full Length</b>	<b>47 minutes</b>
Intro	03:51
A Special Agent's Take	05:28
Chemistry	05:58
Neuroscience	08:14
Brain Functions	04:10
Personal Experiences	11:09
Moving Forward	04:52

On the Frontlines:  
A Community Fighting Back



<b>Full Length</b>	<b>47 minutes</b>
Intro	03:51
A Special Agent's Take	05:28
Chemistry	05:58
Neuroscience	08:14
Brain Functions	04:10
Personal Experiences	11:09
Moving Forward	04:52

Opioids: Real People.  
Real Stories. Real Science



<b>Full Length</b>	<b>33 minutes</b>
Donna's Story	05:33
Levi & Lyle's Story	09:43
Angie's Story	06:45
Carl's Story	11:27

Grades 6 -12



# Student Videos

Grades 9 -12



## Competition Archives

Check out the finalists and winners from previous years' Video Challenges! These incredible videos were selected from hundreds of entries for their creativity and impactful messages about the dangers of prescription opioid misuse and heroin use. Congratulations to the winners and finalists.

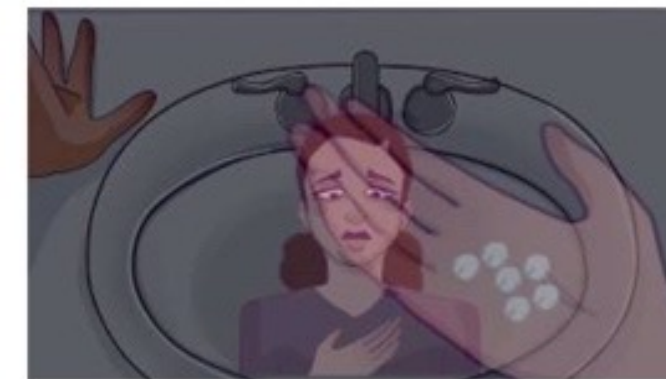
**2019** 2018 2017



**GRAND PRIZE AND PEOPLE'S CHOICE WINNER**

**2019**

Dalton S., Jackson H., Yanelly L.,  
Brian W. in Manchester, TN



**2ND PLACE**

**2019**

Aria K. in Worcester, MA



**3RD PLACE**

**2019**

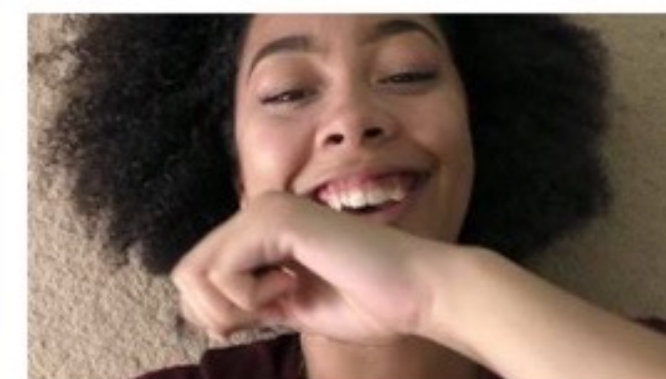
Jake S. in Cody, WY



**FINALIST**

**2019**

Sebastian N. in Middletown, CT



**FINALIST**

**2019**

Olivia H. in Darien, GA



**FINALIST**

**2019**

Mia L., Ava L. in Blacksburg, VA

# Self-Paced Module

The screenshots illustrate the module's content and interactive elements:

- Top Screenshot:** Title "What is an Opioid and how does it affect your body?". Navigation includes "Introduction" and "What is an Opioid". A "BACK" button is visible.
- Middle Screenshot:** Question: "How do prescription opioids act on the body to relieve pain? Select the correct answer." Options: A. By relaxing muscles to reduce stress on joints and bones; B. By blocking pain receptors in the brain (marked correct); C. By encouraging damaged cells to heal more quickly; D. By numbing... A "Correct" message states: "Opioids bind to receptors in nerve cells and block the sensation of pain." Includes "BACK" and "NEXT" buttons.
- Bottom Screenshot:** Title "Stefon's Story: A Look Inside the Body". Instruction: "Click on the hot spots to learn about endorphins and how they are related to the effects of opioids." Includes a diagram of the human body and brain with hot spots (2, 4, and a red X) and a "BACK" button.

- Follows the stories of three teens –Stefon, Haley, and Mia
- Students learn the science behind what happens to the brain and body
- Explores the cycle of addiction
- Debunks misconceptions
- Available in Spanish

Grades 6 -12

# Self-Paced Module

OPERATION PREVENTION  The Science of Addiction  
The Stories of Teens



Stefon's Story

Introduction



My body ached all over.

I couldn't sleep.

I started to feel pretty bad.

**Misconception:**

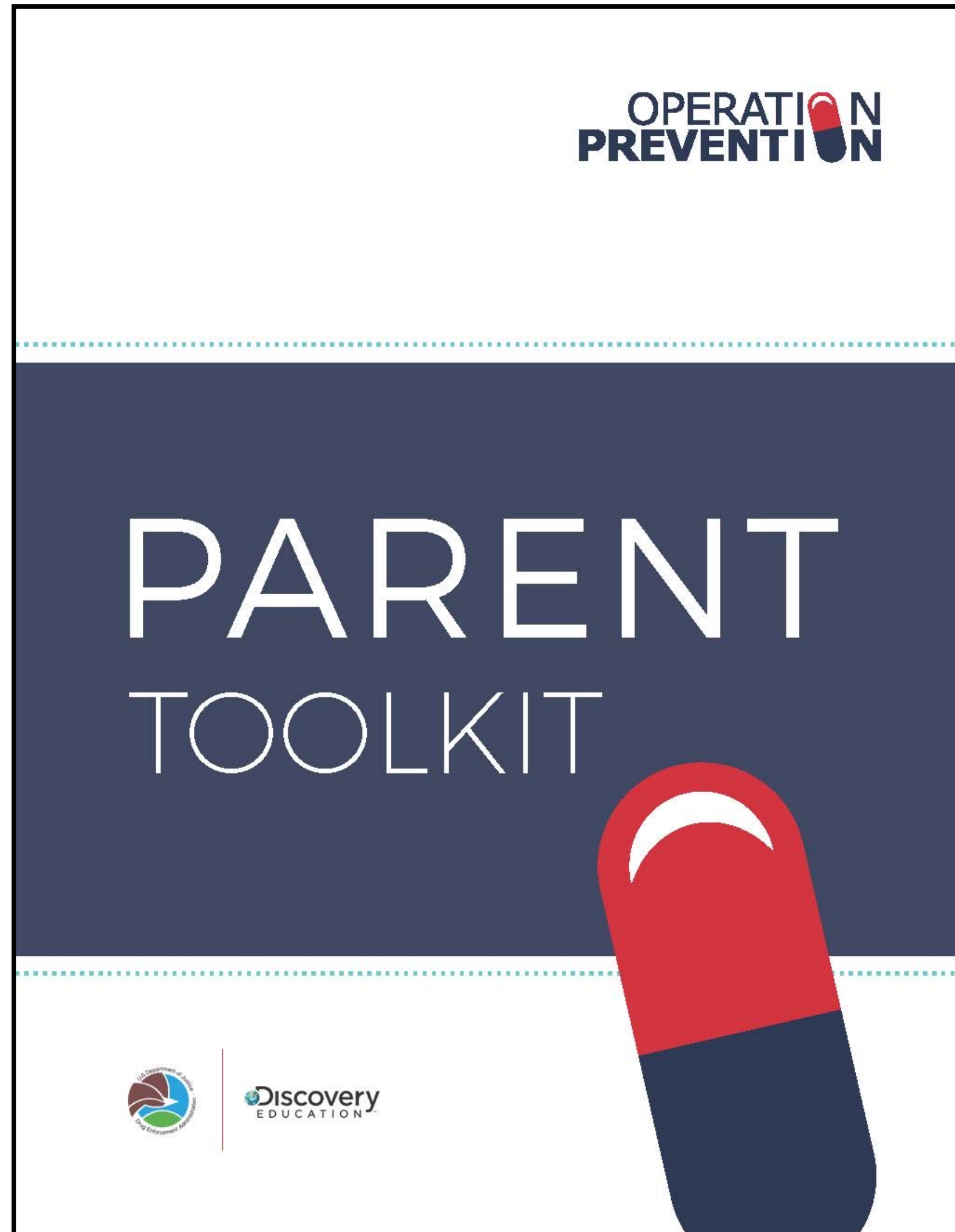
**Only certain people can misuse opioids.**



BACK

NEXT

# Parent Tool Kit



**PDF resource available for download from website**

- Signs and effects of opioid misuse
- Discussion points
- Role-playing guides
- Myths and misconceptions
- Refusal techniques
- Available in Spanish

For hard copies email: [Community.Outreach@dea.gov](mailto:Community.Outreach@dea.gov)

# Parent Tool Kit

- Signs and Effects of Opioid Use
- Discussion Starters

## SECTION 1 LEARN THE FACTS



### WHAT IS AN OPIOID?

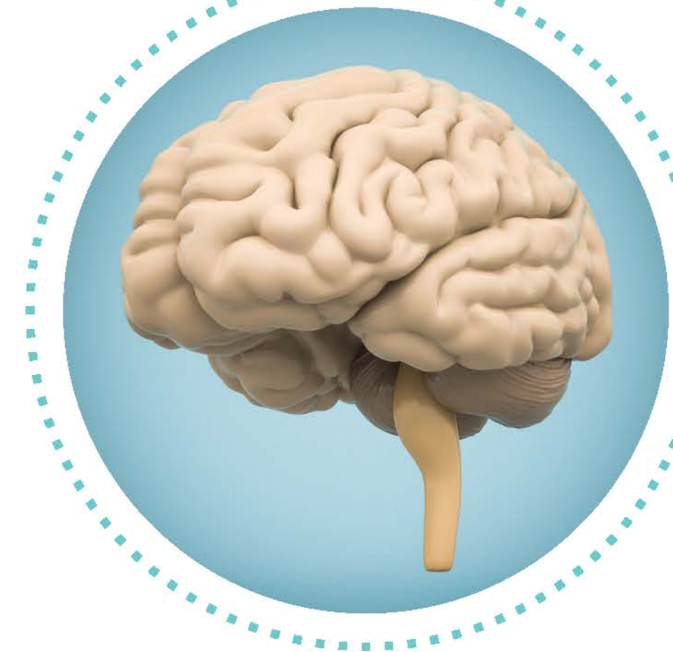
You may be wondering what an opioid even is. Opioids are drugs that are derived from the opium poppy plant or are synthetic equivalents. Heroin is an illegal opioid, but many opioids are legal. These include a variety of pain medications routinely prescribed by doctors and include morphine, oxycodone, codeine, and fentanyl. Because they are prescribed, teens do not always need to purchase opioids at school or on the street. In fact, they can often get access to them from their own medicine cabinet or the medicine cabinets of friends. It may seem harmless — even helpful — to give a pill to someone in pain. However, the physiological processes that allow these medications to work are very powerful. They can change the way the brain and the rest of the body react to the presence as well as the absence of the drug. The initial decision to take opioids may start off as a choice, but can develop into dependency or addiction. It is important to understand the biological effects opioids can have on the body.

### THE SCIENCE

One way to help you understand the impact of opioids is to understand the science behind how

endorphins. They can actually lock onto the same receptor sites as endorphins. One reason opioids are much more powerful than our naturally-released endorphins is because we can choose how much of the chemical enters our body.

When opioids such as pain pills are ingested, they act to increase the effects of endorphins. As drug use continues, a person often has to use more of the opioid to receive the same effects. This is called tolerance. Tolerance is a clear signal that the chemical balances in the brain have been changed



## SECTION 2 START THE DISCUSSION



### DISCUSSION STARTERS

You may want to have a discussion with your child about this important issue but aren't quite sure where to start. Keep the lines of communication open by engaging in regular conversations. One-on-one conversations may not always yield the results you would like. Be patient and keep initiating conversations.

Here are some possible conversation starters:

**There's a lot in the news lately about teens who are misusing prescription drugs. How much do you know about this? Do you know if kids at your school are taking prescription drugs like OxyContin® and Percocet® that were not prescribed for them?**

- Sometimes teens will try to opt out of this conversation because they don't want to share specific information about friends or peers. In this case, you can be ready with a story about your own teenage years and someone you knew or something that happened pertaining to drug use during that time. Talk about how you felt, and then ask what they would have thought had they experienced something similar. This is also an opportunity to talk about why this behavior is so dangerous.

**I just heard a report about drug use by teenagers, and I wanted to talk to you about what it said...**

- Briefly summarize the report and talk honestly about how it makes you feel. Your child may be reluctant to talk about specific people they know, so make it clear that you are not fishing for information to get someone in trouble.



**There is so much on the news today about people misusing prescription drugs. Are you aware of what can happen when people misuse medicine prescribed by doctors?**

- If your child is not presently taking any medication, they may question the need to discuss this issue. Explain that people who misuse prescription drugs often don't have a prescription. Friends and family can supply the drugs—intentionally or inadvertently, when people leave old prescriptions in their medicine cabinets.

**I see that your school has been taking part in a drug prevention program. There is so much in the news right now, and I am not sure I understand all of it. What have you learned from this program?**

- This approach can be useful for children who are reluctant to talk about their personal feelings or relationships. Get the conversation started by asking your child to explain factual or scientific knowledge—for example, how opioids relieve pain and cause addiction—and listen for opportunities to ask follow-up questions.

# Parent Tool Kit

- Know the Signs
- Myths and Misconceptions

## KNOW THE SIGNS

Although each case is different, there are common signs of potential opioid misuse and abuse in children and teenagers.

These include:

- **Negative changes in grades**  
Are your child's grades suddenly dropping after a long record of academic success?
- **Skipping classes or school**  
Do you no longer know what your child is doing during the school day?
- **Dropping longtime friends**  
Have your child's friends suddenly changed?
- **Loss of interest in usual activities**  
Does your child no longer seem interested in his or her "favorite" activities?
- **Changes in appearance**  
Has your child developed an uncharacteristic lack of concern for grooming or hygiene?
- **Changes in general behavior, including sleeping**



## SECTION 1 LEARN THE FACTS

OPERATION  
PREVENTION



Increased media coverage has led to many myths and misconceptions about opioid misuse and abuse. It's important to separate myths from truths when talking to teens.

### Myth

Prescription opioids are safer than "street drugs" because physicians prescribe them all the time.

### Truth

"Street drugs" and prescription opioids frequently have the exact same addictive properties and some prescription drugs can even be worse.

### Myth

There is an "addiction" gene that controls who does and does not become addicted.

### Truth

Genetic factors might make some people more sensitive to the effects of a drug. However, many factors determine the likelihood that someone may become addicted to a drug. This includes both inherited and environmental factors.

### Myth

The use of pain medication will always lead to addiction.

### Truth

In most cases, when taken according to prescription instructions, pain medication is safe. It is important to discuss the prescription thoroughly with a doctor. If a patient needs long-term pain relief, it might be better to look at other options than to risk opioid addiction.

### Myth

Heroin is the opioid that kills the most people.

### Truth

Prescription drug overdoses outnumber deaths by heroin and cocaine combined. This does not in any way lessen the danger of heroin—or other illegal drugs—but it does put into perspective the problems with prescription drug misuse.

### Myth

Only certain people misuse or abuse drugs.

### Truth

Drugs affect people from all races, ethnicities, and socioeconomic classes. Drugs do not discriminate or stereotype.

### Myth

Once a person is addicted to drugs, there is no hope for recovery.

### Truth

Addiction is not a hopeless problem. Help is available, and treatment can work.

# On-Demand Webinar

## Educator Training

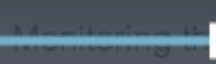


To help educators better prepare for conversations with students about the most common forms of substance misuse threatening their communities, this webinar walks through Operation Prevention's new video topic series, which addresses all the primary drug categories.

WATCH VIDEO



0:23:41



Future 2019 Survey Results (NDA) 1:02:05



# Multi-Drug Misuse Prevention Resources

- Grades 3-8
- Video Topic series
- Topic Series Activities
- Educator Guide



- Depressants



- Hallucinogens



- Inhalants



- Marijuana



- Stimulants



- Steroids

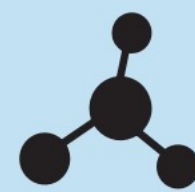


# Activities

## WHAT ARE STEROIDS?

The word 'Steroids' has Greek roots, composed of the words-'**Ster**' (from Stere meaning Solid) and '**Oid**' (Oides meaning Three-dimensional form).

Steroids are made to recreate the male hormone testosterone.



Steroids are given as medications and prescribed by doctors to treat various diseases.



More commonly steroids (anabolic) are associated with enhancing muscles and improving performance, illegally.



Certain steroids can prove to be harmful for those who take them, especially on a regular basis.

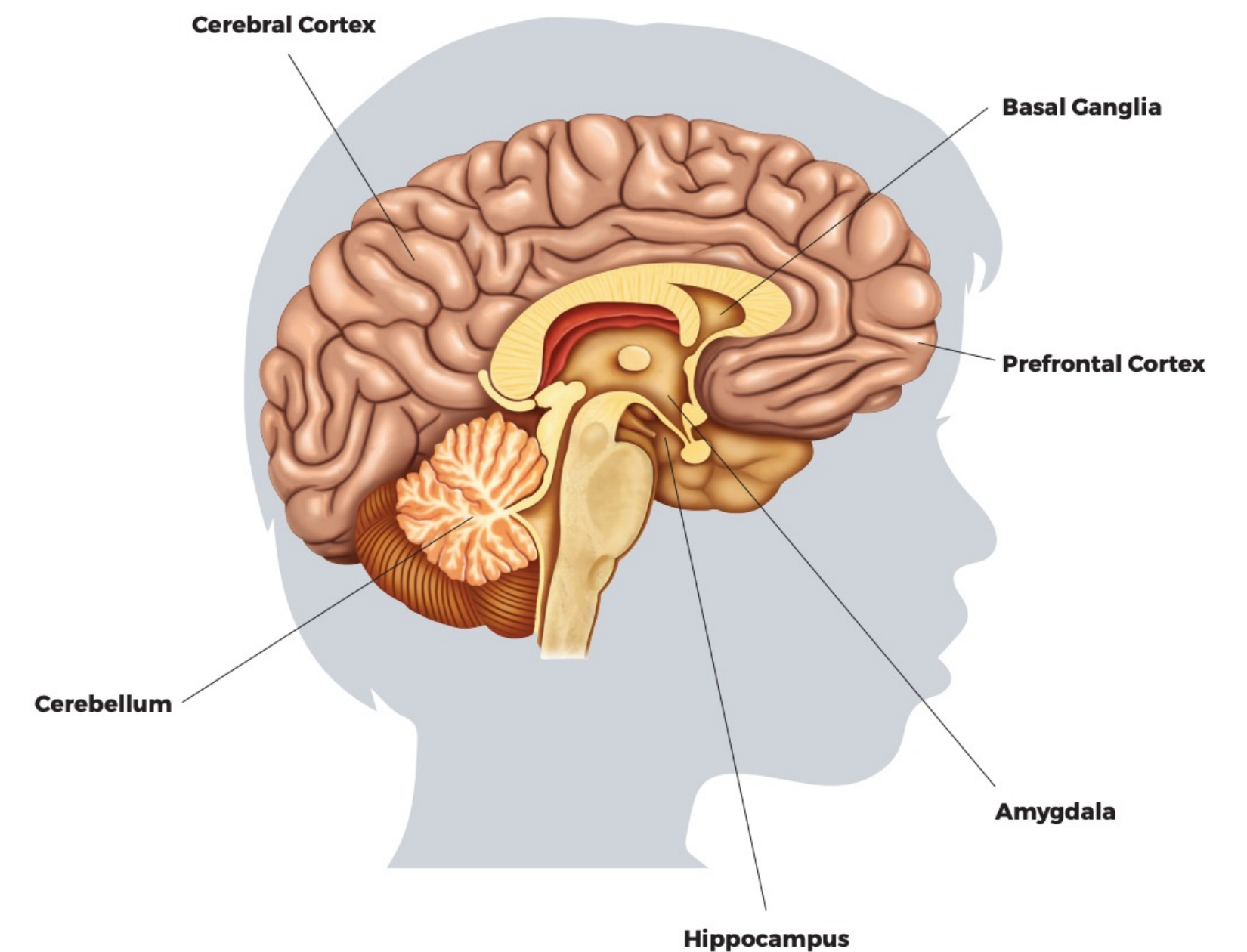


Steroids are used as a pill or a rub-on gel, they can also be injected using a needle.

