

Navigating Dreamland: Unlocking the Power of Community



Appalachia and Stereotypes: Who defines Appalachia? What is that definition?

(For us, it's really about the evolution of a powerful and topical lesson that uses community resources to teach students how to solve their own problems...and still get to the standards)

In other words, how do we go from
Duck Dynasty...



to

JAN RADER

by Joe Manchin



Time Constraints...what's the bottom line?

What do our communities have in common?

Maybe it's the increasing oppression of despair?

or

The Opioid Crisis?

or

**Tight knit communities with local resources that can
deliver hope and help**

What we've learned as teachers about the unit:

We tell our students to be problem-solvers -- show them how it's done. You can't have **hope** unless you have role models. **Empowerment is an essential key to having hope.**

We all are blessed with community resources that will help along the way with the quest -- just jump in that Dreamland pool and start swimming. Your stakeholders want to help and are willing to invest time in your students.

Students crave and need to know more about problems that affect their own lives and they want models they can use to solve them. What's the use of all this learning unless they can put the knowledge to good use?

Empowering students changes their attitudes about their studies, their identities, and their communities

Students can see themselves as adults. Students are introduced to additional career options.

Even for us, it took an outsider's perspective to help us learn about ourselves. Thank you Sam Quinones and Marty Blank

Brief History of the Project

How we got started

We once were an OACHE Roadmap 2005 school

Straight A Grant Encouraged a cross curricular unit in 2015

Staff chose Appalachian Culture and History: Who are We?

Why? No opportunities to explore this in state driven curriculum and we wanted a chance to teach the value of our own distinct history and culture rather than allow students to absorb the media's interpretation of us -- the importance of identity

What we ***should*** know about ourselves:

Look for positive images...

Family solidarity

Patriotism

Religion

Individualism, Self-Reliance, Pride

Love of place

Neighborliness and Hospitality

Focus of Year 1

History: Demographic shifts and economics, Iron Furnace Industry, Coal Wars/Matewan, genealogy

Science: Homer Hickam's *Rocket Boys/October Sky* and *Moth Man*

Math: *John Nash: Beautiful Mind* (Chaos Theory), stats on demographics

English: Literature by Appalachian writers (Jesse Stuart, *She Walks These Hills*, various women writers from Appalachia)

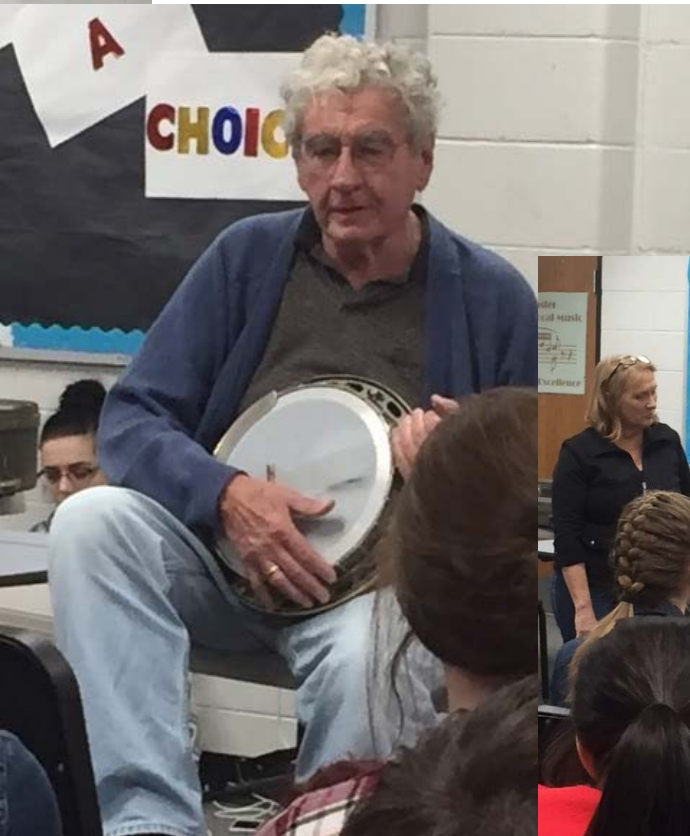
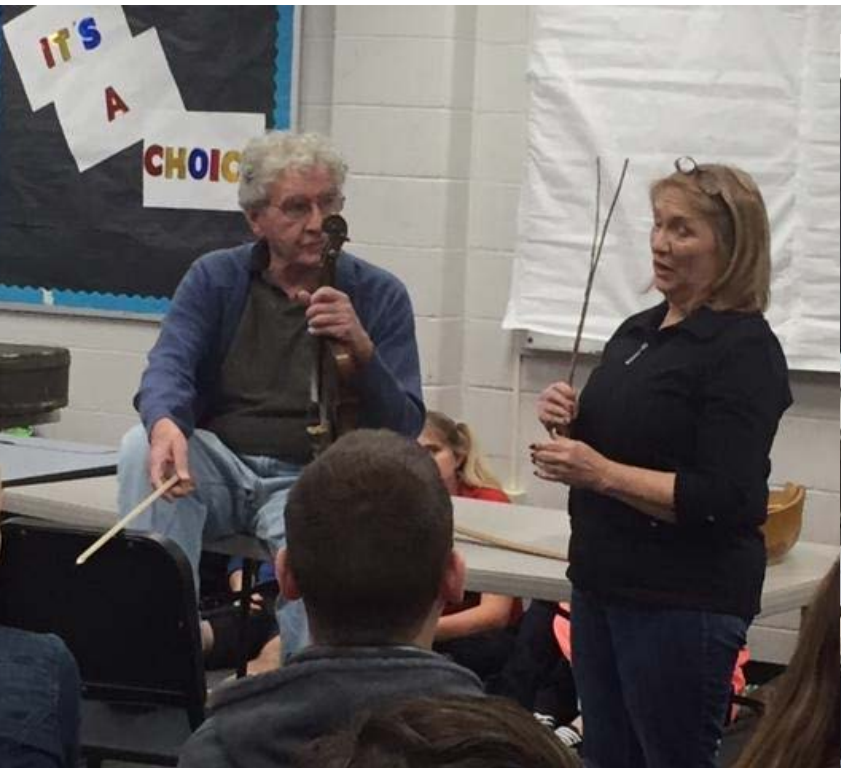
Music: Appalachian instruments and songs