## MARIJUANA AND THE BRAIN

ELEMENTARY  
SCHOOL  
HANDOUT

### IMPACT CARDS PART 1



# The Workplace Module

Adults

## Module 1

The Opioid Epidemic

## Module 2

The Science of Opioids

## Module 3

The Reality of Opioids

## Module 4

The Power of Prevention

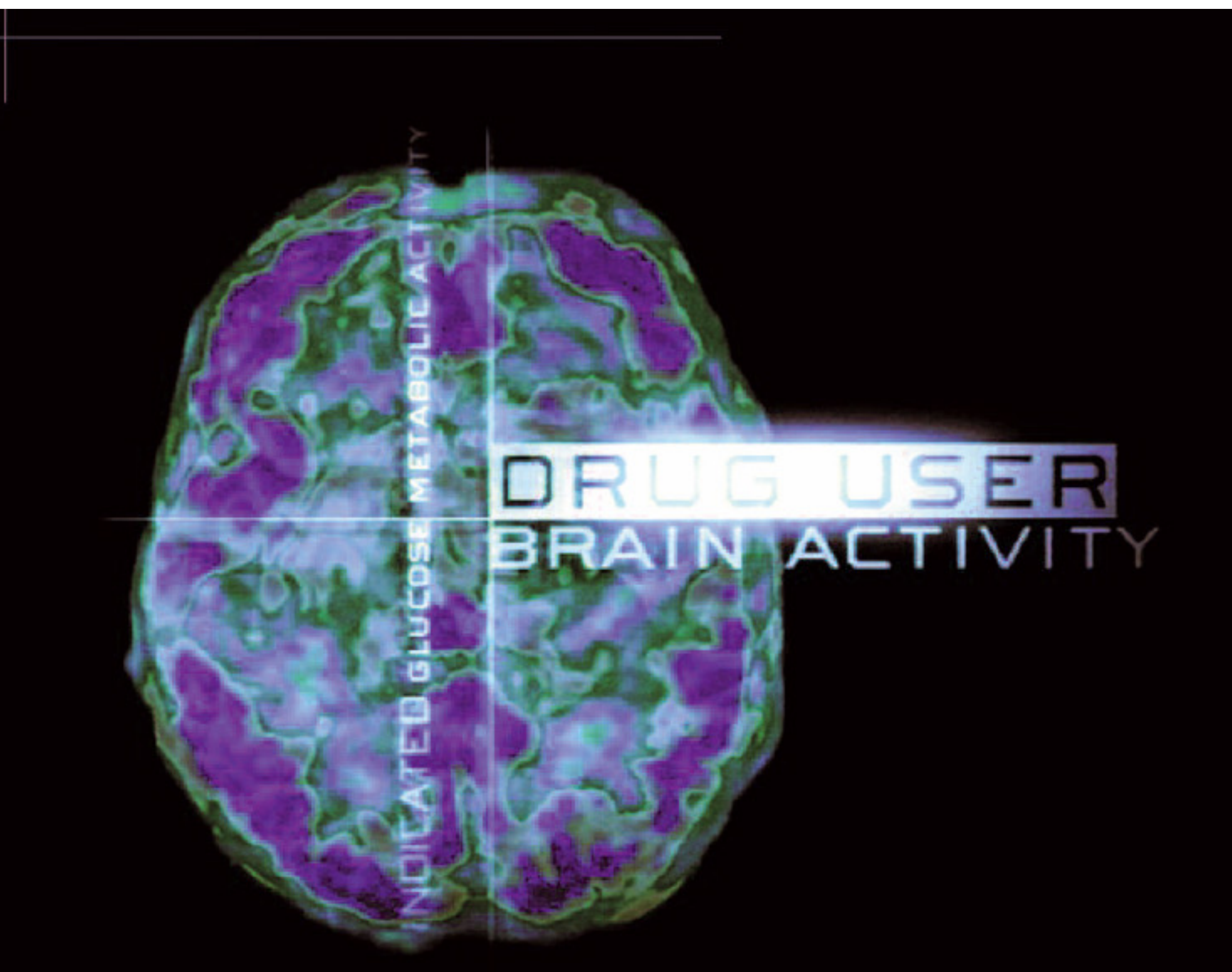
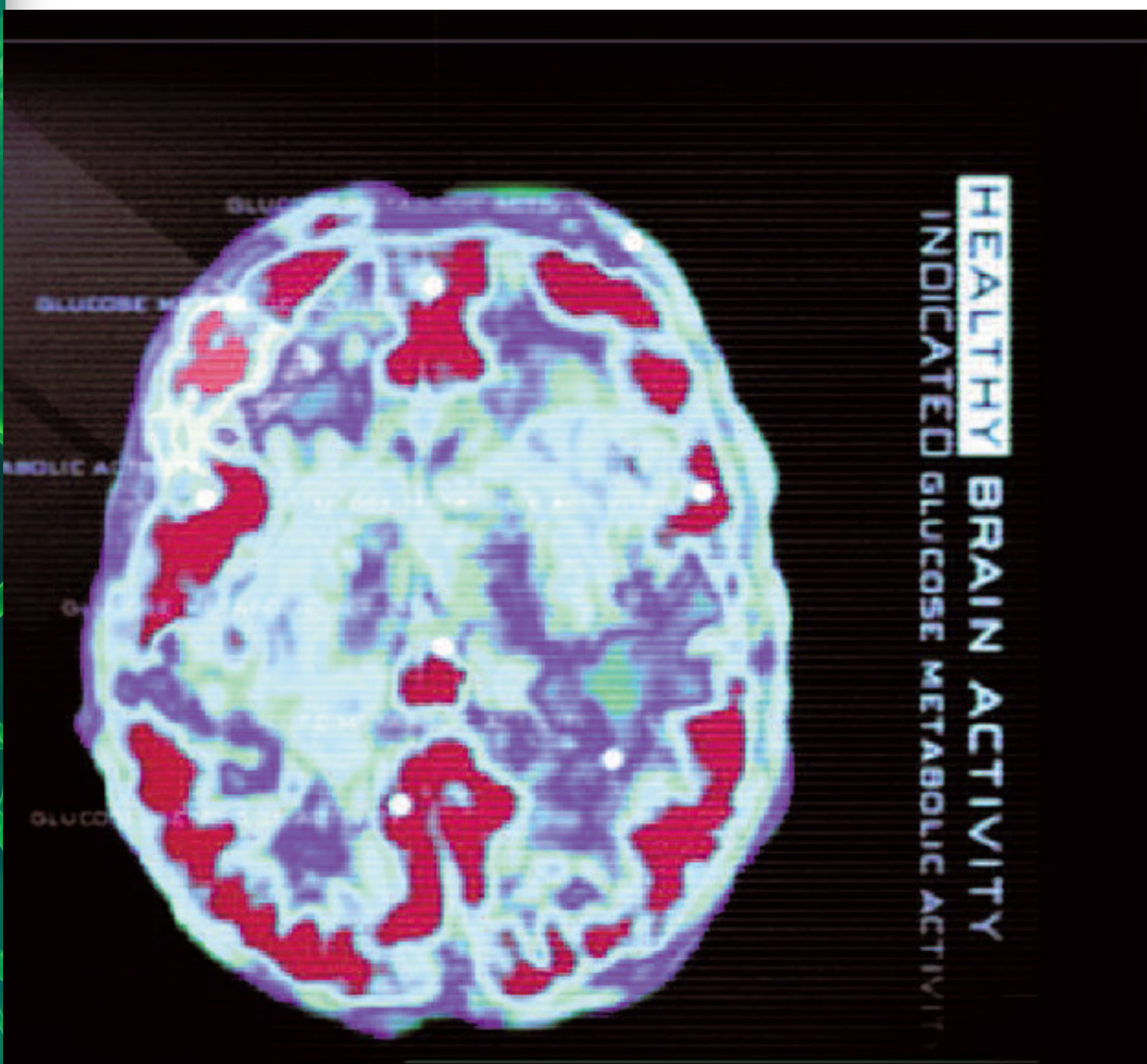
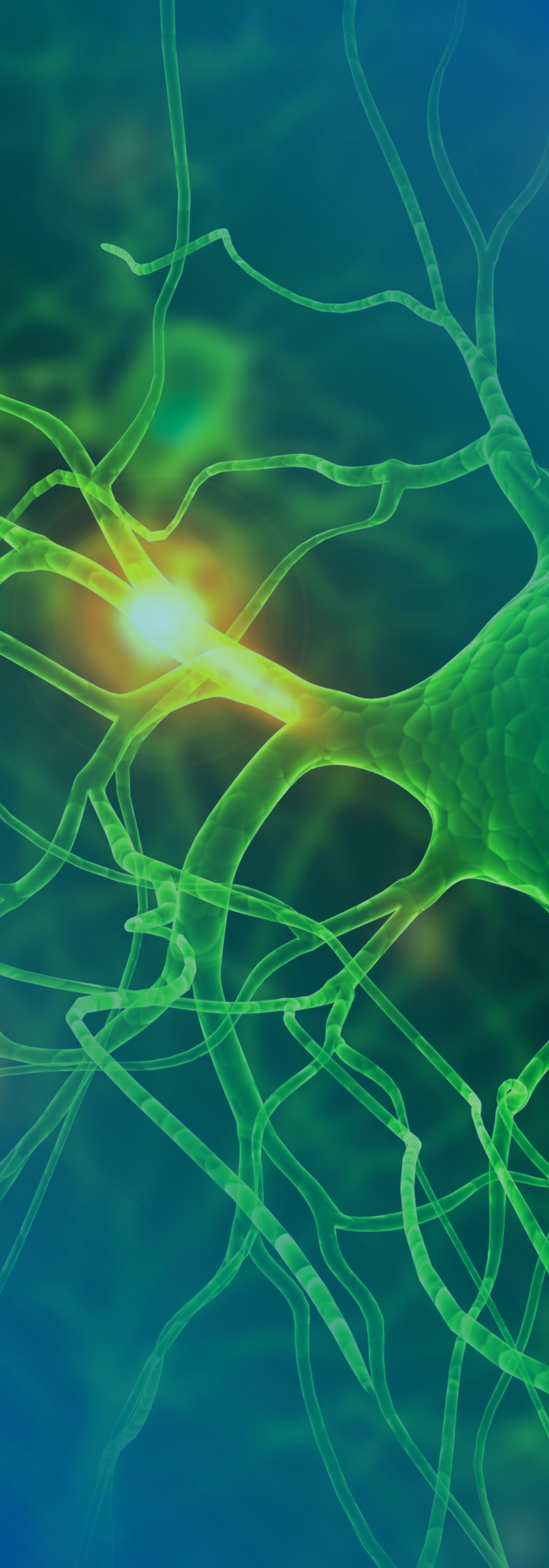
**MODULE 1**  
ADDICTION SCIENCE  
**The Opioid Epidemic**  
*Workplace*  
15 minutes  
Learn the basics of what opioids are, while discovering the origins of the epidemic and how it has evolved. Employees will gain perspective into how the opioid epidemic affects people on a personal level.  
[Begin Module 1](#)

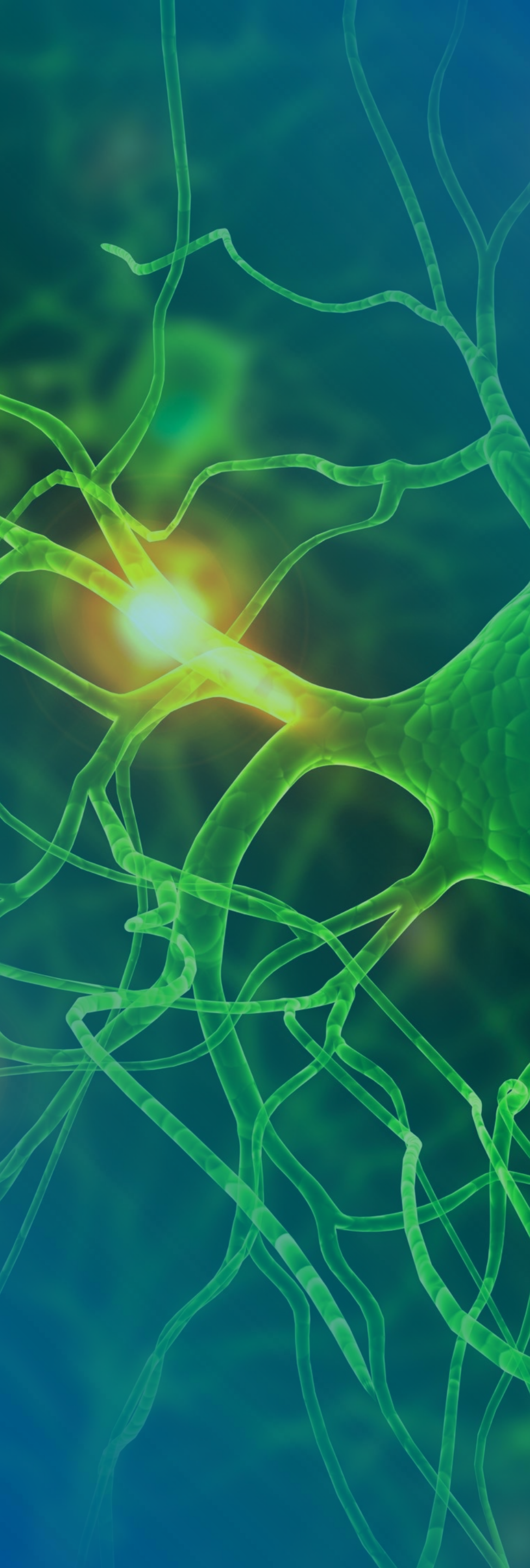
**MODULE 2**  
BRAIN AND BODY  
**The Science of Opioids**  
*Workplace*  
15 minutes  
Explore the science of opioids, including their impacts on the brain/body, plus practical ways of preventing dependency. Employees will get an idea of what it feels like to physically experience the science of opioids.  
[Begin Module 2](#)

**MODULE 3**  
STRATEGIES AND AVAILABLE TREATMENTS  
**The Reality of Opioids**  
*Workplace*

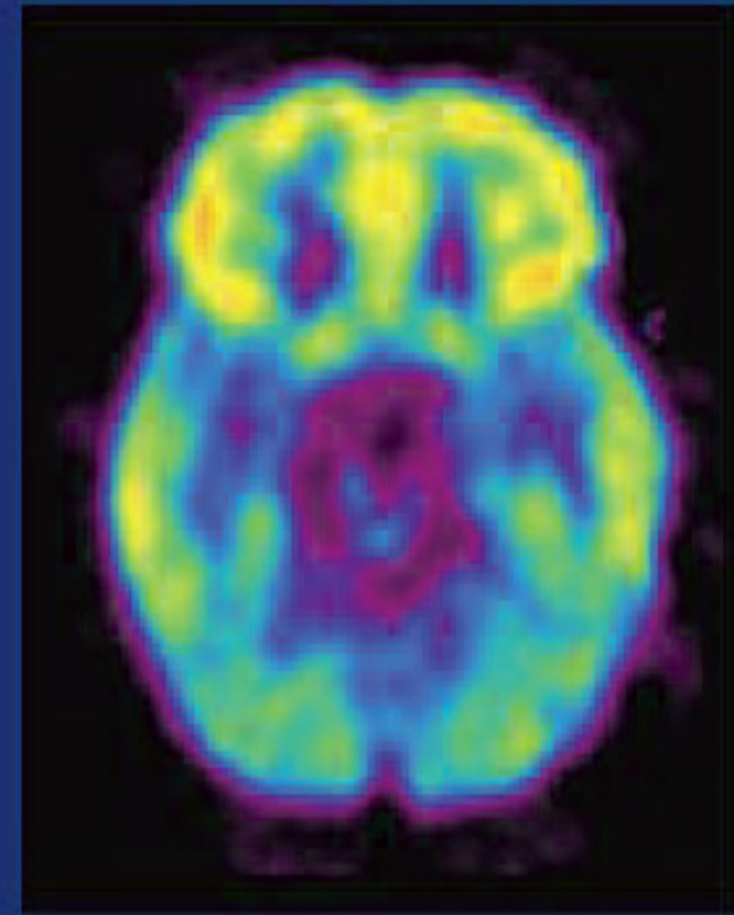
**MODULE 4**  
PREVENTION FOR INDIVIDUALS AND COMMUNITIES  
**The Power of Prevention**  
*Workplace*

# The Science of Addiction

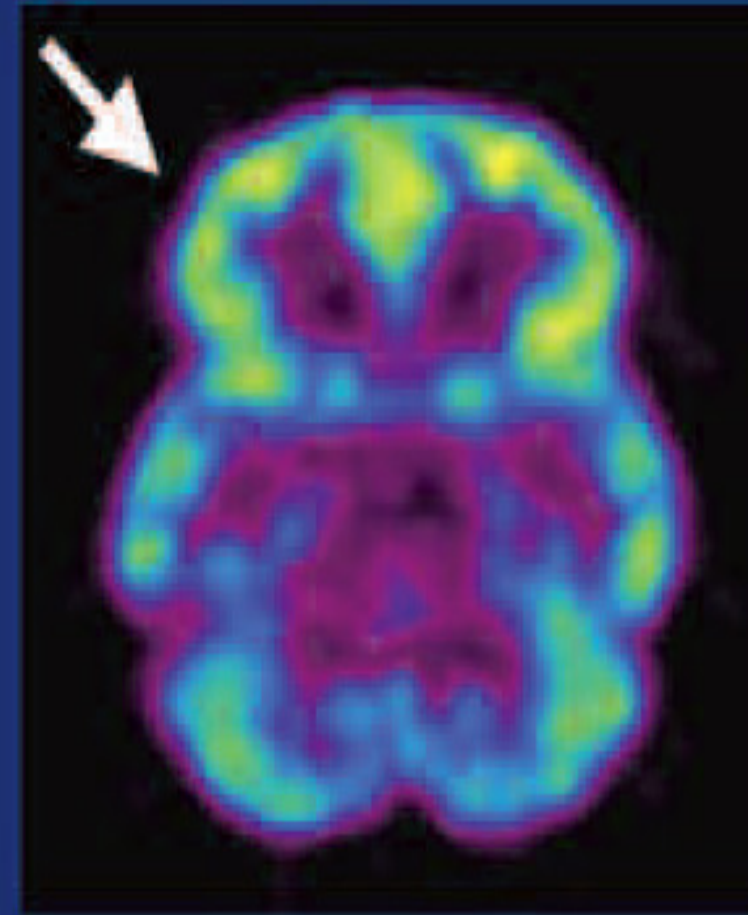




DECREASED BRAIN METABOLISM IN **PERSON WHO ABUSES DRUGS**



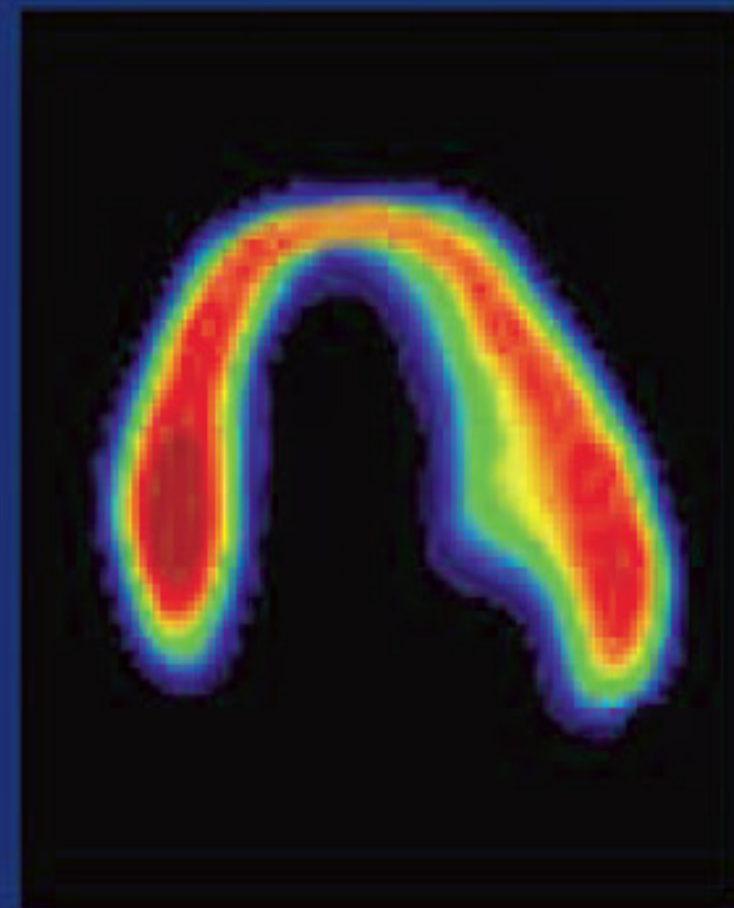
Healthy Brain



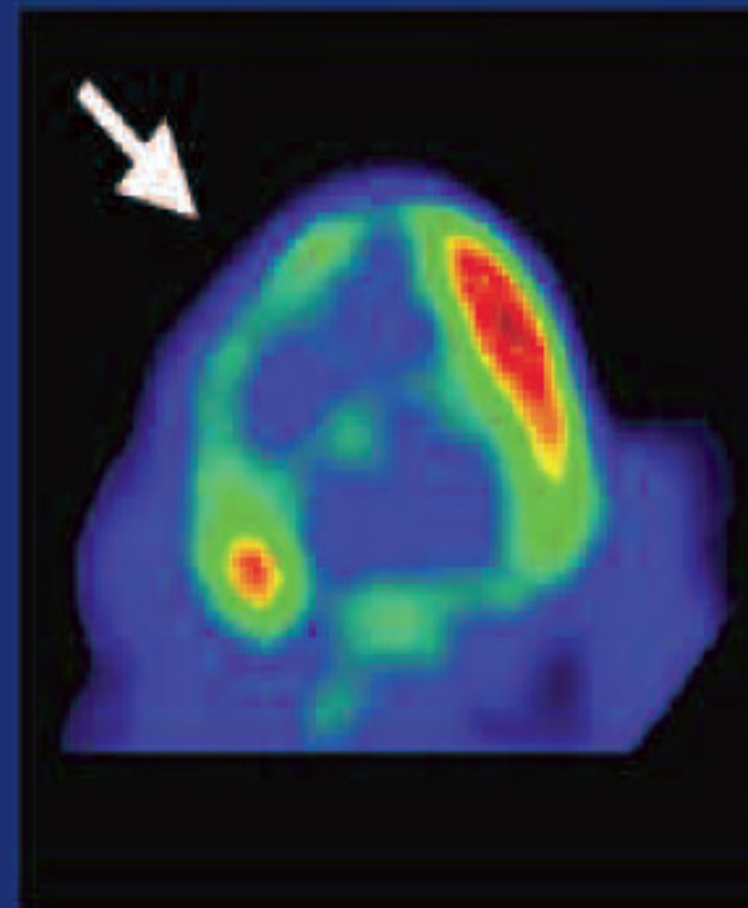
Diseased Brain/Cocaine Abuser



DECREASED HEART METABOLISM IN **HEART DISEASE PATIENT**

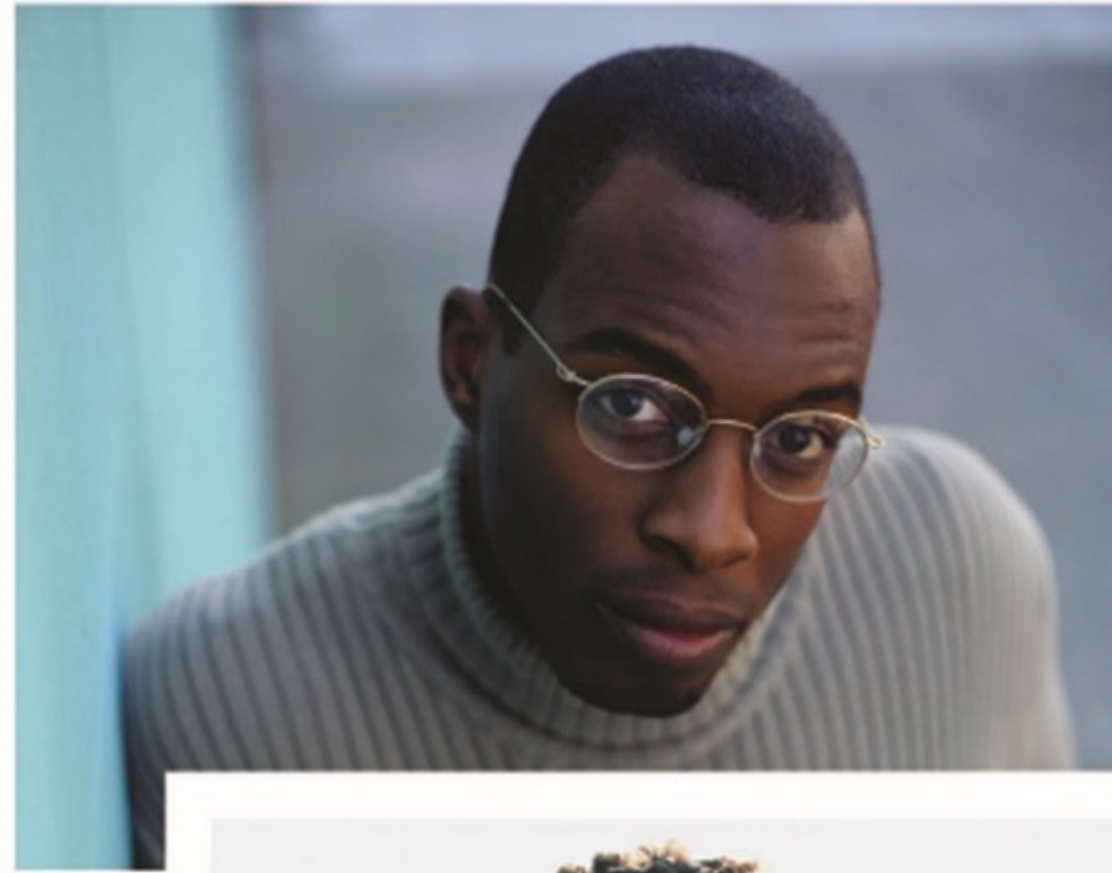
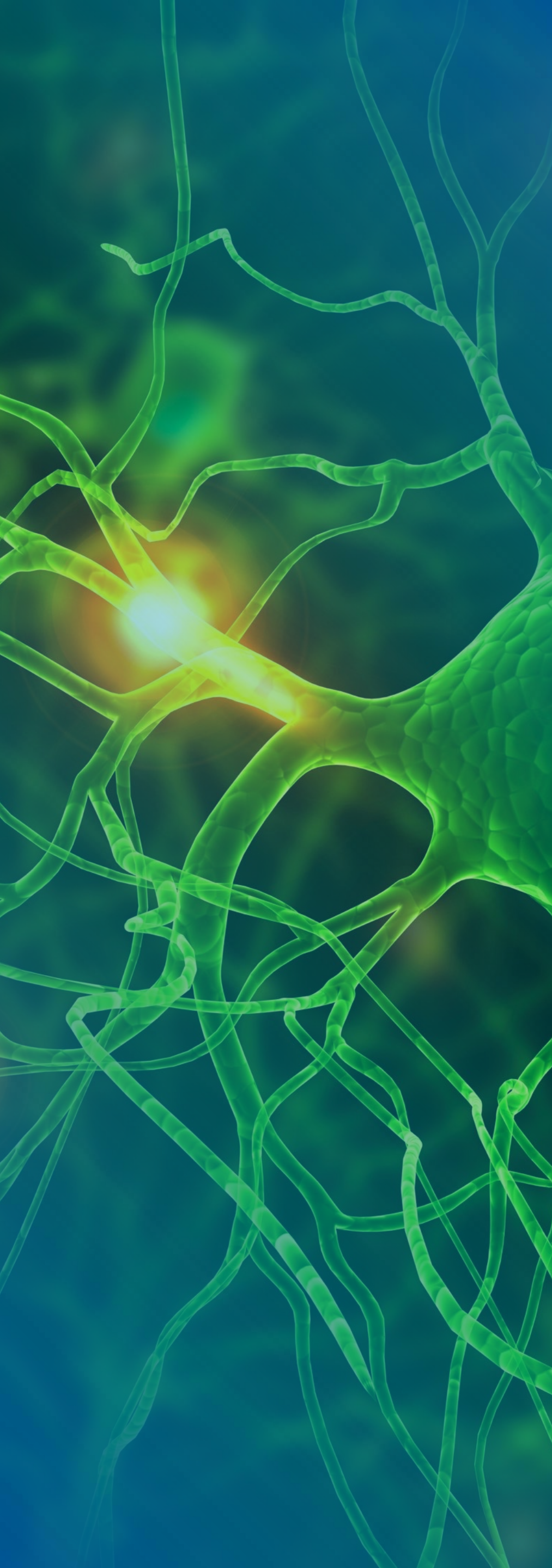


Healthy Heart

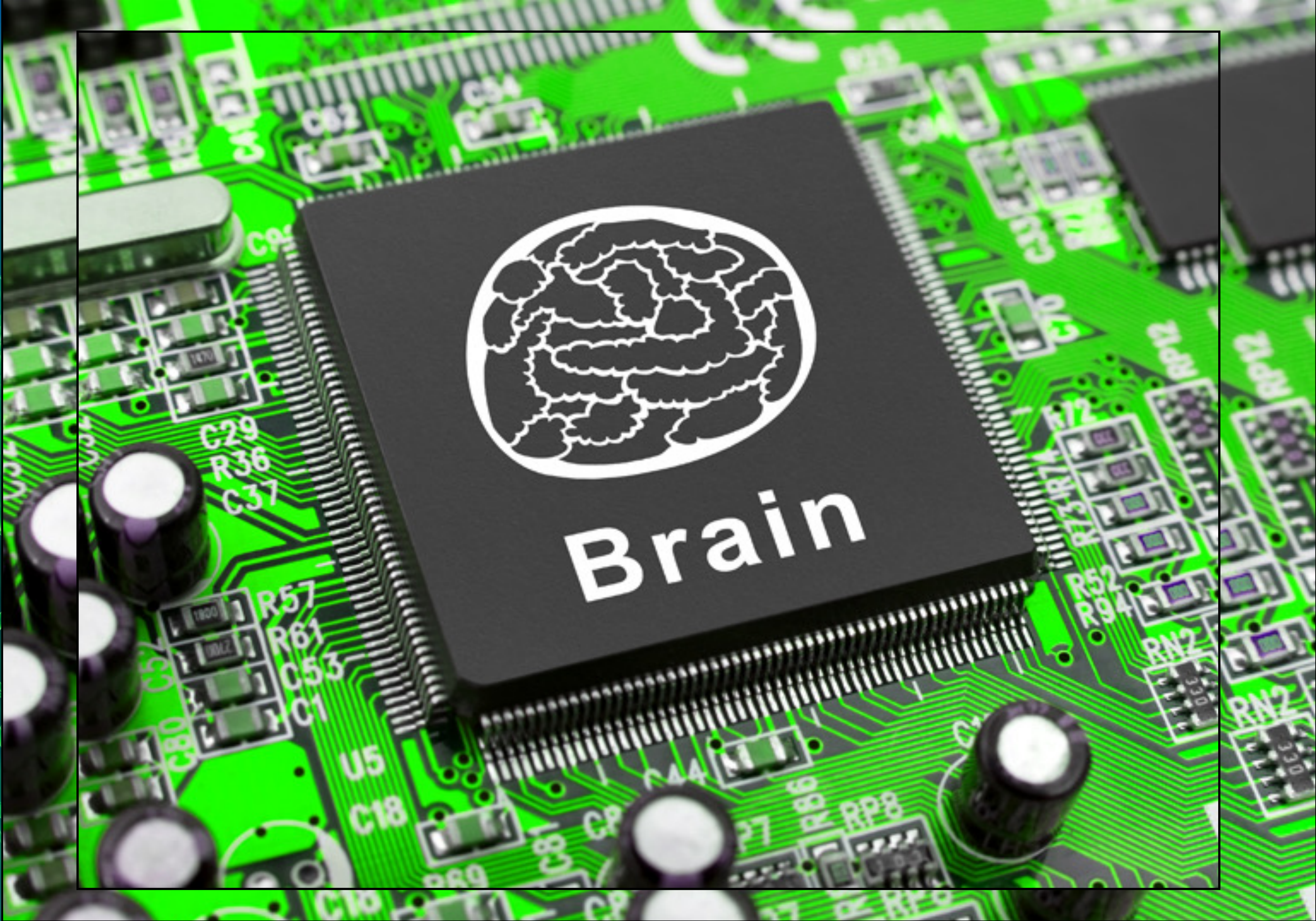
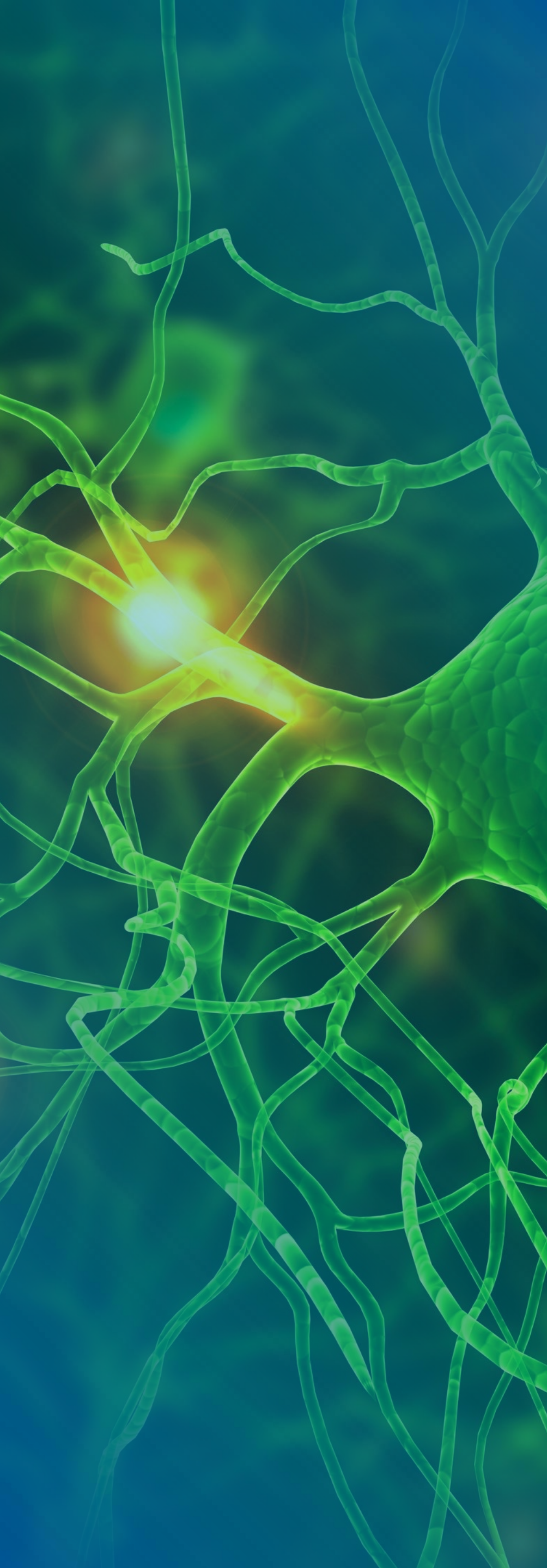


Diseased Heart

Substance Use Disorder is a disease, just like other diseases, such as heart disease.

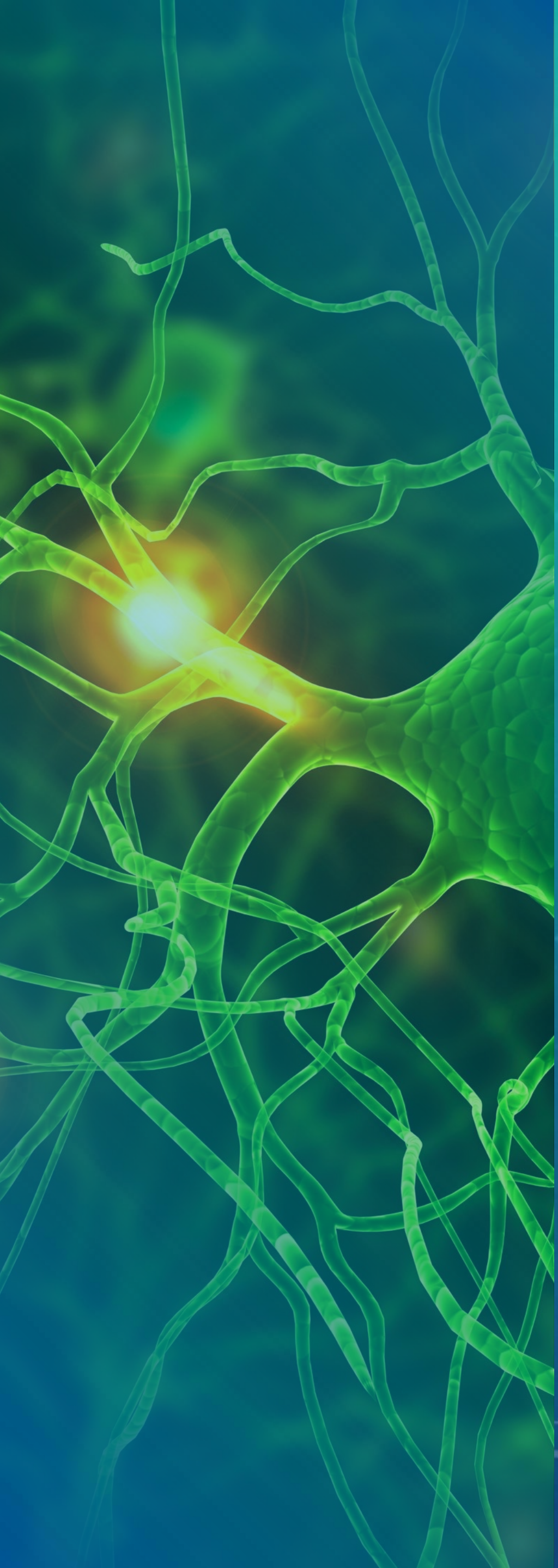
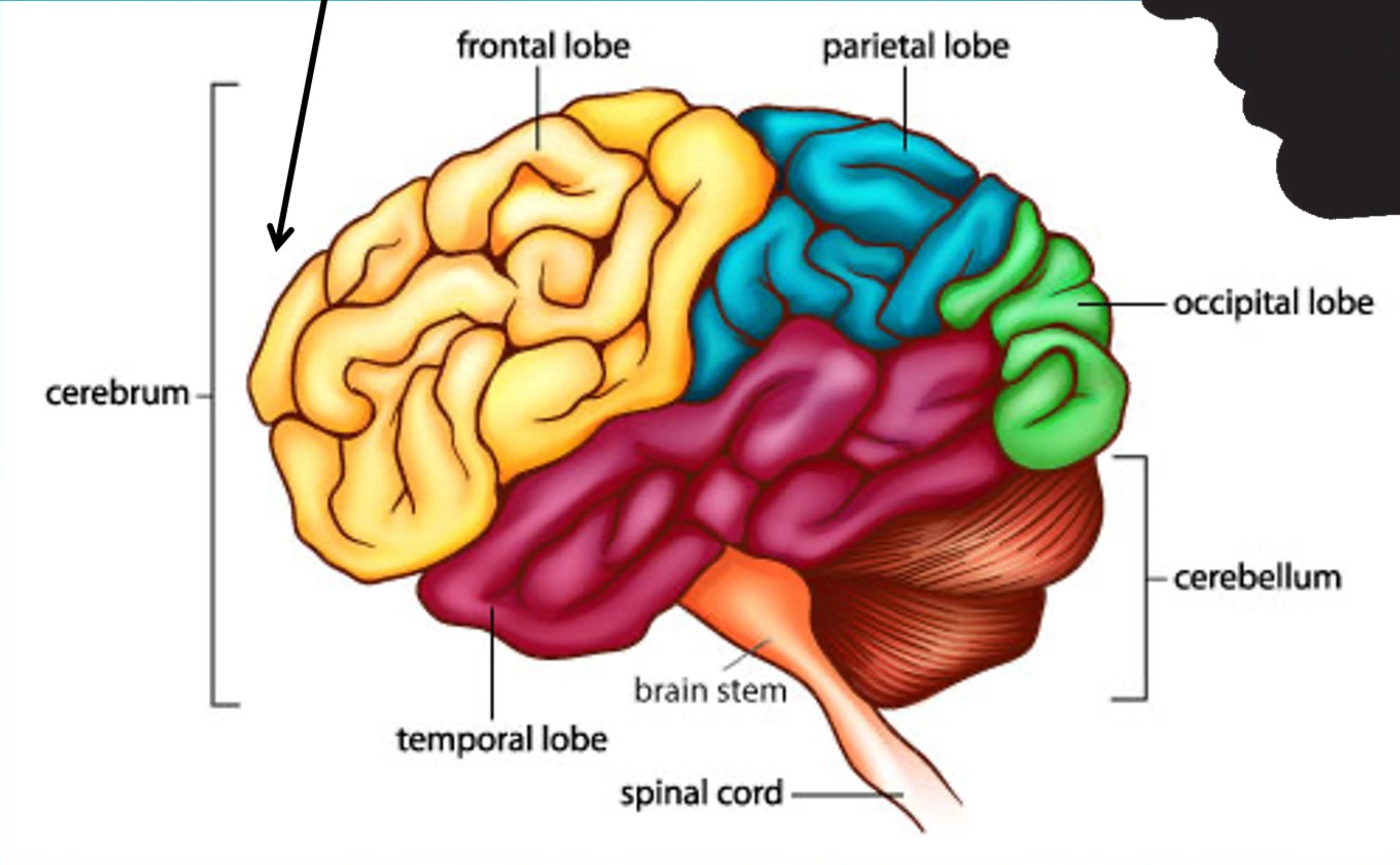
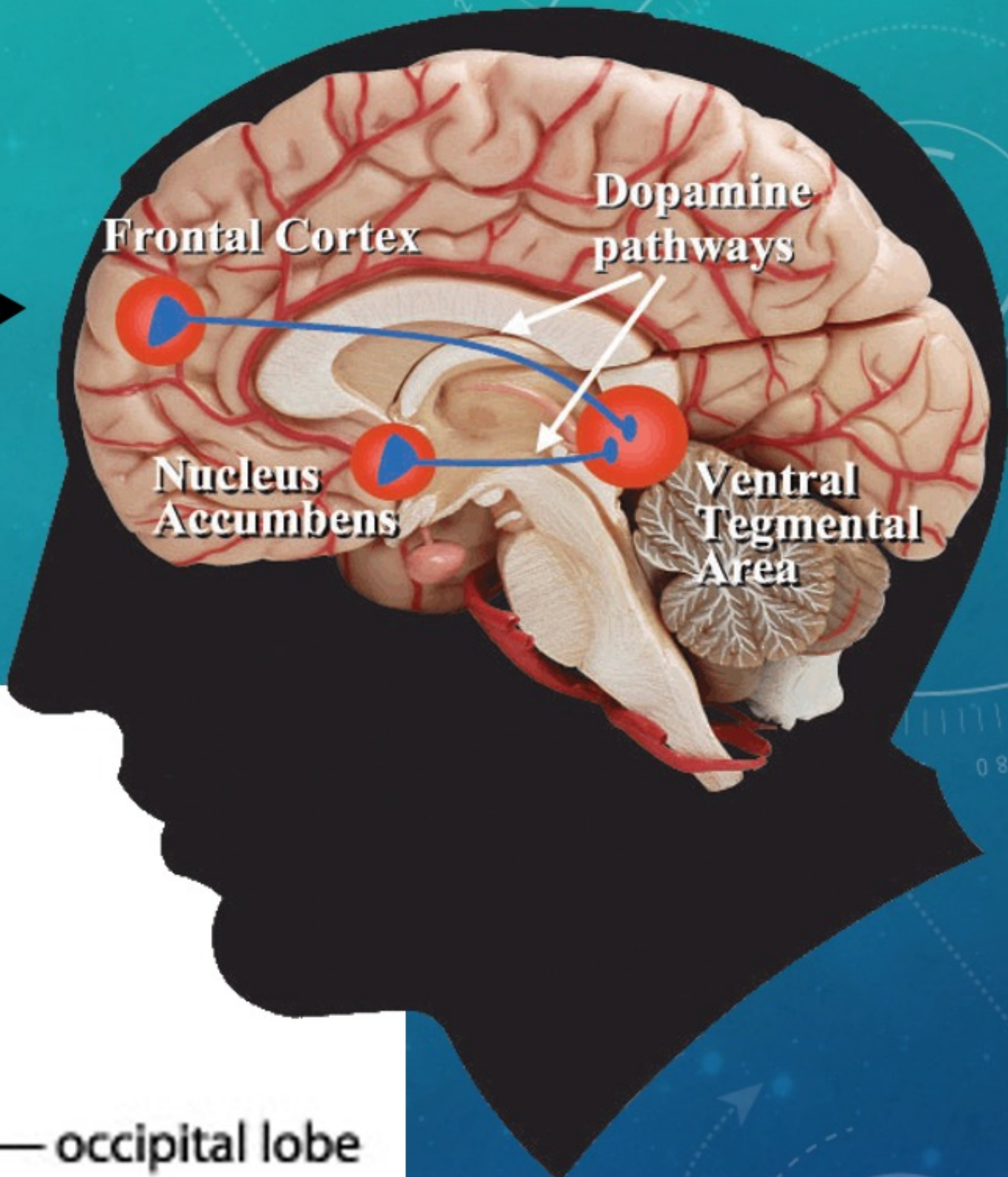