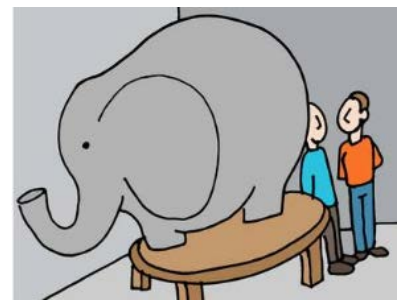
Local history
librarian helps
students do
genealogy
research in
year 1 of the
program

Appalachian Music in Year 1!

Local musician John Simon and JoAnne Claxon



Result:



Interesting and insightful, but we never really hit the mark; something was missing. It was more of an historical perspective. It wasn't current -- close enough for our students, and ***it really didn't address the elephant in the room -- Walmart on the first of the month!***

We couldn't reshape or challenge their own assessment of Appalachia without examining the problems that they see daily.

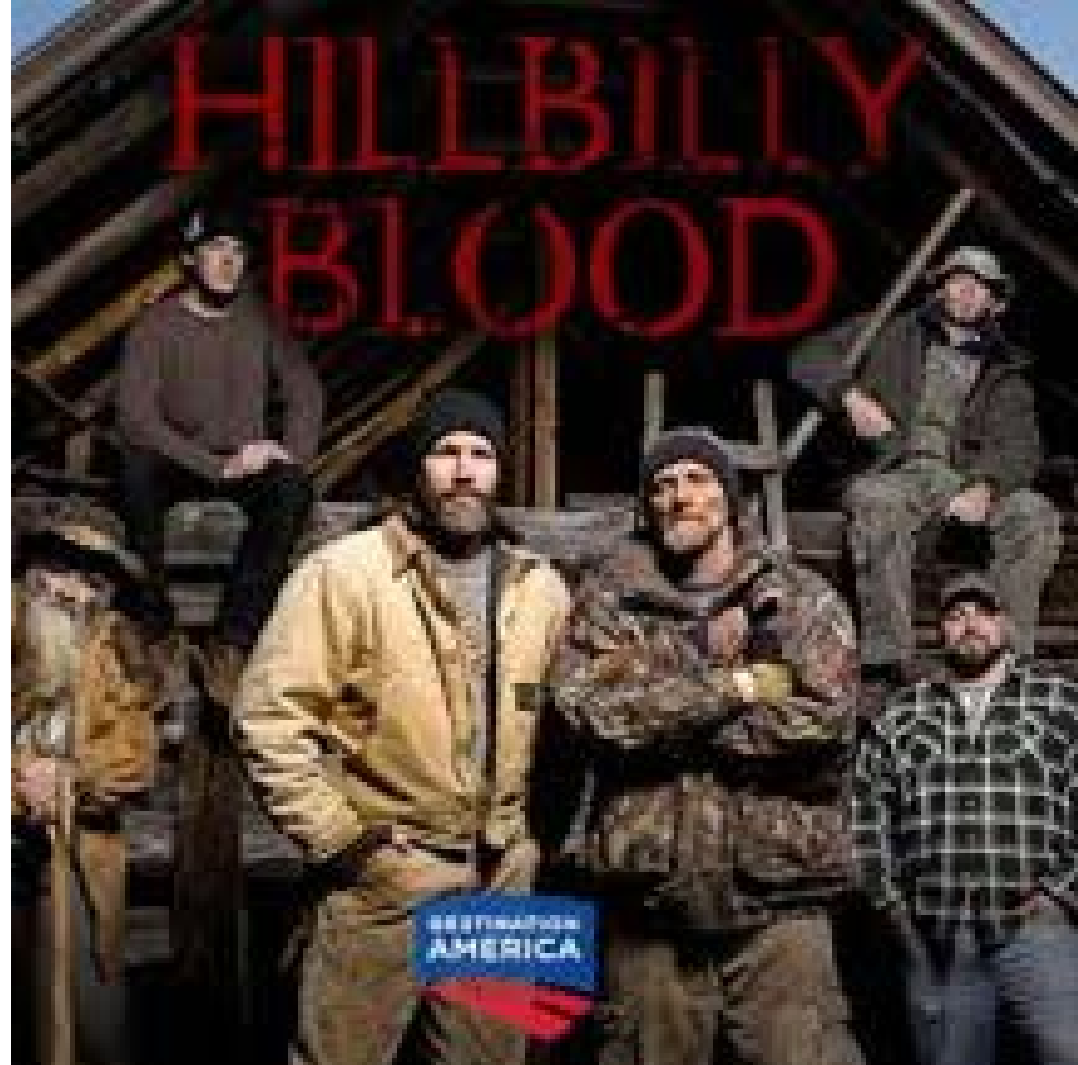
And so...more research!

Contemporary Views. -- what our students see

**It isn't pretty...or funny...it moves
from absurd to truly revolting**



here comes
Honey
Boo Boo



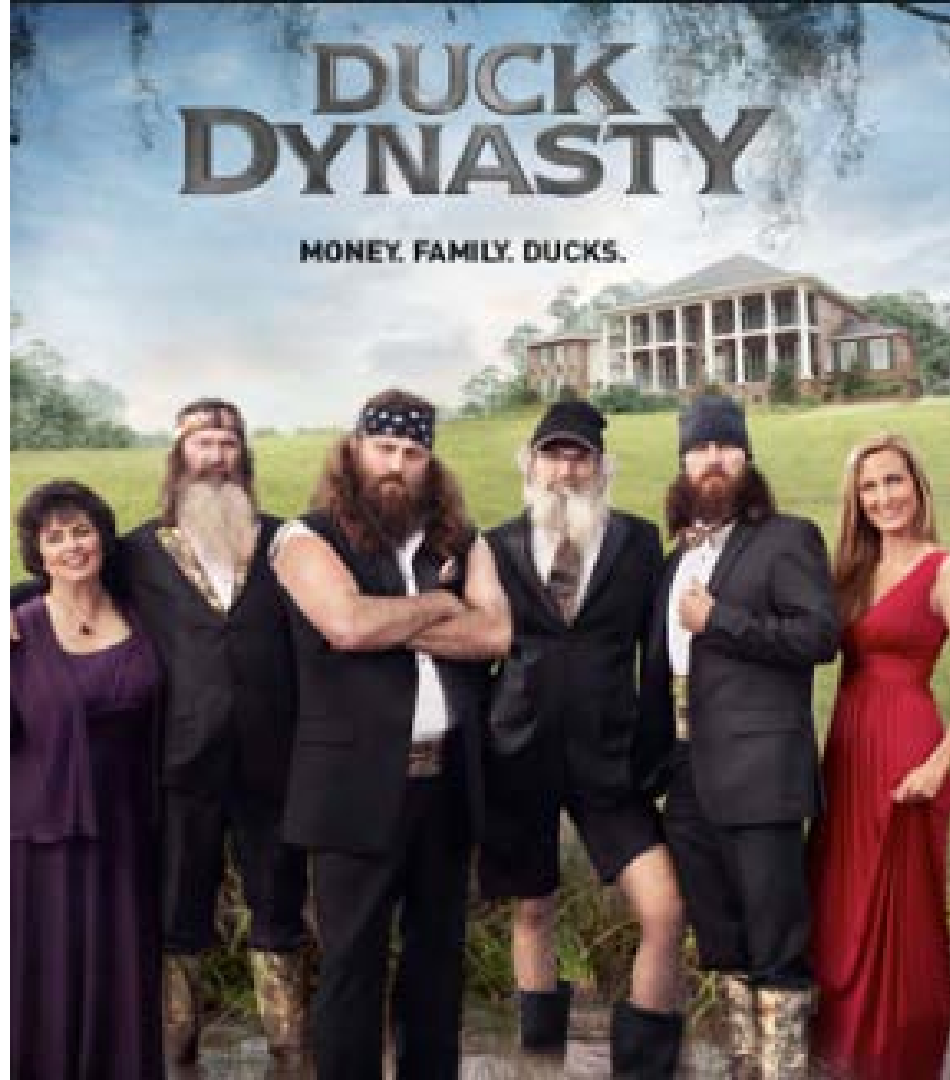






DUCK DYNASTY

MONEY. FAMILY. DUCKS.