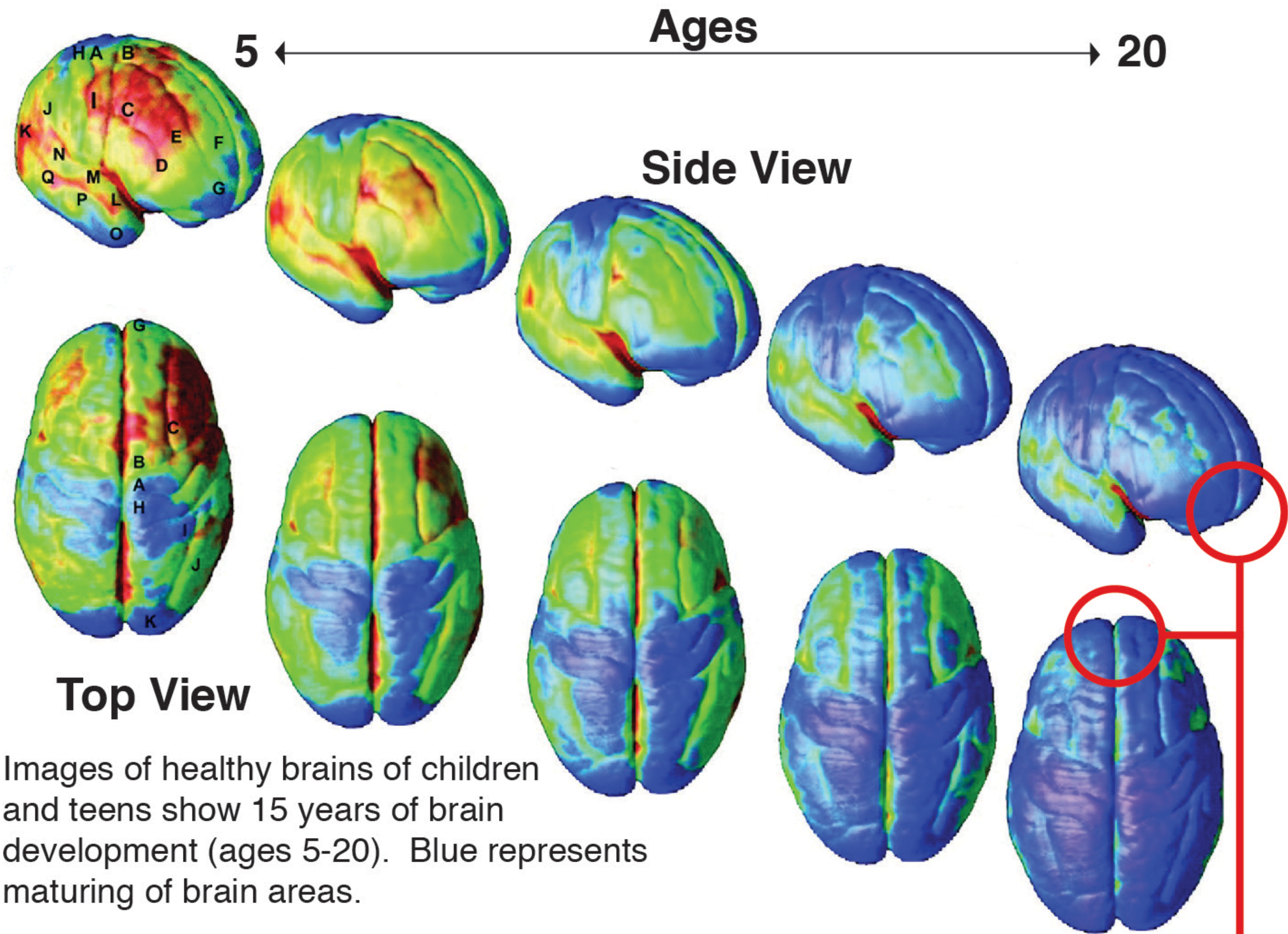
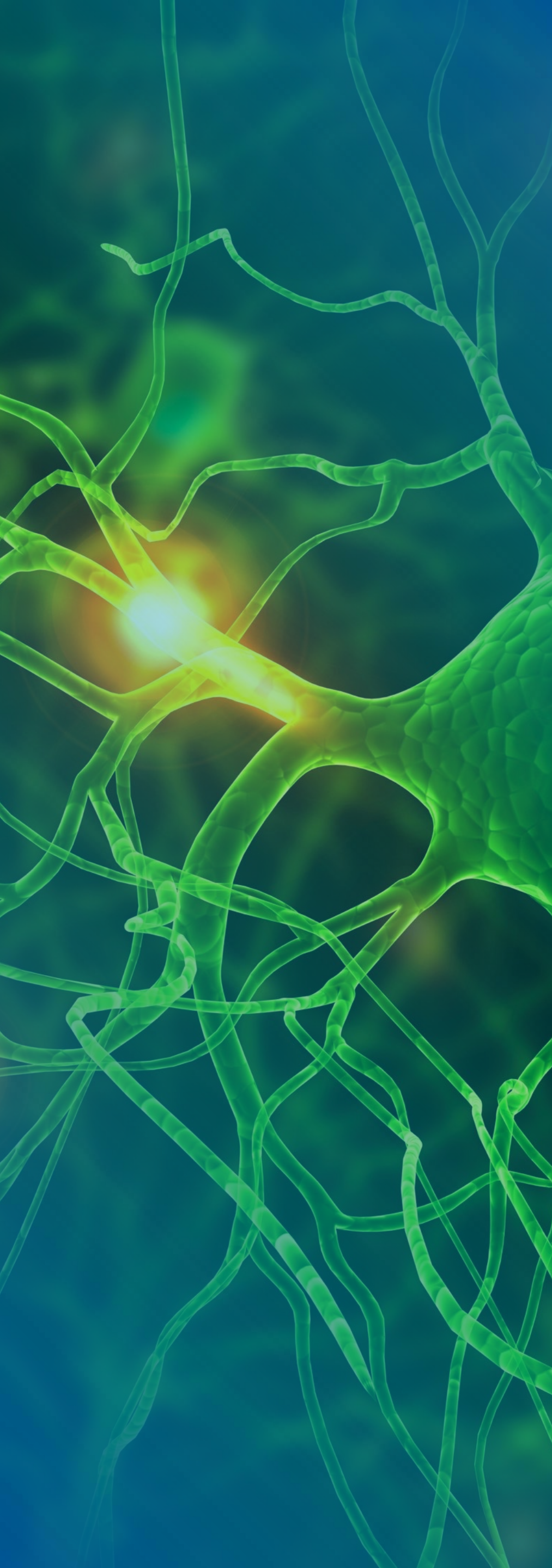
**Anyone can become addicted.**



# Brain Anatomy

Pre-frontal cortex



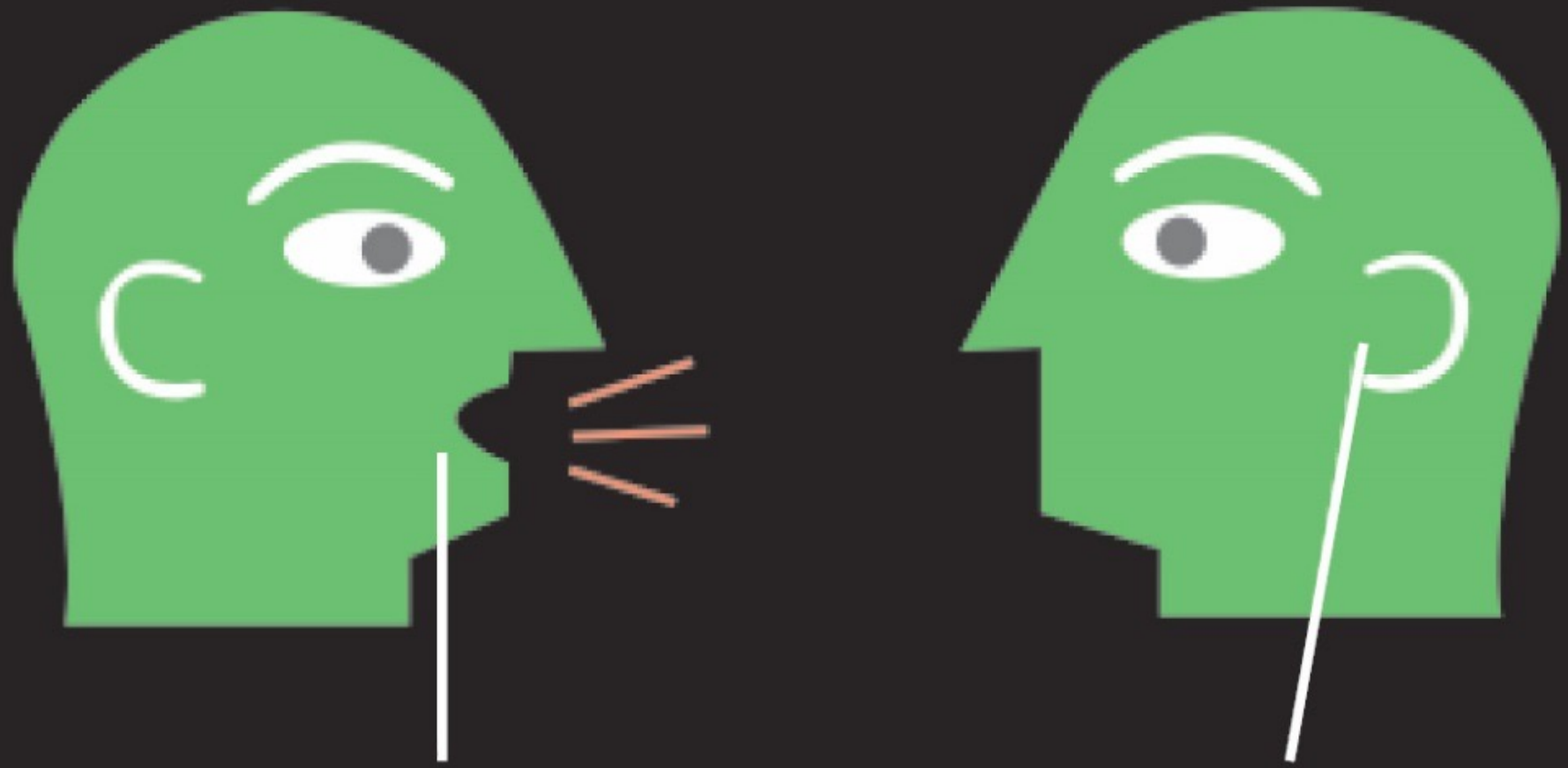


Images of healthy brains of children and teens show 15 years of brain development (ages 5-20). Blue represents maturing of brain areas.

Located just behind the forehead is the brain's prefrontal cortex. This is involved in decision-making and is the last part of the brain to develop. This may be why teens take extra risks.



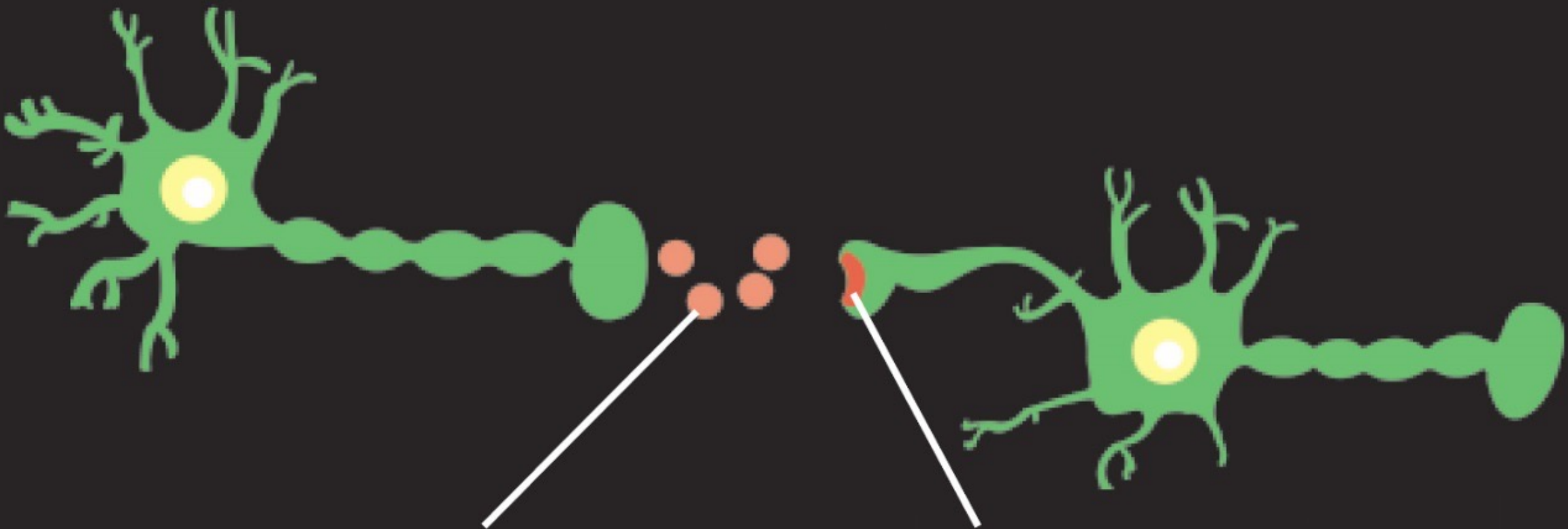
Here's how people communicate.



**Transmitter**

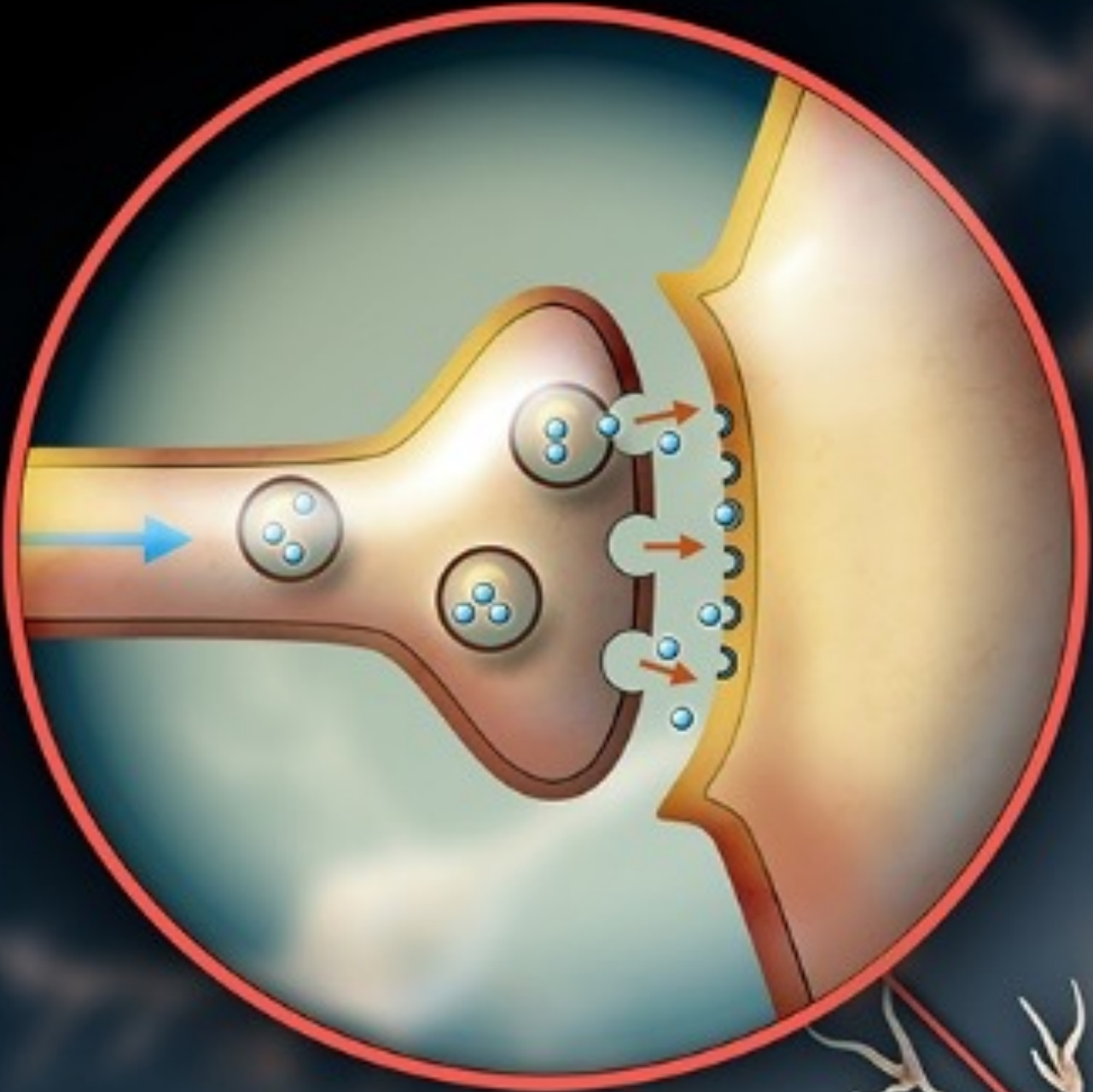
**Receptor**

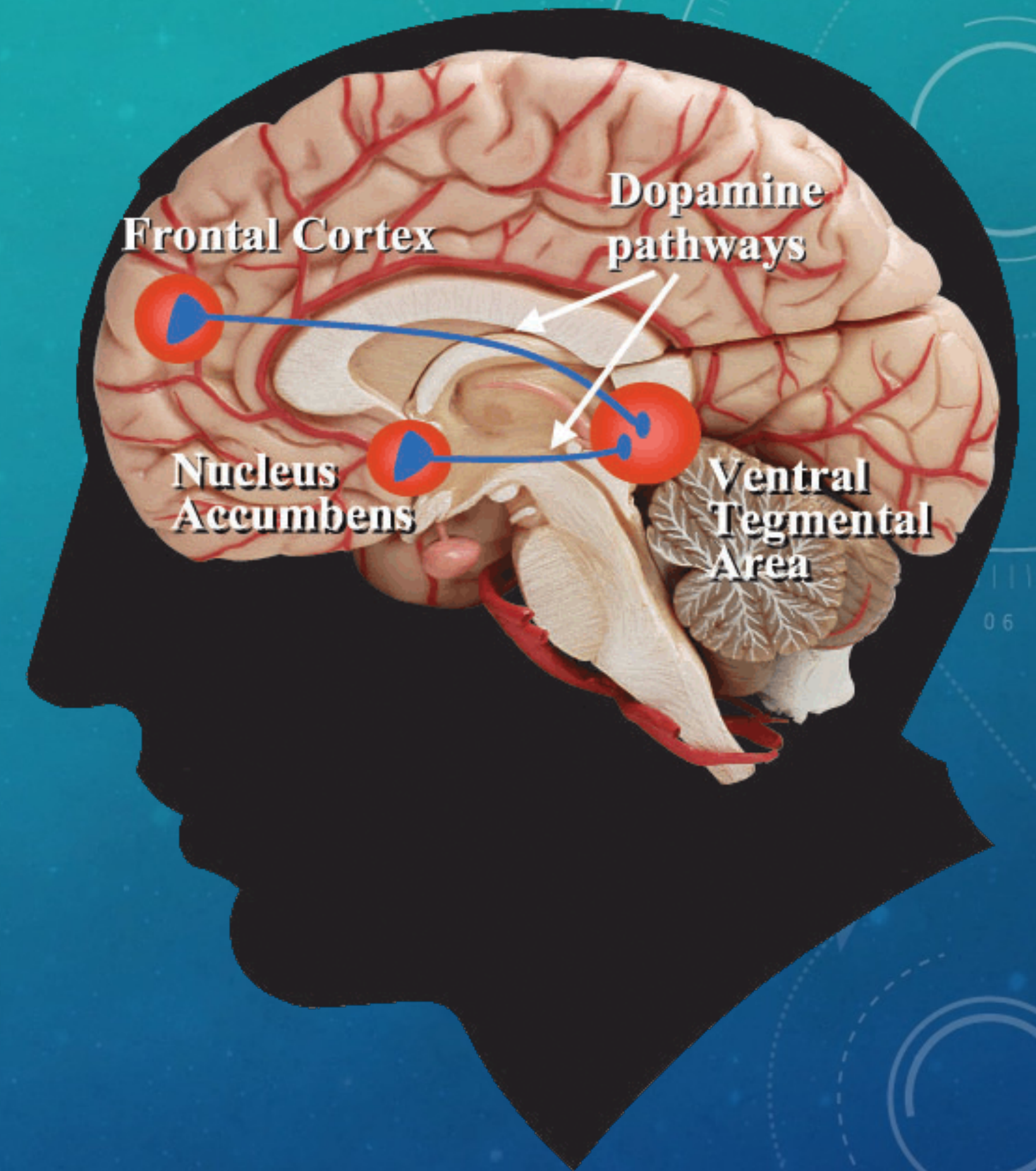
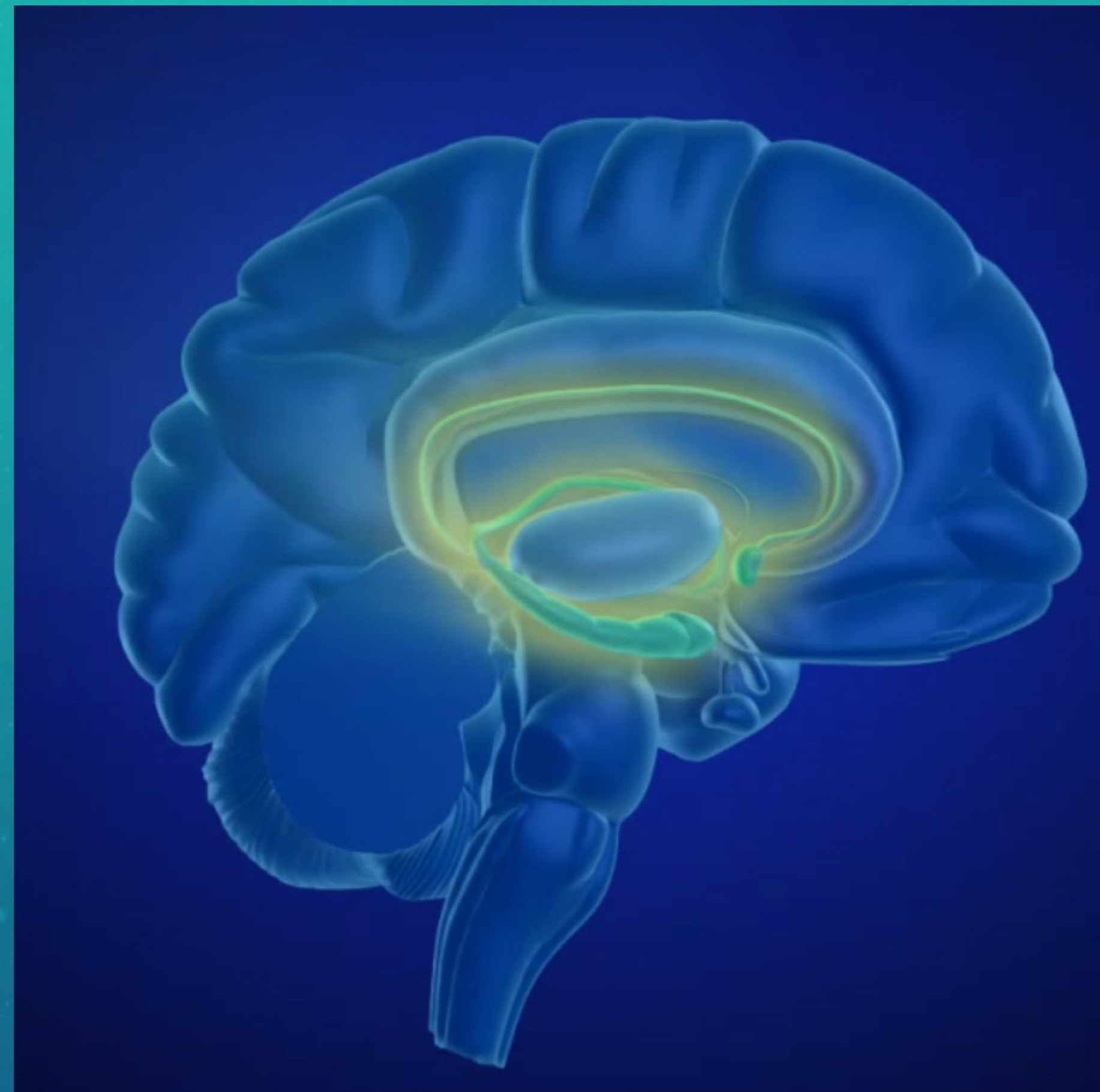
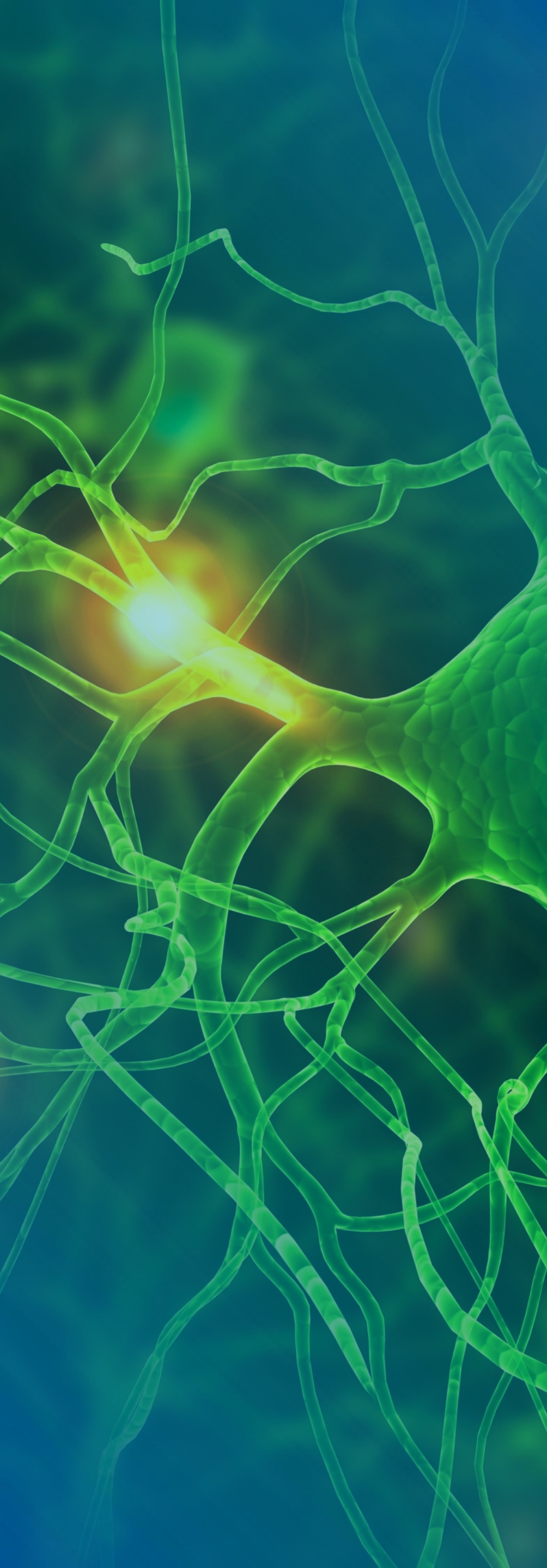
Here's how brain cells communicate.



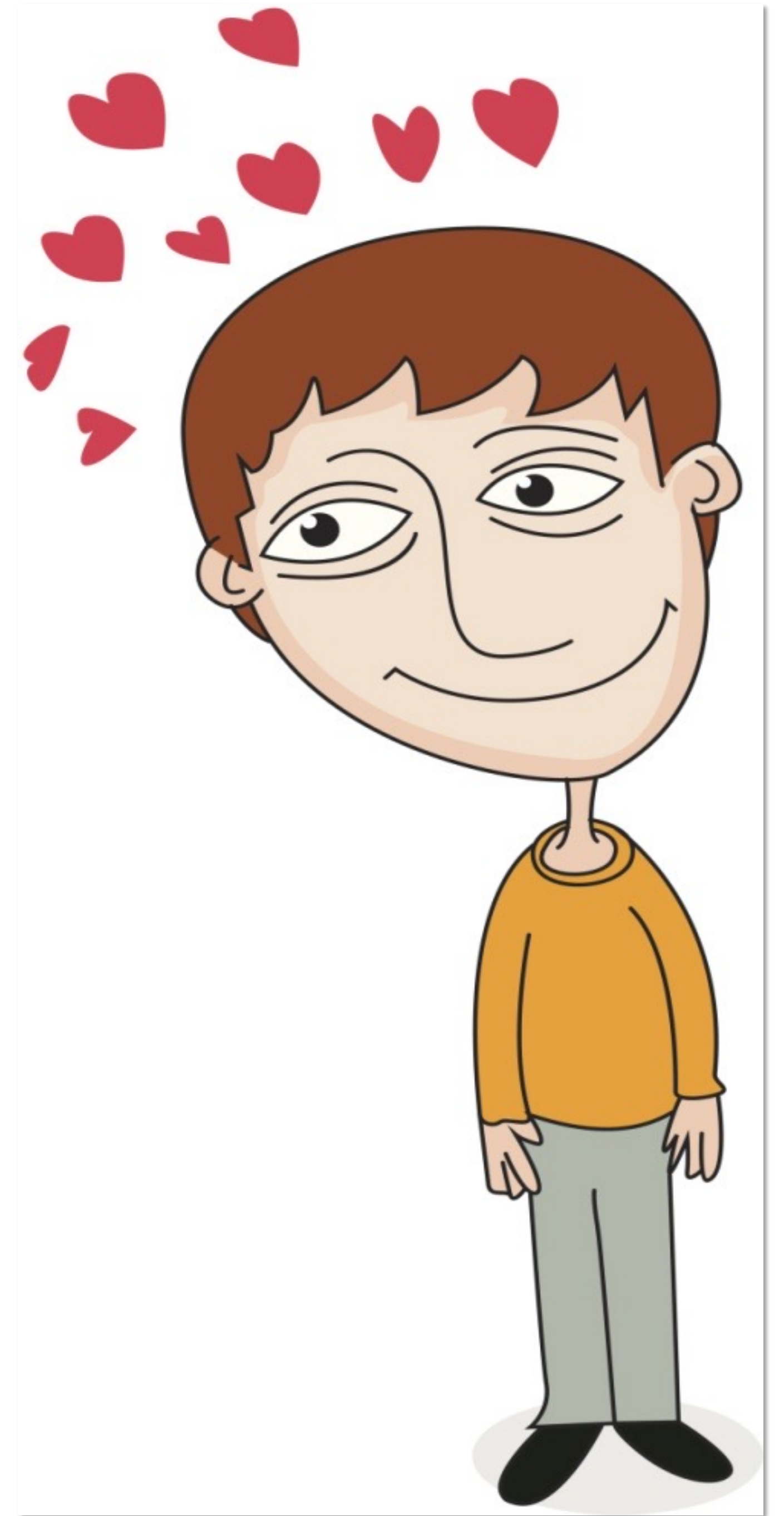
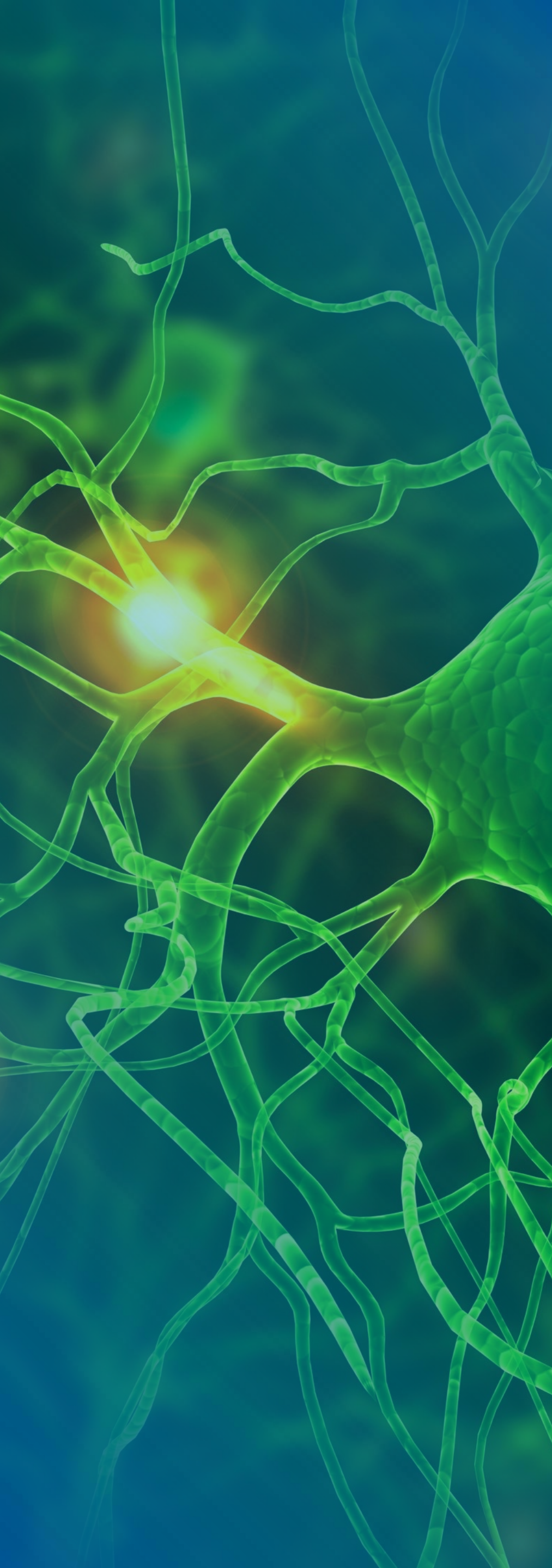
**Neurotransmitter**

**Receptor**

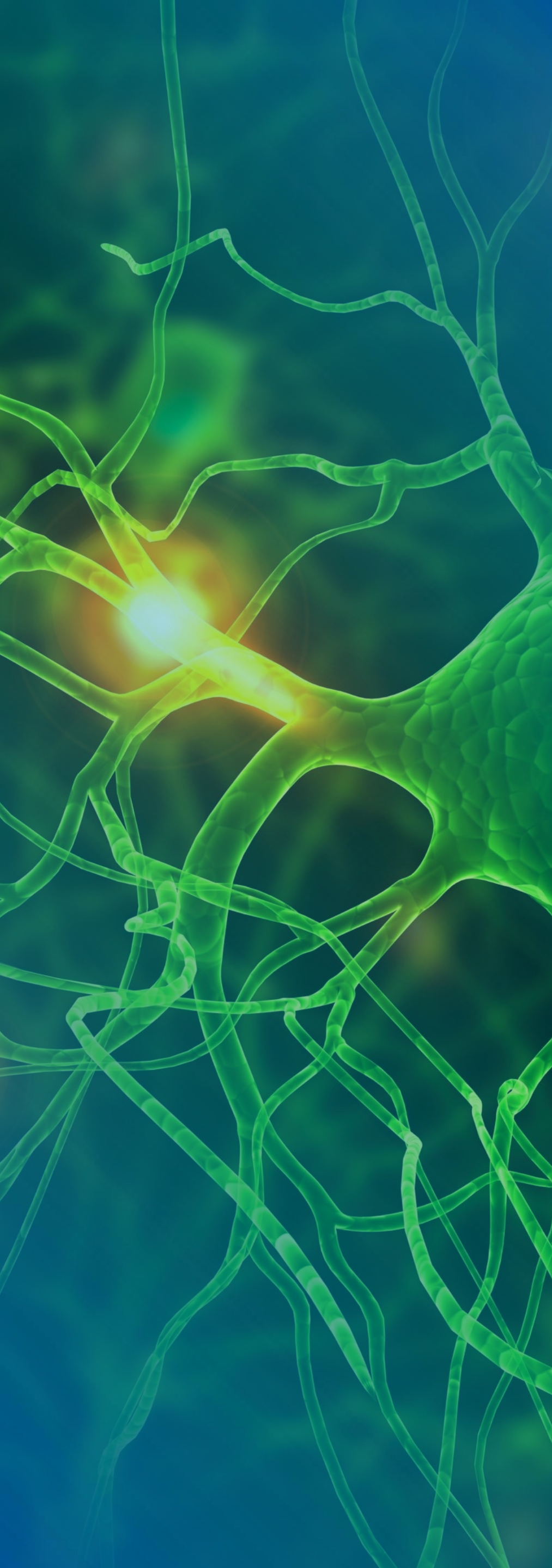


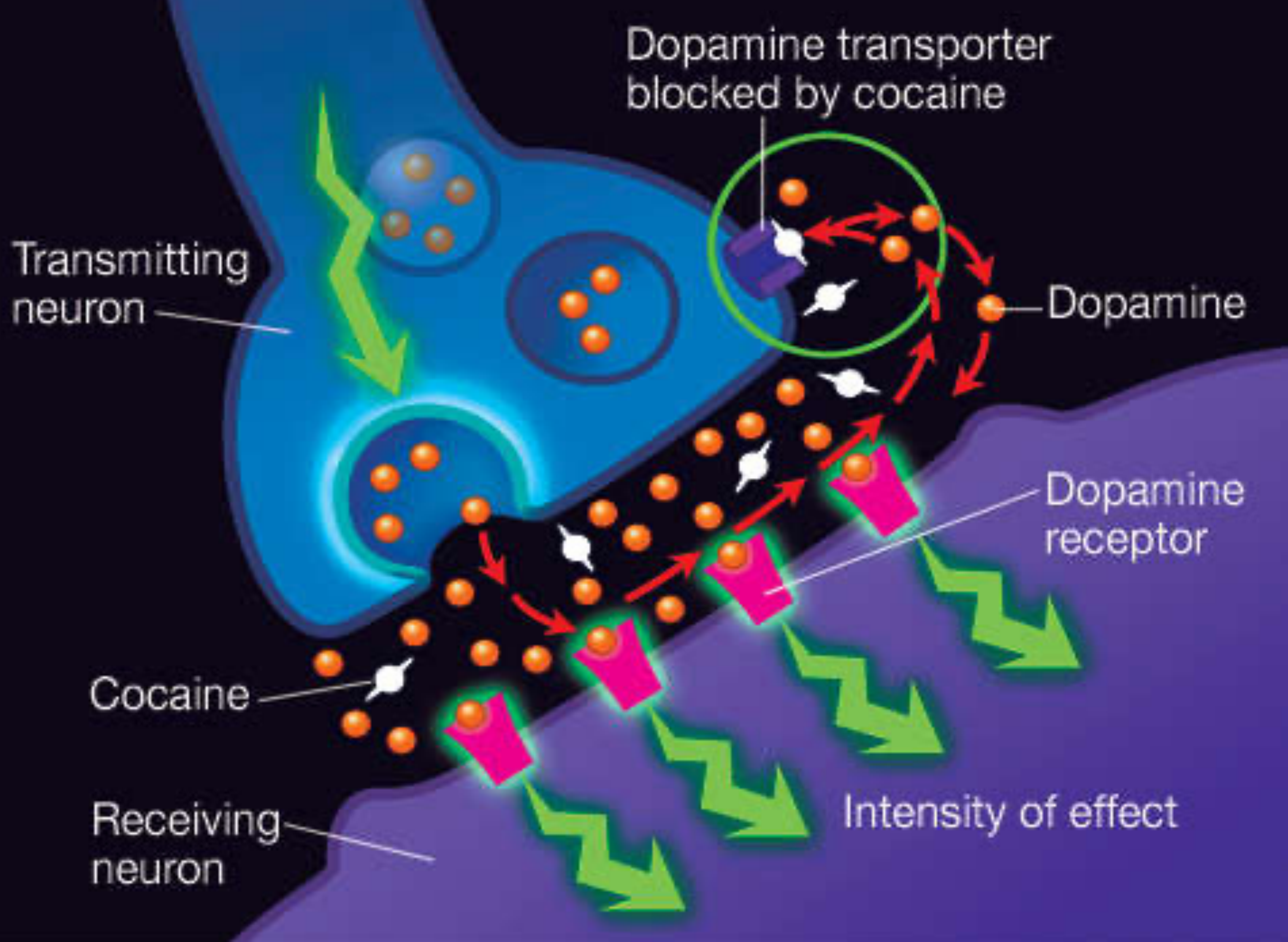
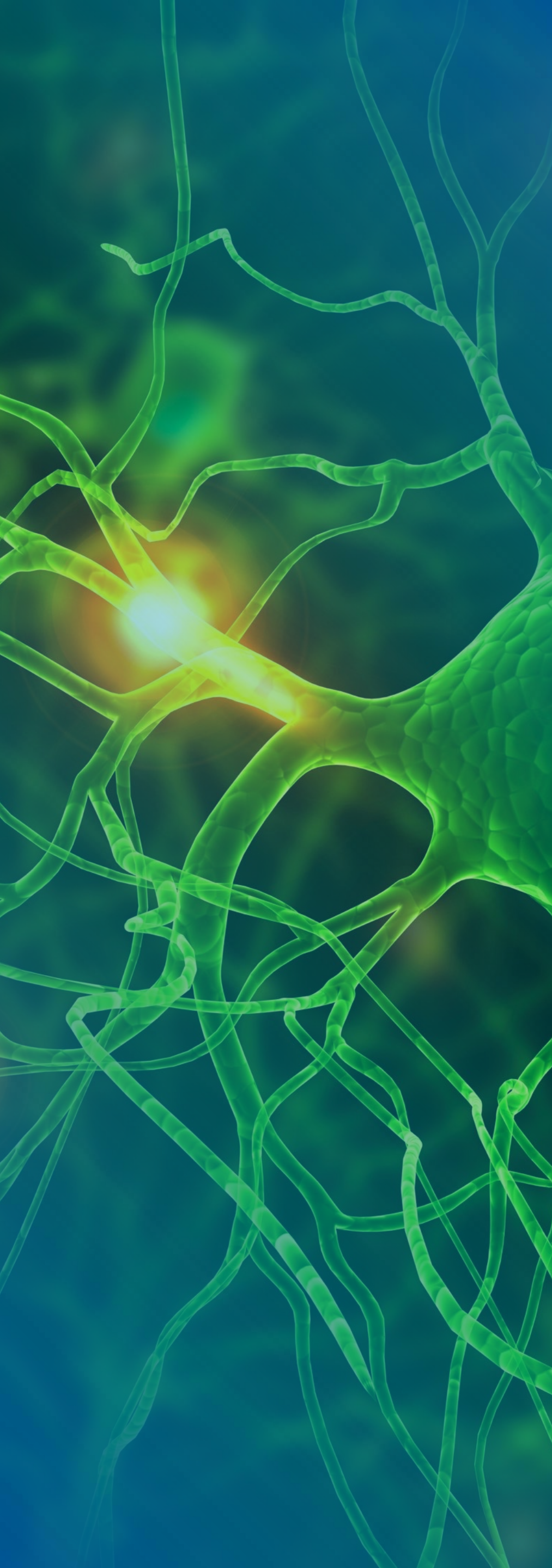