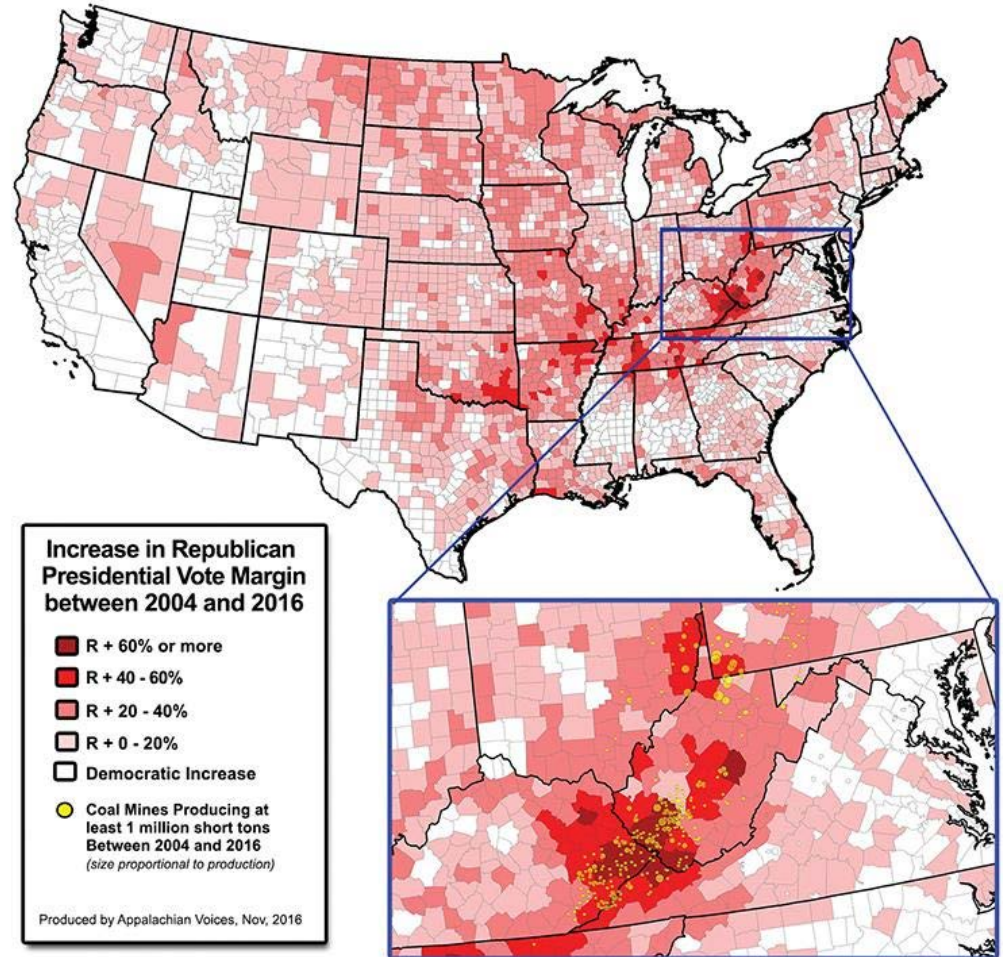


Why the sudden interest
in Appalachia?

Post-election
attention

Source:
<http://appvoices.org/2016/12/15/trump-energy-coal-appalachia/>

**Between 2004 and 2016, GOP Vote Share Increased Most
in Central Appalachia Coal Mining Counties**





4:27

+ Queue

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Embed

Transcript



NATIONAL

Study: Communities Most Affected By Opioid Epidemic Also Voted For Trump

December 17, 2016 · 9:14 AM ET

Heard on [Weekend Edition Saturday](#)

Voting patterns show that areas where Donald Trump did well were also places where opiate overdoses and deaths occurred. NPR's Scott Simon speaks with Shannon Monnat who led the study.

Transcript

SCOTT SIMON, HOST:

Shannon Monnat was watching election returns last month when she thinks she noticed a pattern. Professor Monnat's an assistant professor of rural sociology and demography at Penn State University, and she's been studying drug and alcohol mortality rates. She joins us now from Lowville, N.Y. Thanks very much for being with us.