# The Brain Reward Circuit



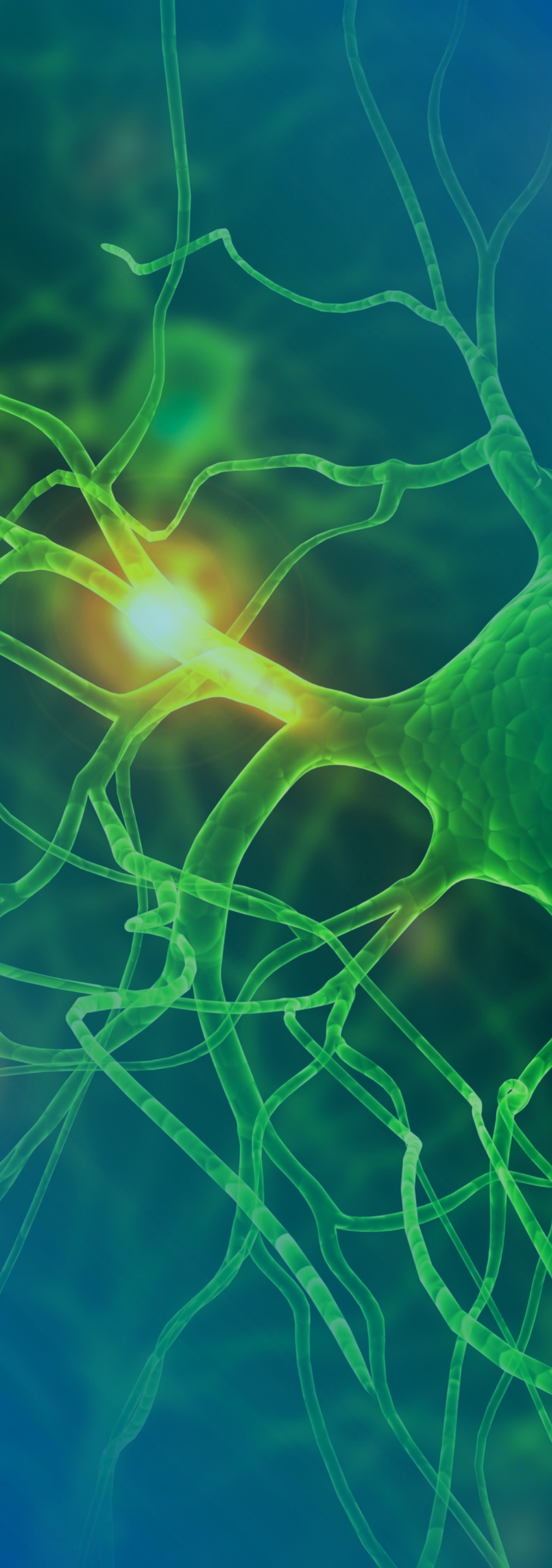
# Drugs Hijack the Brain Reward System

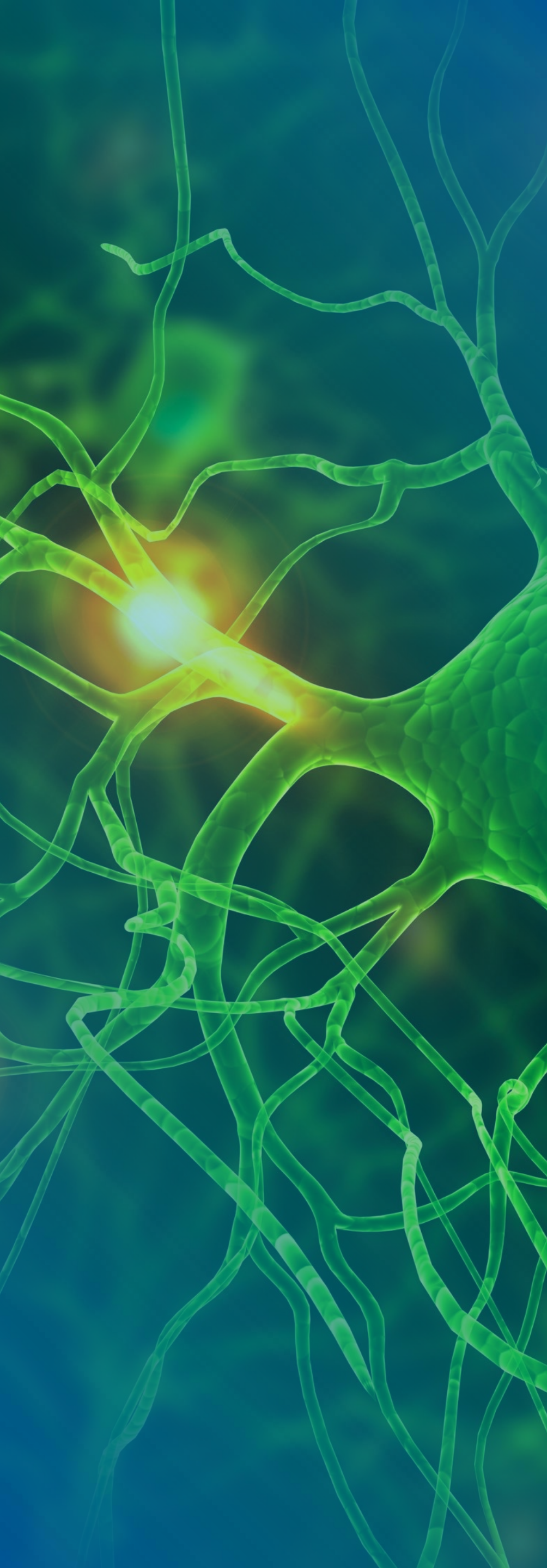




# Chasing the Dragon







Amygdala





# Good Medicine Bundle

Grades 3 - 8



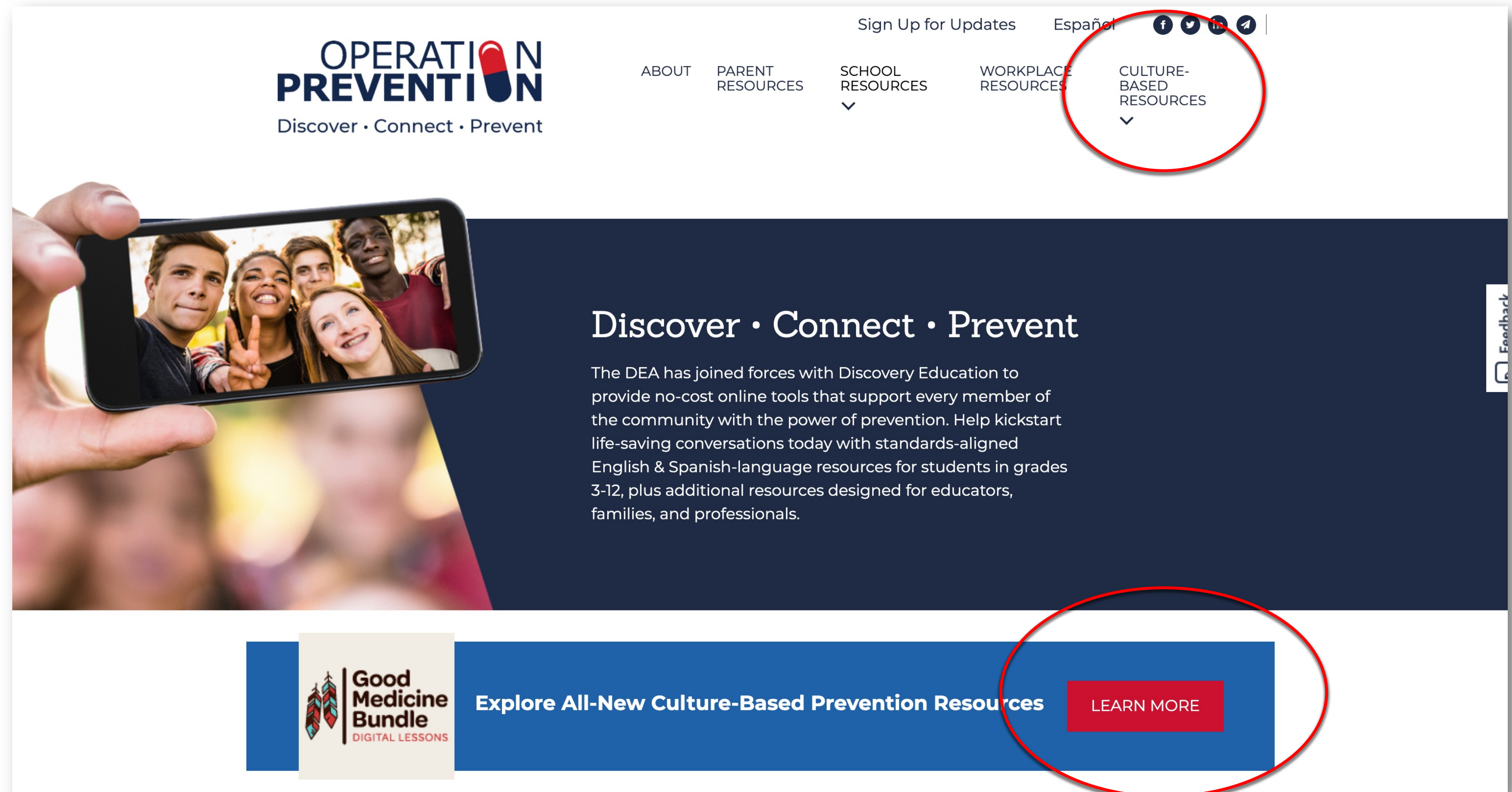
**Good  
Medicine  
Bundle**

DIGITAL LESSONS

# Good Medicine Bundle

## Culture-Based Resources on the Website

[www.OperationPrevention.com](http://www.OperationPrevention.com)



The screenshot shows the homepage of the Operation Prevention website. At the top left is the logo "OPERATION PREVENTION" with a pill icon and the tagline "Discover • Connect • Prevent". To the right are navigation links: "ABOUT", "PARENT RESOURCES", "SCHOOL RESOURCES", "WORKPLACE RESOURCES", and "CULTURE-BASED RESOURCES". The "CULTURE-BASED RESOURCES" link is circled in red. Further right are links for "Sign Up for Updates", "Español", and social media icons for Facebook, Twitter, YouTube, and Instagram. Below the navigation is a hero section with a hand holding a smartphone displaying a group of diverse young people. The text reads "Discover • Connect • Prevent" and "The DEA has joined forces with Discovery Education to provide no-cost online tools that support every member of the community with the power of prevention. Help kickstart life-saving conversations today with standards-aligned English & Spanish-language resources for students in grades 3-12, plus additional resources designed for educators, families, and professionals." At the bottom is a blue banner with the "Good Medicine Bundle Digital Lessons" logo on the left, the text "Explore All-New Culture-Based Prevention Resources" in the center, and a red "LEARN MORE" button on the right, which is also circled in red.

# Good Medicine Bundle

## American Indian/Alaska Native Drug Misuse Prevention Resources

- Digital Lessons
- Classroom Activities
- Master Class Video Series to Guide Implementation



# Good Medicine Bundle

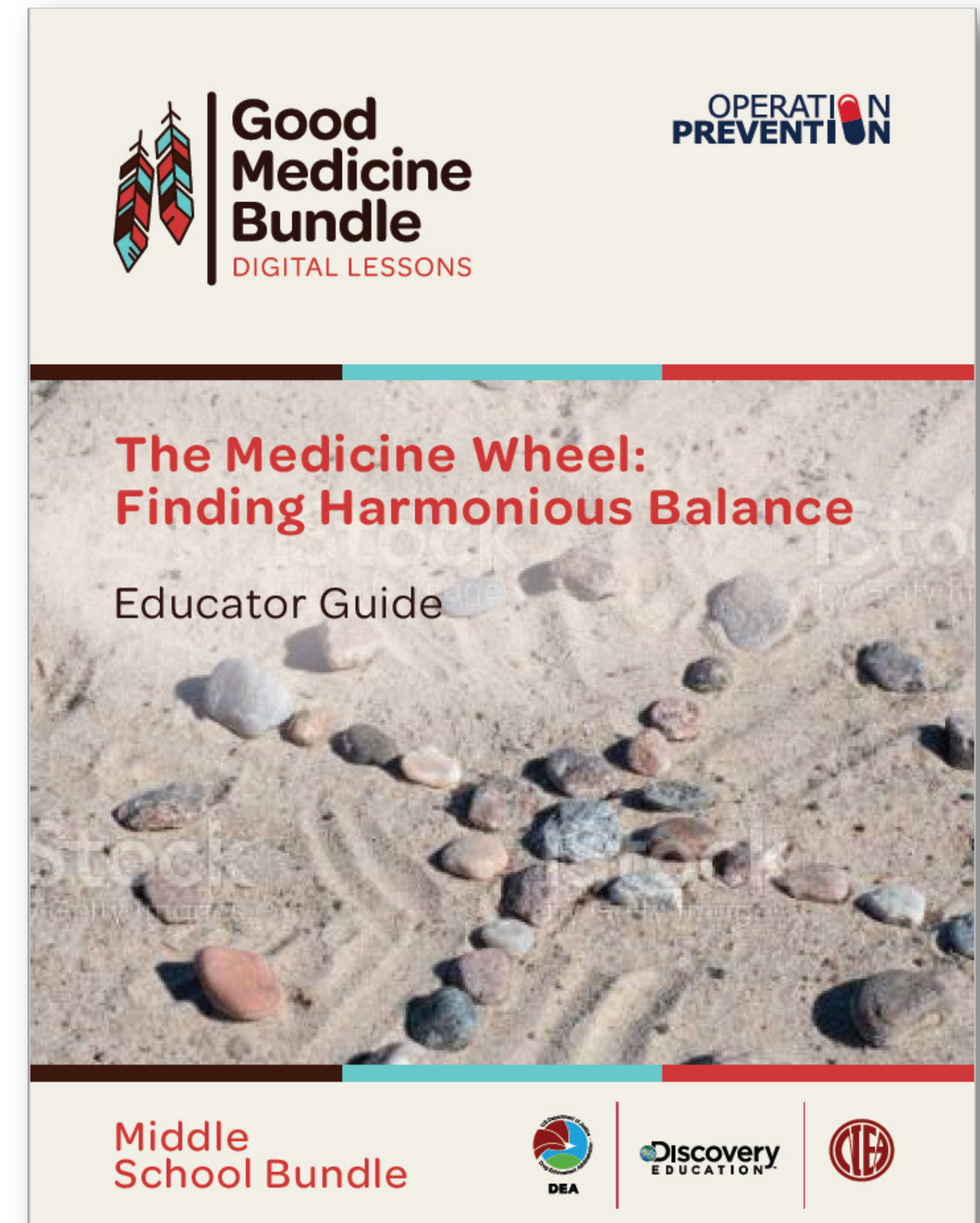
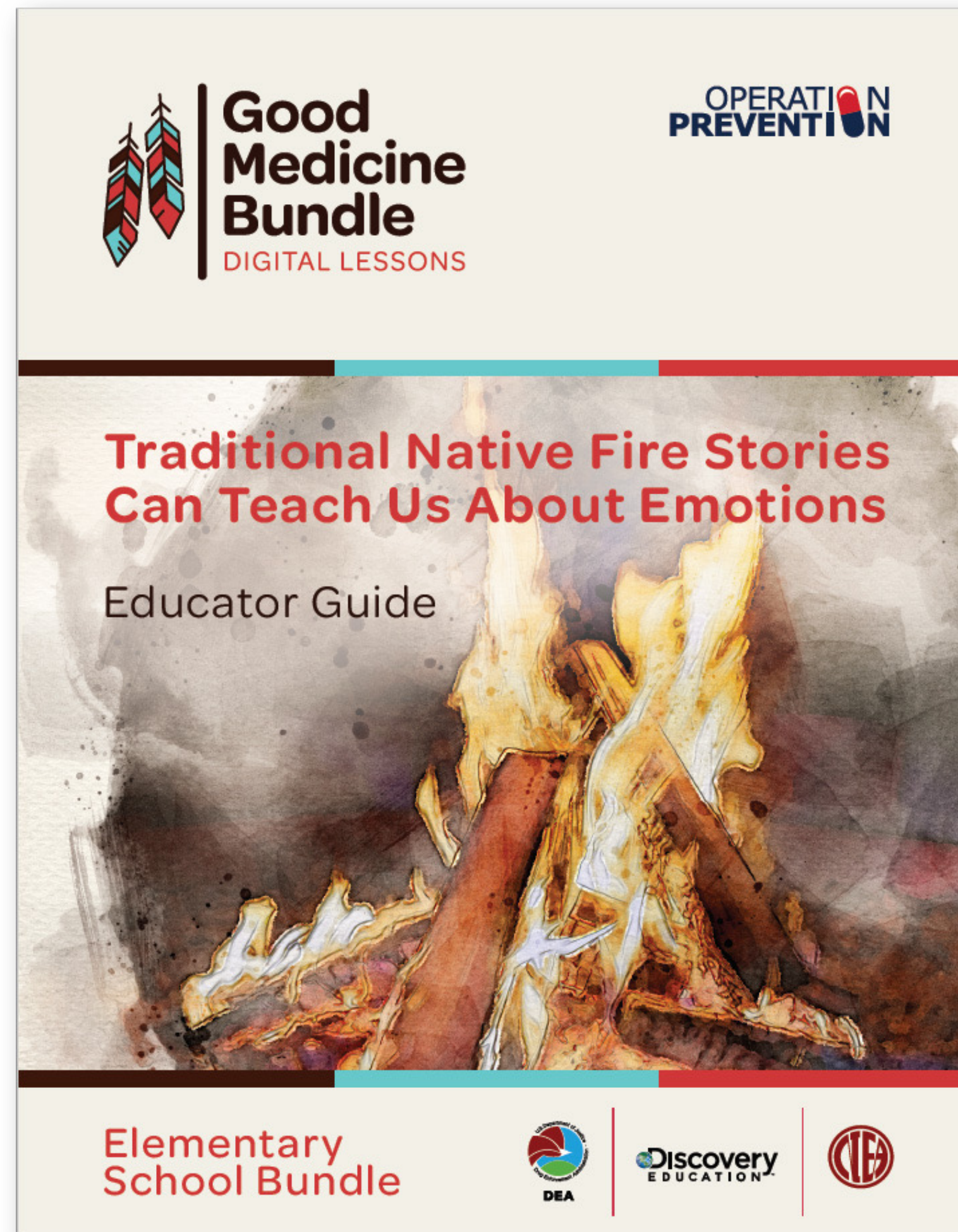
## Introductory Video



<https://www.operationprevention.com/culture-based-resources>

# Good Medicine Bundle

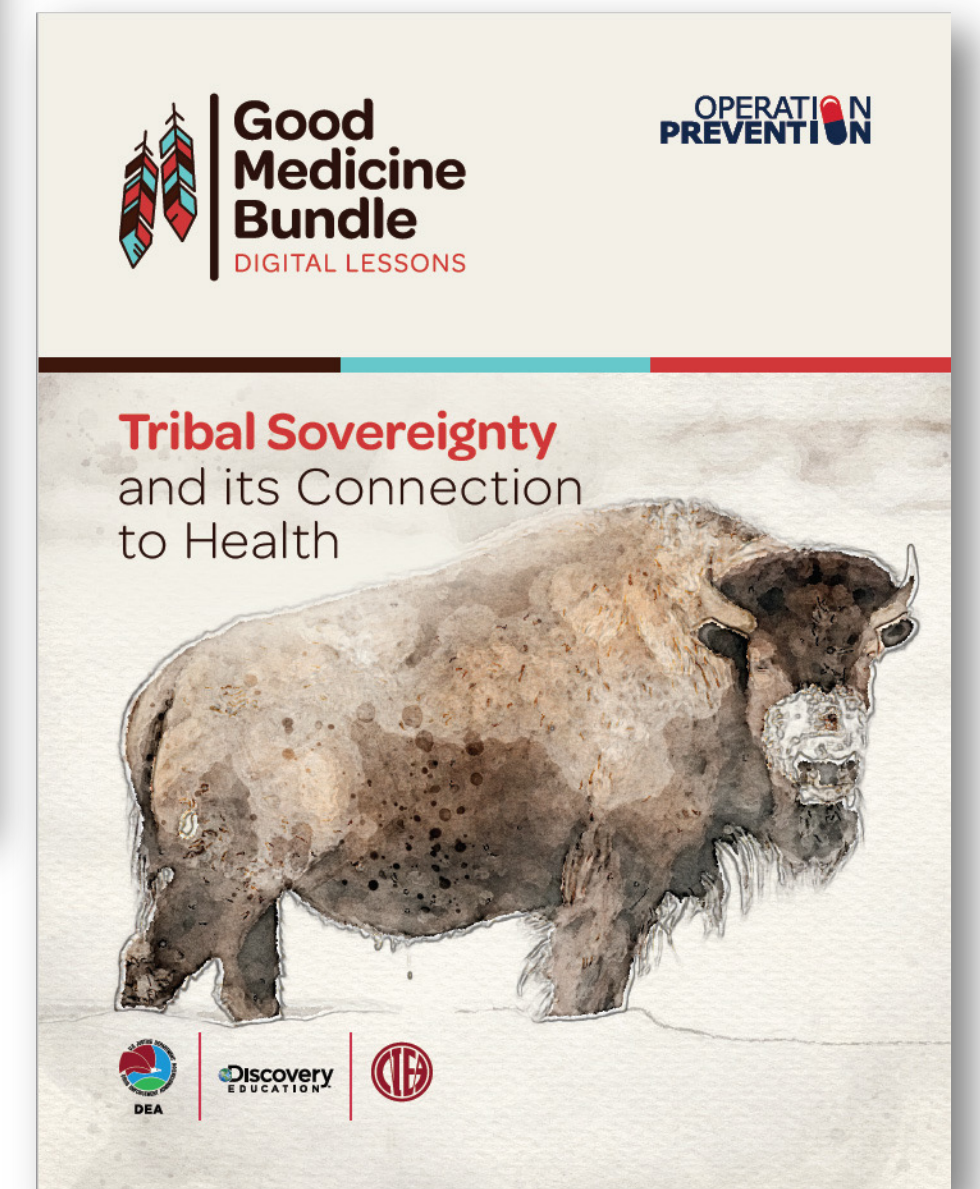
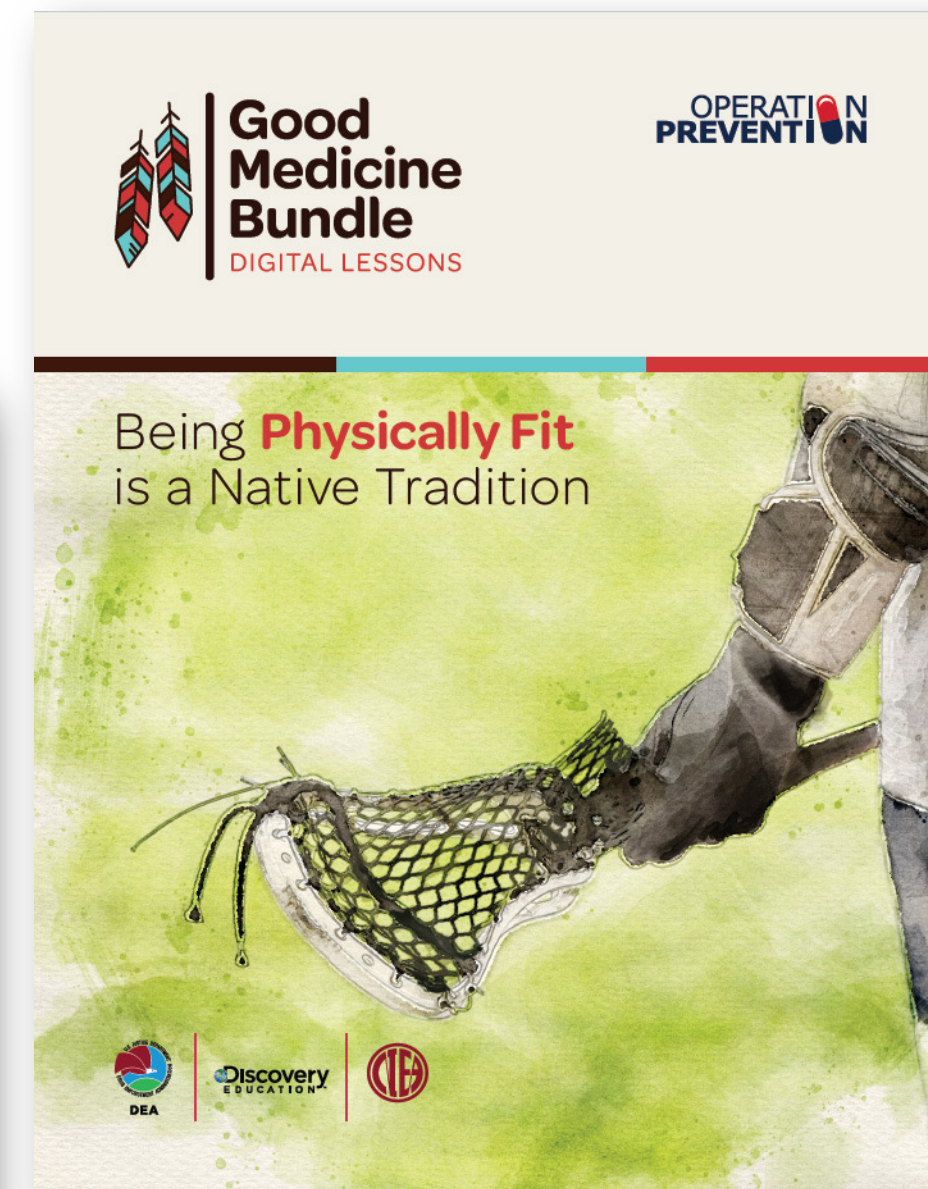
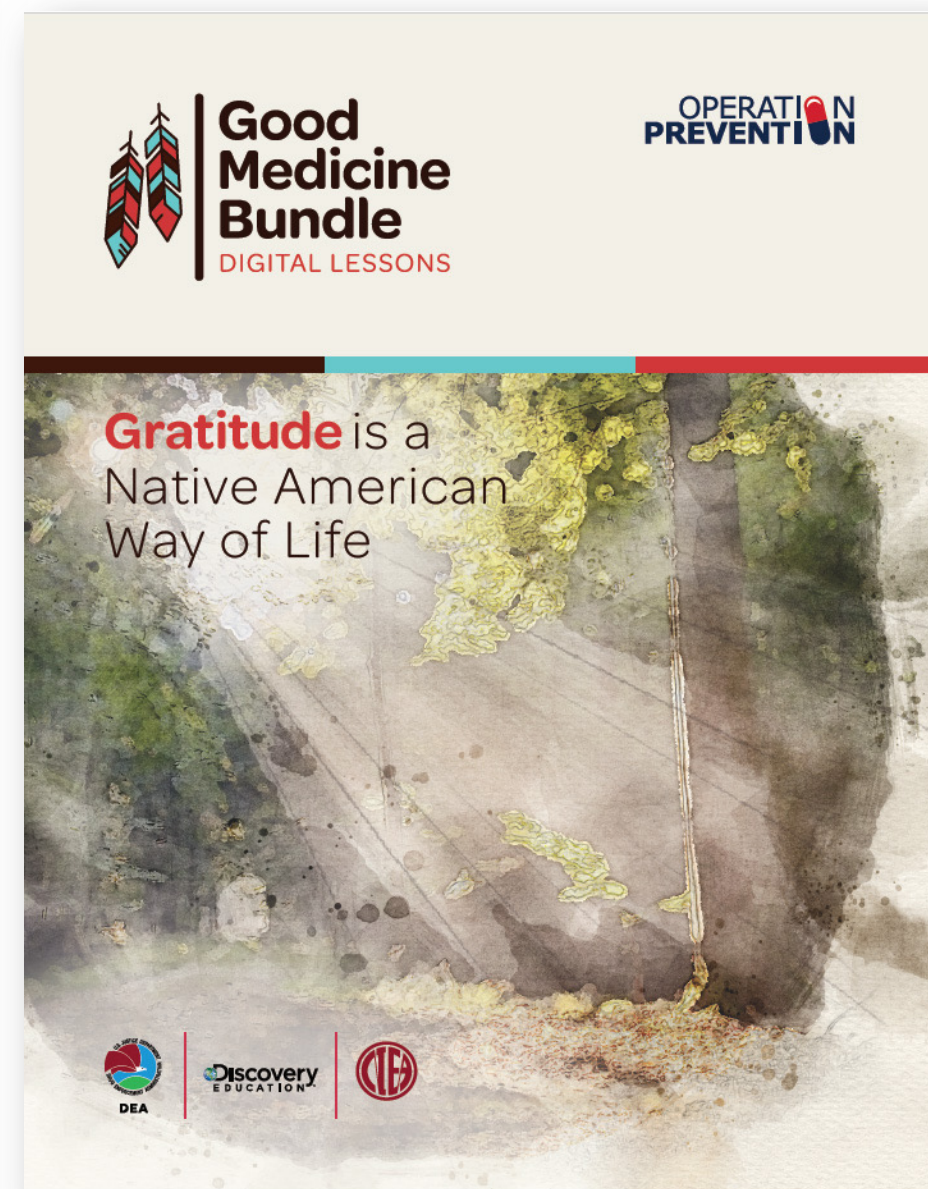
## Two Digital Lesson Bundles



# Good Medicine Bundle



## Four Elementary and Middle School Activities



# Good Medicine Bundle

Elementary Lesson



Traditional  
Native Fire  
Stories Can  
Teach Us  
About  
Emotions



**How the  
Flicker Bird  
Brought  
Fire**

Explore the ways that cultural storytelling and traditional systems of knowledge celebrate the cleansing power of fire. This lesson bundle helps elementary students understand and manage emotions by realizing that negative and positive emotions are both fueled by the same flame.

DAY 2: Student Handout 4

Putting Our Learning Together



How can fire help us?

How can fire harm us?



How can our emotions help us?

How can our emotions harm us?



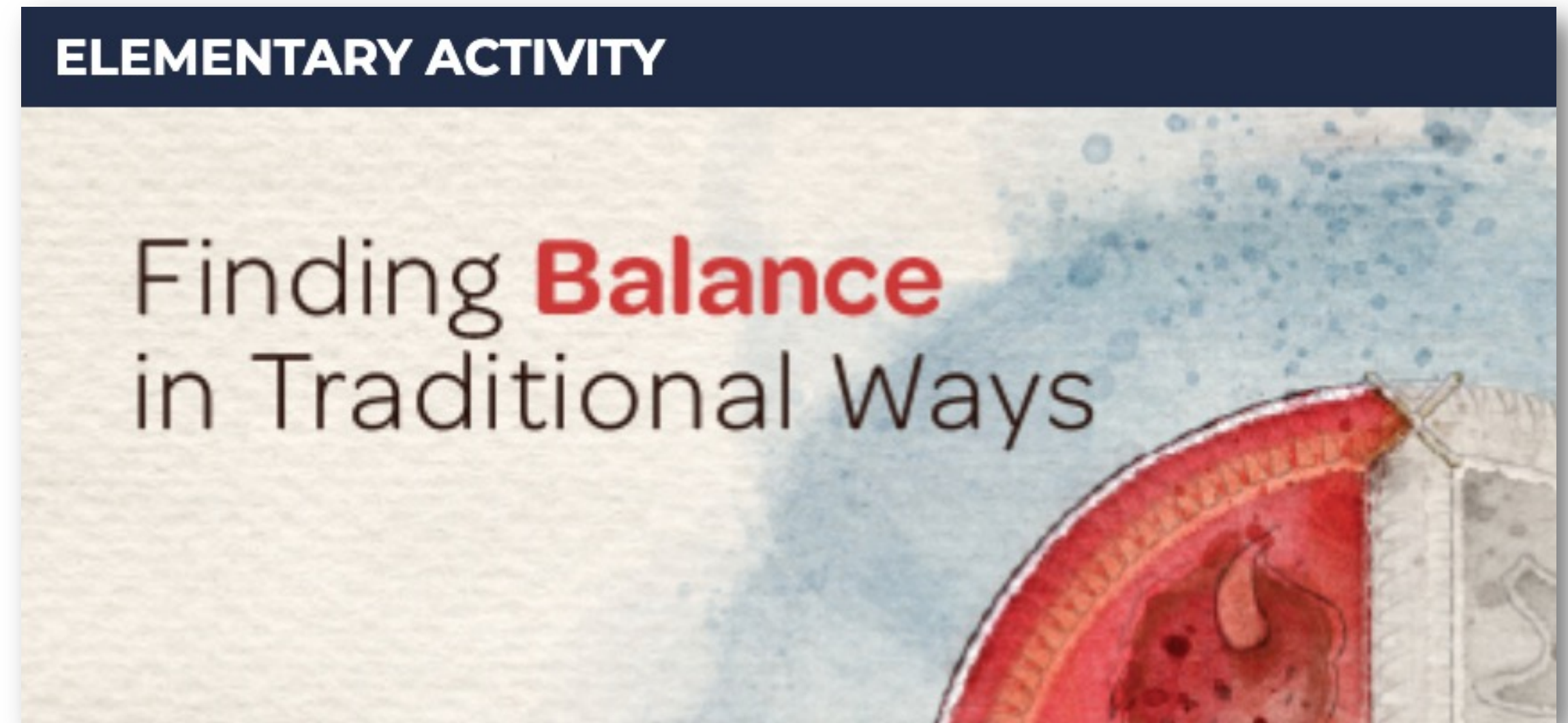


# Good Medicine Bundle

Elementary Activity



The Lakota Values of *Wa on'sila* and *Wowokiye*: The Healing Power of Finding Balance in Traditional Ways.



Help build a community of care in which stress and trauma are addressed through love and connection. Students learn about the Lakota Values of caring and concern, and generosity and caring.

## Student Handout 3

# Putting Our Learning about Balance into Action

### EMOTIONAL

#### Connecting with Others

Native people of the Northern Plains believe in giving gifts to friends and thanking them for their support and love.



*How can you show your appreciation to your loved ones?*

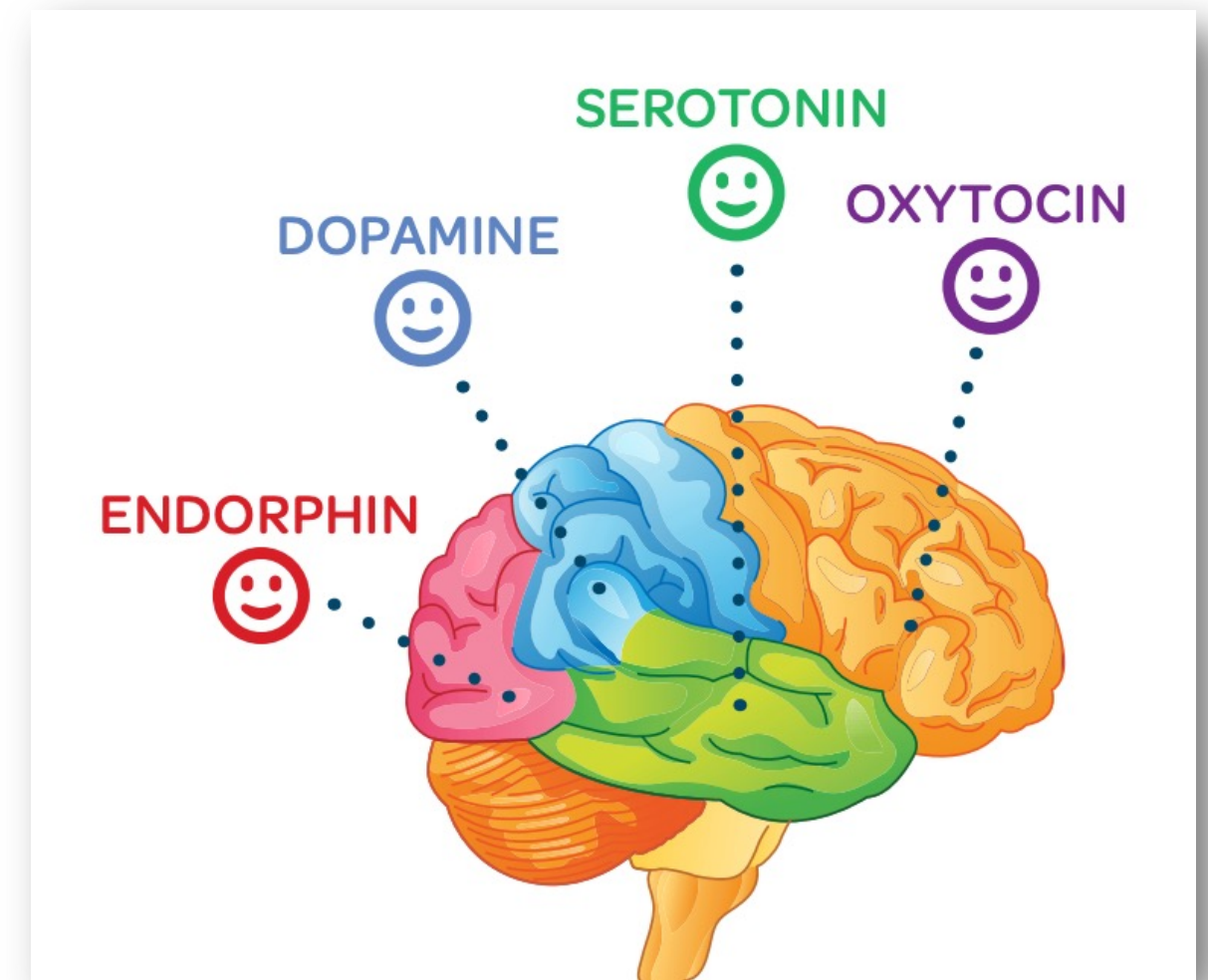
### MENTAL

#### Thinking Positively

Maintaining faith in ourselves and in our neighbors helps Native people to overcome personal and community challenges.



*How can you nurture your inner voice to think positively about your life and give you the motivation to always improve?*



## REFLECTION

*How can our knowledge about the medicine wheel help us think about working on a healthy balance in our own lives?*

*Are there any parts of the medicine wheel that you feel could be out of balance for you? Why do you think so?*

# Good Medicine Bundle

Elementary Activity



## Traditional Ways Teach Us that Gratitude is Healthy

### ELEMENTARY ACTIVITY

**Gratitude** is a  
Native American  
Way of Life

Show students how uplifting it is to give thanks and have gratitude each and every day. Discover how American Indian tribes have practiced the cultural value of gratitude from past to present.

# Gratitude Activity

## RESPOND TO THE READING

*How can being grateful change your body and mind?*

*How can this information help you be a better friend to you classmates or others in your community?*

## SELF-REFLECTION

*Look back at the list of benefits of gratitude. Which of these benefits could be helpful for you?*

*Think of two actions or thoughts that you could do that will help you feel and show gratitude.*

# Good Medicine Bundle



## The Medicine Wheel - Middle School Lesson



Empower students to create more balance in their lives and communities through closer understanding of the Medicine Wheel. After acknowledging the traumatic history of American Indians, students will reflect on the cultural value of balance in today's Native communities.

## DAY 3: Student Handout 2

# The Healing of Traditional Medicine

Let's look into three common sacred herbs used for purification and prayer in (AI/AN) communities.

1. **Sage:** Sage or 'salvia' comes from the Latin word *salvare*, which means "to save." It is used in shamanic ceremonies for a long time as a way to protect, cleanse, and purify people participating in the ceremony. It is said that any conflict, anger, illness, or negative energy is released from the energy field of a person when the smoke is released from the energy field of a person.