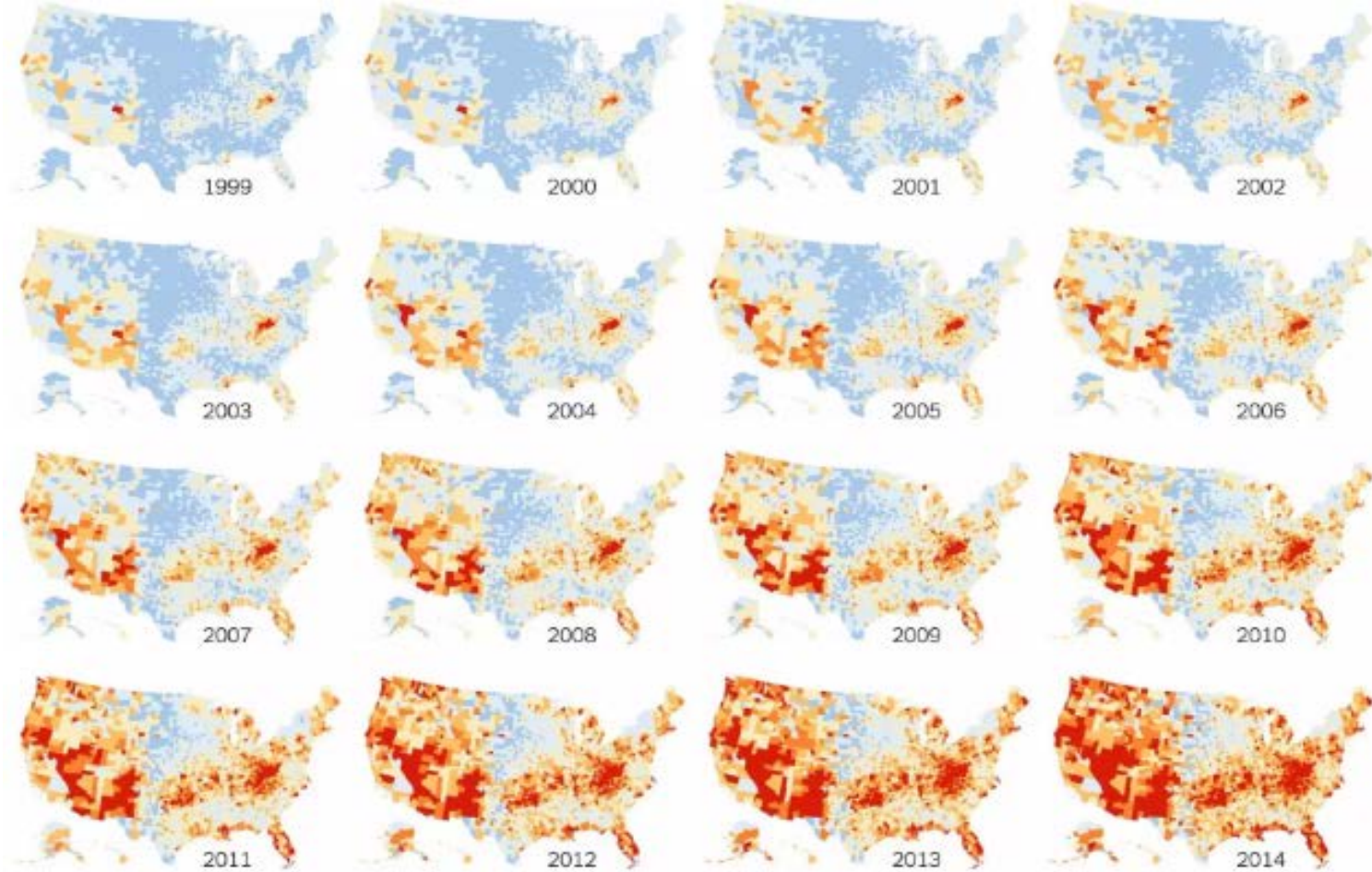
<https://shop.npr.org>



<https://www.npr.org/2016/12/17/505965420/study-communities-most-affected-by-opioid-epidemic-also-voted-for-trump>

Have you seen this image before? It may be THE photo to describe the addiction crisis.

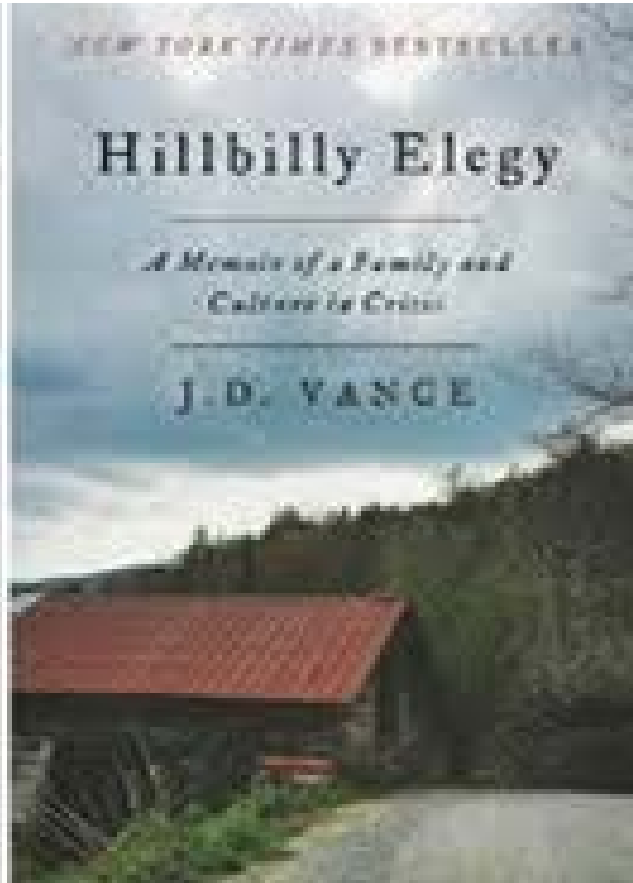




How overdose deaths rippled across the United States.

Haeyoun Park and Matthew Bloch/The New York Times

Let the soul searching begin!



Hillbilly Elegy--nice memoir, but offers no solutions, only descriptions. Underlying message -- social darwinism lives: If you are poor and struggling it's your own fault, probably not much hope for you.

Comparison of Traditional Appalachian Culture and Modern Society

<u>Traditional</u>	<u>Modern</u>
Family and Kin	Individualism
Stability	Growth
Continuity	Change
Egalitarianism	Elitism
Commonwealth	Individual wealth
Citizenship	Political apathy

New focus: Appalachian Stereotypes and problems

What does it mean to be Appalachian NOW?

How do we define ourselves NOW?

How does the rest of the country view us NOW?

How does that affect our students' view of themselves NOW?

Who are we NOW?

What are our challenges NOW?

How do we measure success in modern America?

It's easy to compare cars; it's not so easy to measure happiness.

How is that working for Appalachian Communities? (How is that working for America?)

Make America Great Again has a more powerful allure for Appalachia when filtered through this lens.

In summation:

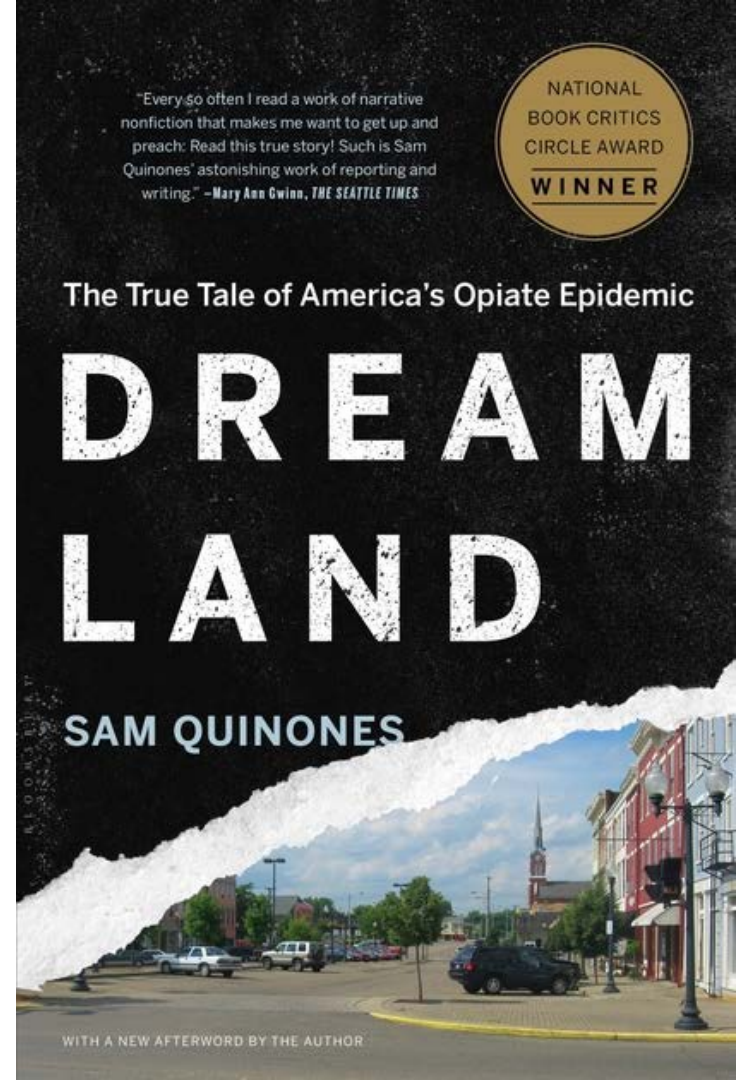
These students, like students everywhere, must make links between what they are reading and their own lives; they, too, are concerned about identity formation, their futures, and where they belong in the world.

Robert Probst

Dreamland -- Eureka!

Described problem and hinted at hopeful solutions

- “Community” -- We began to explore the causes and effects of community.
- Addiction is both a product and a cause of isolation.
- “I’m not an addict. It doesn’t affect me.” Think AGAIN.
- Collateral damage--ourselves, our students, our schools, our community
- Addiction is EVERYONE’S problem (like peeing in the pool (*Dreamland*)--it touches everyone!), and once you understand the roots of the problem, it humanizes the solutions.




Thanks for the
books Marty!

▲	Masterpiece: Poldark Seas...	Masterpiece: The Collecti...
▼	\$159.97	\$49.99

AdChoices



 **Martin J. Blank, Contributor**
Senior Fellow, Coalition for Community Schools at the Institute for Educational Leadership

Teaching about the Opioid Crisis in Public Schools: Bringing Community Problems into the Classroom

08/03/2017 02:01 pm ET | Updated Aug 07, 2017



Instructional framework: Problem based learning

Designing Cognitive Scaffolds for Web-based Problem-based Learning

Inputs

Ill-structured problem

Five functional characteristics:

- Triggers interest
- Stimulates critical reasoning
- Promotes self-directed learning
- Stimulates elaboration
- Promotes teamwork

Five feature characteristics:

- Problem format
- Clarity
- Familiarity
- Relevance
- Learning issues

Cognitive Support

Question Prompts



Expert Scaffolding via
Technology Tools



Peer Review



Reflections and Revisions



Self-regulation and Transfer

Outputs

1. Read and analyze the
problem scenario.

2. List hypotheses, ideas,
or hunches.

3. List what you already know.

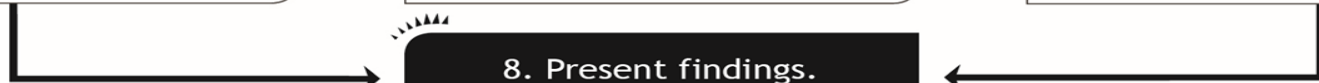
4. List what is unknown.

5. List what needs to be done.

6. Develop a problem statement.

7. Gather information.

8. Present findings.



Problem-based Learning Model--based on 21st Century Learning Skills & Habits of Mind

Step 1: The Problem (Case Study--reading materials, background, articles, etc.)

Step 2: Define the issue (4-6 sentences, identify the problem)

Step 3: What do you know? (Identify key words from the case study, list significant parts of the problem, explain what you already know that will help you solve the problem)

Step 4: Analyze the case information (determine if based on fact or opinion, infer and explain information that is important to the case solution, but is not explicitly stated in the case)

Problem-based Learning Model (cont'd.)

Step 5: Possible Solutions (gather, organize, and interpret information from multiple sources, analyze and explain the multiple perspectives or solutions within this case, generate alternative solutions)

Step 6: Research Solution (research the knowledge and data you need to support the solution and fill in missing gaps, investigate and draw conclusions about how the preferred solution impacts the world today, analyze and evaluate alternatives)

Step 7: Construct Conclusions (develop a plan/proposal with supporting documentation to convince others of your solution, present your proposal--as a talk, a video, animated video with infographics, etc.)

Problem-based Learning Model (cont'd.)