## DAY 2: Student Handout 1

# Connecting the Four Directions

By Dr. Shane Doyle, Apsáalooke Nation

Shodajee (Show-daw-jay)! Hello students, greetings from Bozeman, Montana. Bozeman is in a large valley surrounded by tall mountains, and is the traditional homeland of many indigenous nations, including my own Apsáalooke (Up-saw-low-gah) Nation. My people and other Indigenous people believe strongly in a ceremonial way of life that emphasizes the importance of discipline, humility, and prayer each day. There is also an understanding



Figure 3 The Bighorn Medicine Wheel National Historic Site

among American Indian/Alaska Native (AI/AN) people that medicine is not necessarily something that comes in the form of a pill or shot from doctors at the hospital or pharmacy. Instead, the Apsáalooke word for sacred medicine is "baxpa", pronounced bawk-paw, and it is believed that each of us can receive the blessings of sacred medicine if we practice a balanced life and do good for ourselves and others. This is the reason the stone circles used in many of our tribal nations are called "Medicine Wheels." They remind us how we can heal from pain and trauma and become whole again.

AI/AN communities on the Northern Plains recognize the number four as a sacred symbol of balance, wholeness, and

# Good Medicine Bundle

Middle School Activity

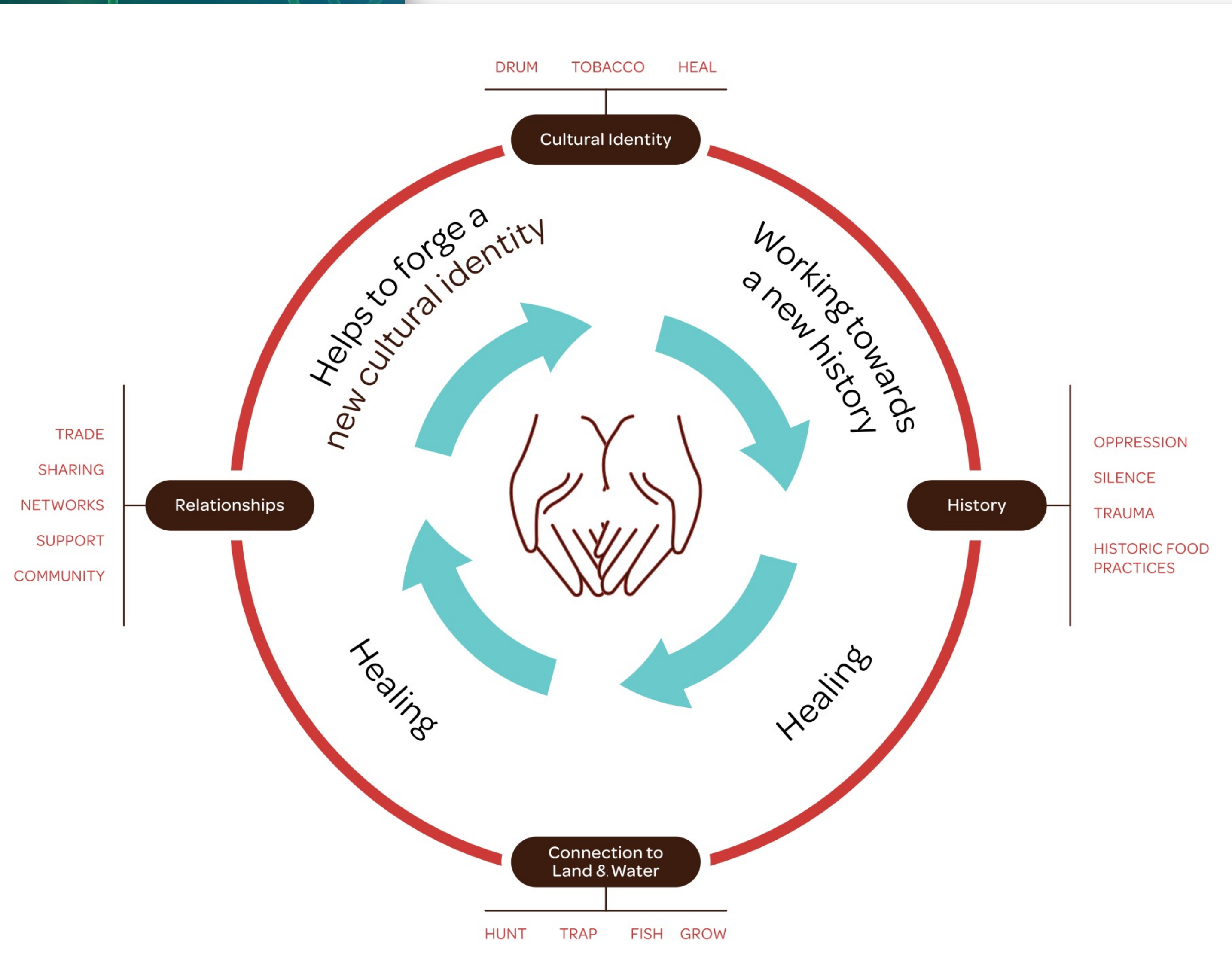


Food Sovereignty: Relying on Nutrition instead of Chemicals to Make our Bodies Stronger



Students uncover the importance of community foods and natural sources of nourishment. Students will unpack the concept of food sovereignty and brainstorm ways that it could be applied in their community.

# Middle School Activity



## Student Handout 2

### The Relationship of Sovereignty, Food, & Health

The definition of sovereignty at the basic level is the power to self-govern. While some see sovereignty as something that is given by another power, others, such as Native American tribes, view sovereignty as something that has always been inherent. While sovereignty may seem to be a term just for government, it also means the ability to make decisions about resources, business, beliefs, and other important aspects of life. For example, many indigenous peoples across the globe are returning to what is termed food sovereignty. In the United States, some tribes have tried to maintain traditional systems of finding food such as salmon fishing in the Pacific Northwest or buffalo hunting by the Plains Indians; however, government restrictions and the fight for land rights have disrupted some of these food systems. For other tribes, food sovereignty means returning to the land to provide food rather than rely on processed foods easily bought at the grocery store. Regardless of the source, reclaiming food sovereignty is a matter of cultural heritage, sustainability, and health.

One controversial debate in food sovereignty is that many tribes have adopted traditional foods, such as the very famous frybread which is a staple to a Native diet just like the tortilla is to a Latin diet. Frybread, especially in the form of Indian tacos, can be found at any gathering or local restaurant in many states with higher Native populations. However, this comfort food also brings with it a heated debate over food sovereignty. In simple terms, frybread is made from wheat flour and typically fried in lard or oil. Wheat is an ingredient brought to the United States by way of European settlers; thus, it is not a traditional food source. Further





# Good Medicine Bundle



MIDDLE SCHOOL ACTIVITY

Being **Physically Fit**  
is a Native Tradition



Middle School Activity

Our Bodies are Sacred:

Honoring our  
Ancestors by Staying  
Active. Cultural/Sacred  
Value of Movement

Discover diverse Native American traditions of physical activity that help keep mental and spiritual wellbeing in balance. Students will learn how to honor their ancestors through self-care and active lifestyle habits.

## Student Handout 3

# Goal Setting for a Stronger Me

**Directions:** Reflect on what you learned about traditional ways and purposes for being physically fit. Answer the following questions and then set a small and large goal for improving or maintaining your physical fitness.

How can being physically active benefit our lives beyond just physical health?

How can you use what you learned about the American Indian perspective on fitness to benefit your own life?

**Goal 1:** Set a small goal that could become a habit to improve your physical fitness. This can be something you do for even one minute a day that helps you be more active.

## Middle School Activity



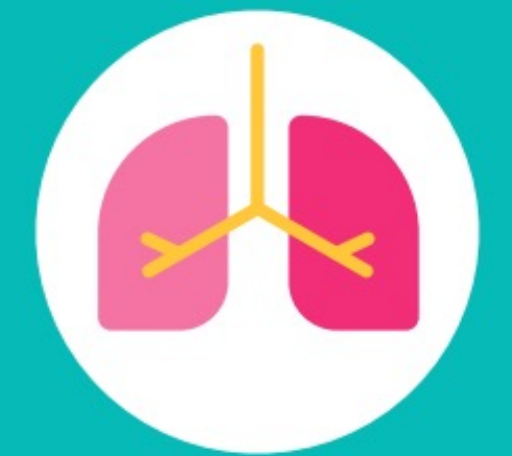
## Benefits of Exercise



Healthy  
heart muscle



Perfect  
brain function



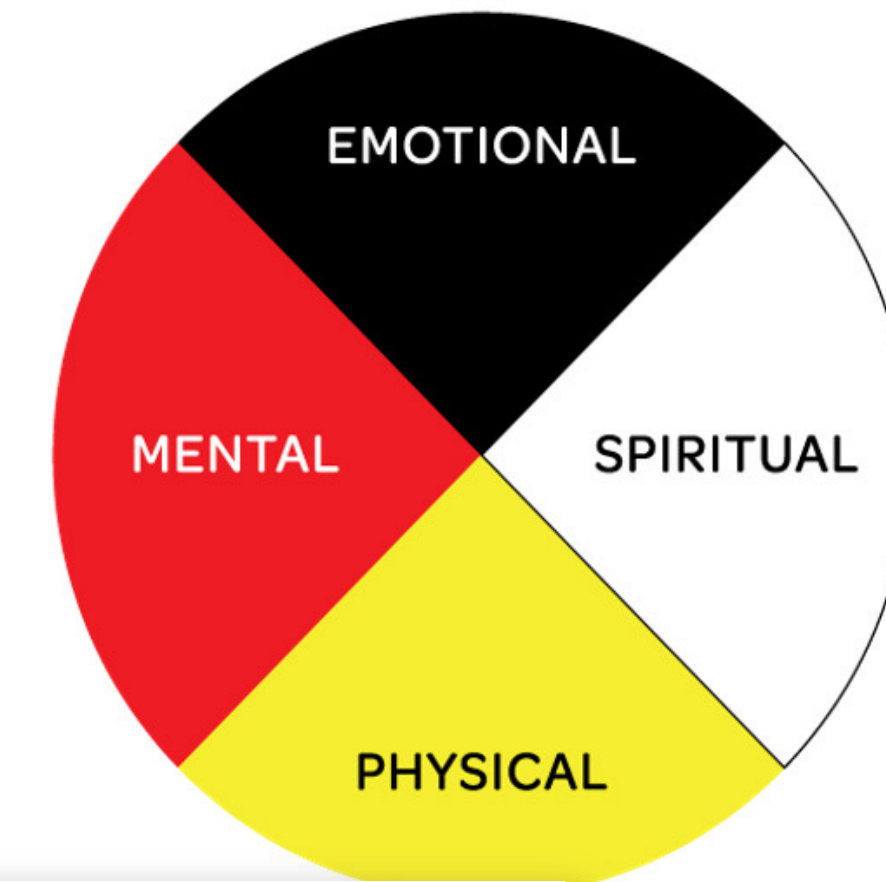
Clean respiratory  
system

# Good Medicine Bundle

## Storytelling: Maintaining Balance and Harmony in Our Communities



## Storytelling: Connecting the Four Directions



## Traditional Talking Circle



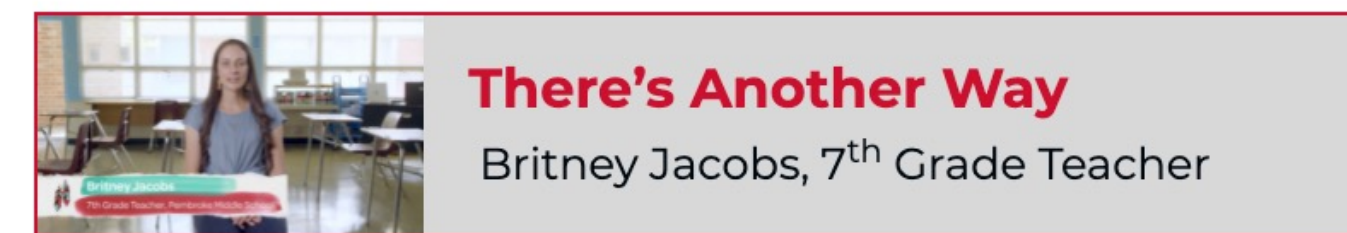
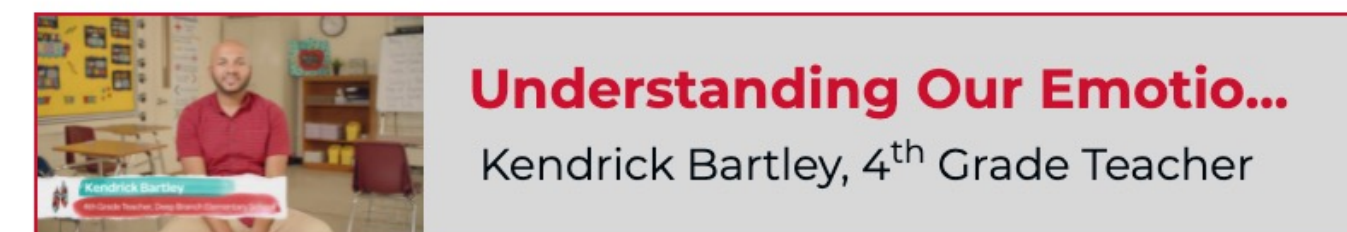
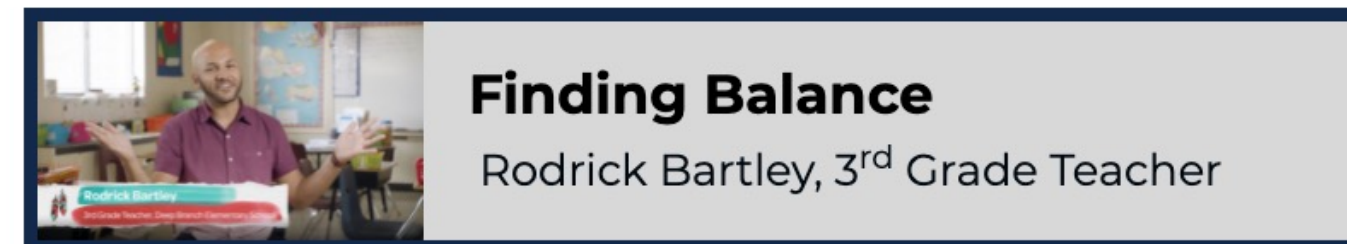
## Sharing Time:

- Why is it easier to stop a fire or emotion when it is little, and harder when it is big?
- How can a “firestorm” of emotion cause people to make poor decisions?
- How can talking about our emotions be helpful?

# Good Medicine Bundle



## MASTER CLASS SERIES



## Master Class Video Series

Listen as experienced Native educators share tips and strategies for incorporating culturally-responsive curriculum resources in class. Develop a better understanding of balancing Indigenous Knowledge Systems and Western scientific models in a way that benefits students.

RODRICK BARTLEY

### Finding Balance

*Elementary School*

🕒 4 minutes

Explore how students today can harness the native tradition of balance to help understand their emotions and navigate the “seasons of their lives” successfully. Meet a Native educator who is celebrating the social-emotional learning elements in culture-based prevention resources.

# Additional Resources




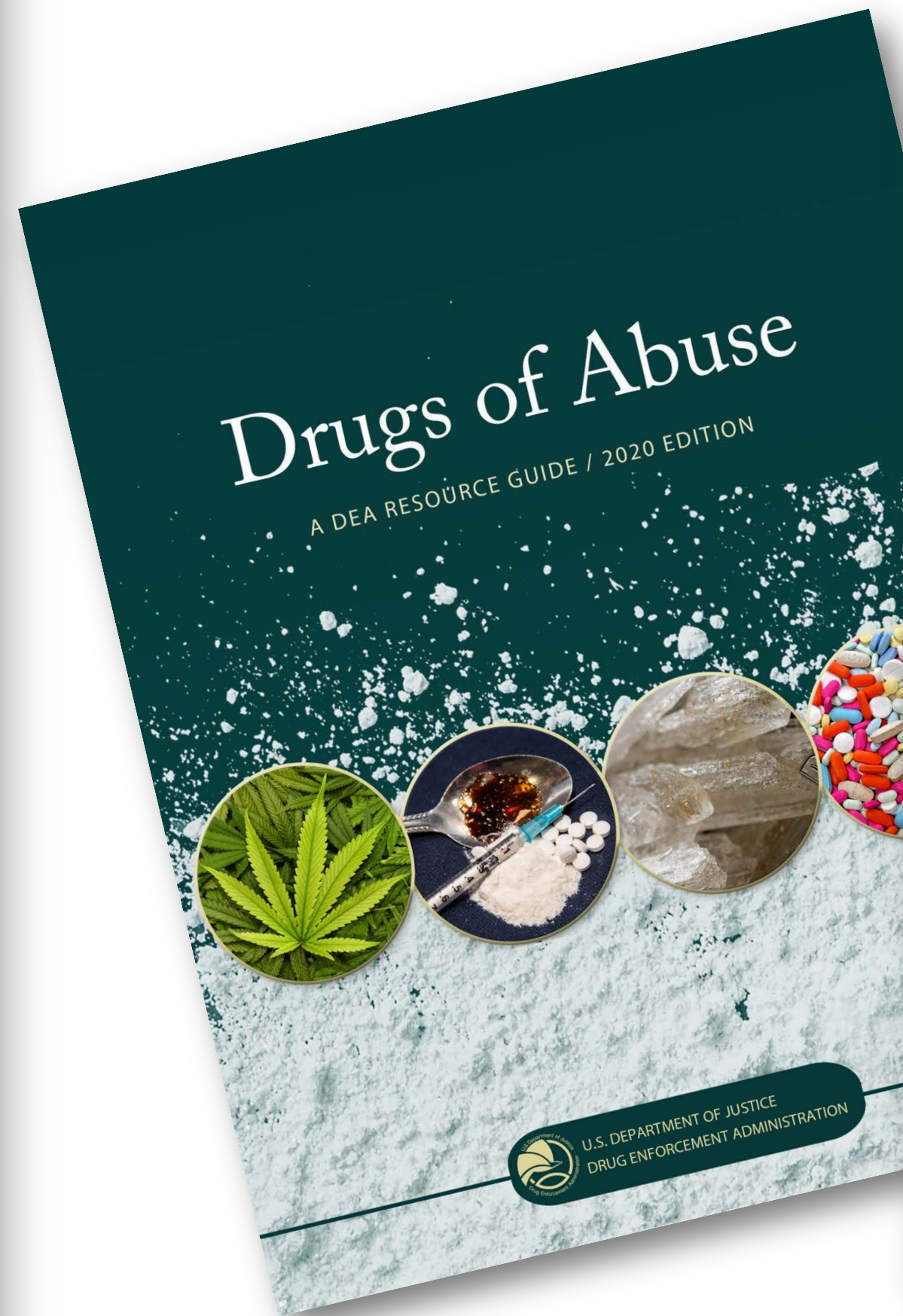
- Publications
- Red Ribbon
- Websites



Campus Drug Prevention

[www.campusdrugprevention.gov](http://www.campusdrugprevention.gov)

# Additional Resources



**DRUG ENFORCEMENT ADMINISTRATION**

### Prescription Drug Misuse

Myths vs Facts

**What is it?**  
Misuse of prescription drugs means taking a medication in a manner or dose other than prescribed; taking someone else's prescription, even if for a legitimate medical complaint such as pain, or taking a medication to get high.  
*Source: Misuse of Prescription Drugs, National Institute on Drug Abuse.*

**Did You Know?**  
Prescription (RX) drugs are the most commonly misused substances by teens after marijuana and alcohol.  
*Source: <https://teens.drugabuse.gov/drug-facts/prescription-drugs>*


In 2016, 12 percent of high school seniors used a prescription drug non-medically in the past year.  
*Source: University of Michigan, 2016 Monitoring the Future Study, [www.monitoringthefuture.org](http://www.monitoringthefuture.org)*

**Myth:** It is safer to use prescription drugs to get high rather than using illegal drugs, because they are prescribed by a doctor or dentist and dispensed by a pharmacist.

**Fact:** Any use of prescription drugs without a doctor's recommendation can be as dangerous as using illegal drugs. Improper use can have serious health effects, including addiction and overdose.


Commonly misused prescription drugs fall under 3 categories:

- Opioids—Painkillers like Vicodin® or codeine
- Depressants—Used to relieve anxiety or help someone sleep, like Valium® or Xanax®
- Stimulants—Used for treating attention deficit hyperactivity disorder (ADHD), like Adderall® or Ritalin®



Prescription for Disaster

### How Teens Misuse Medicine



[www.getsmartaboutdrugs.com/publications](http://www.getsmartaboutdrugs.com/publications)

# Red Ribbon Week



[www.dea.gov/redribbon](http://www.dea.gov/redribbon)



## DEA Websites

### Drug Misuse Prevention Resources

- [www.OperationPrevention.com](http://www.OperationPrevention.com)
  - For Operation Prevention Curriculum
- [www.GetSmartAboutDrugs.com](http://www.GetSmartAboutDrugs.com)
  - For Parents, teachers, and caregivers
- [www.JustThinkTwice.com](http://www.JustThinkTwice.com) – for students
- [www.CampusDrugPrevention.gov](http://www.CampusDrugPrevention.gov)
  - for college professionals
- [www.dea.gov/redribbon](http://www.dea.gov/redribbon)
  - Red Ribbon resources



Questions?

# OPERATION PREVENTION

For more information, please visit

[www.OperationPrevention.com](http://www.OperationPrevention.com)

or email me at

[Cathleen.R.Drew@dea.gov](mailto:Cathleen.R.Drew@dea.gov)