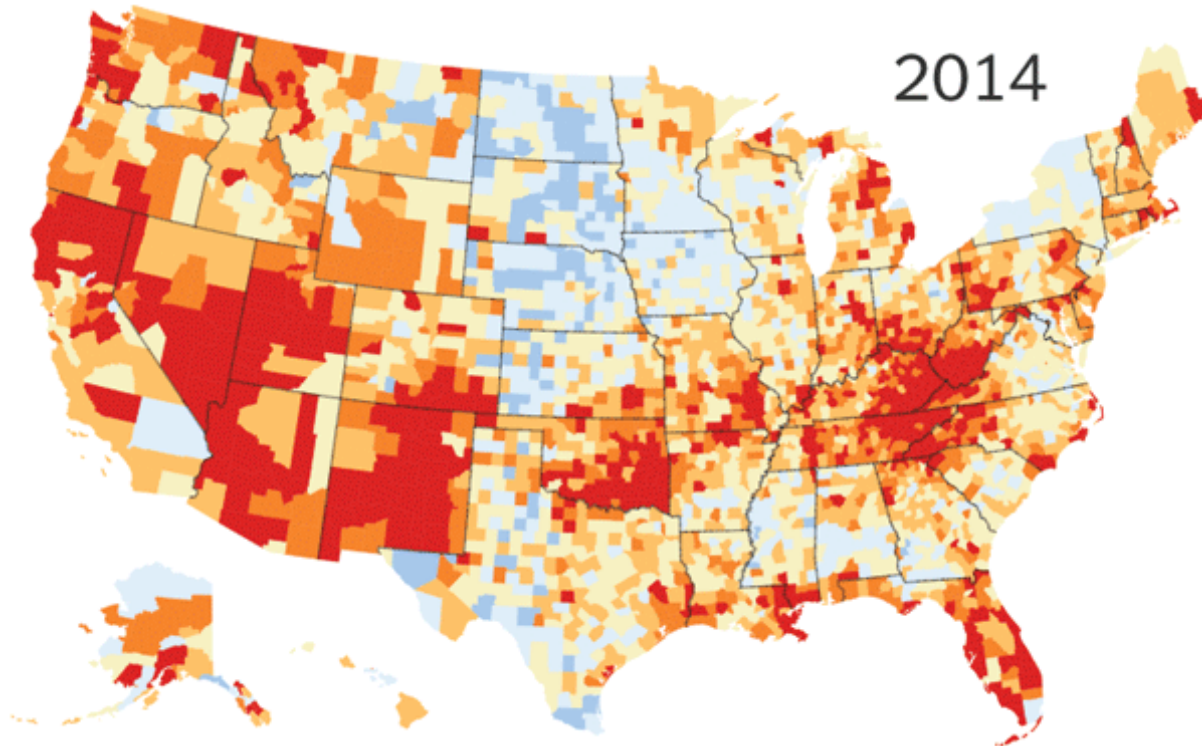
Step 8: Reflection

Write a 3-5 paragraph reflection essay including these three parts:

1. Include an introduction where you focus directly on explaining what aspect of your experiences you will discuss in the reflection.
2. The body of the essay should explain how you have changed or what you have learned. Make certain to explain what things caused you to change.
3. In the conclusion of a reflective essay, you should discuss how you have changed and the effect of those changes. You should share how you think the experience will change you in the future.

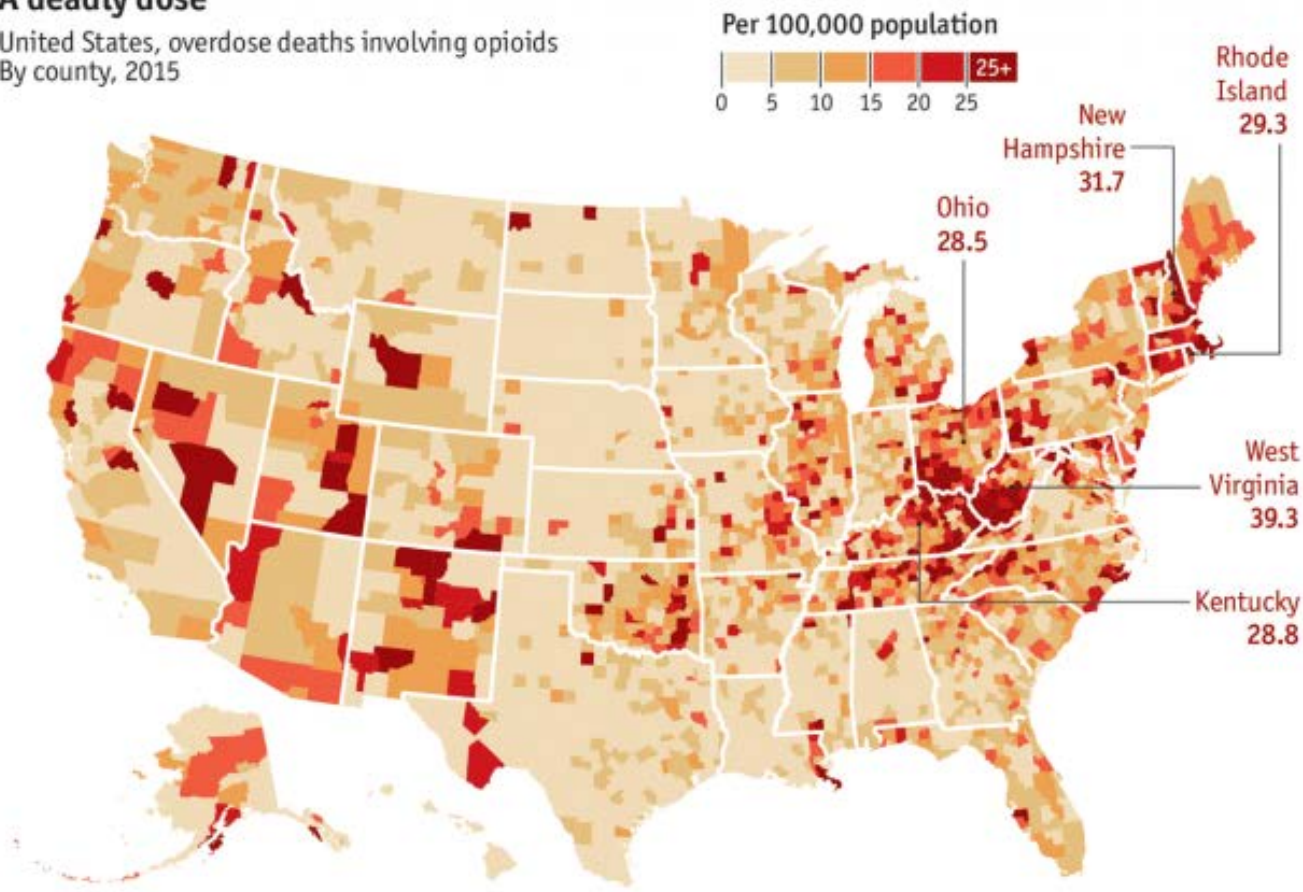
**Step 1: Students researched
evidence of the problem from a
sterile, statistical analysis**

Fatal Drug Overdose U.S. 2002-2014
A 14 year span.....



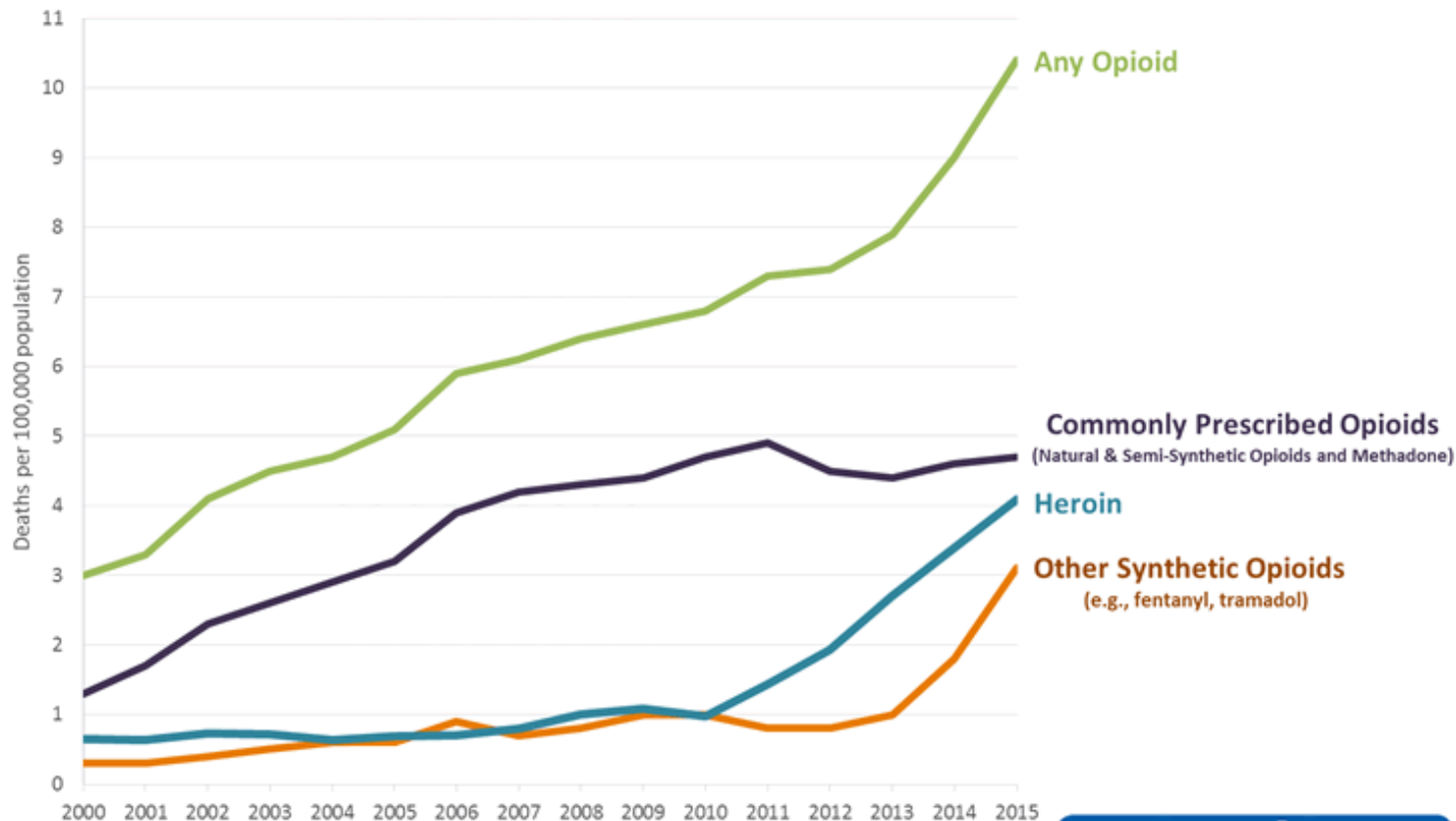
A deadly dose

United States, overdose deaths involving opioids
By county, 2015



Source: Centres for Disease Control and Prevention

Overdose Deaths Involving Opioids, United States, 2000-2015



SOURCE: CDC/NCHS, National Vital Statistics System, Mortality. CDC WONDER, Atlanta, GA: US Department of Health and Human Services, CDC; 2016. <https://wonder.cdc.gov/>.

www.cdc.gov
Your Source for Credible Health Information

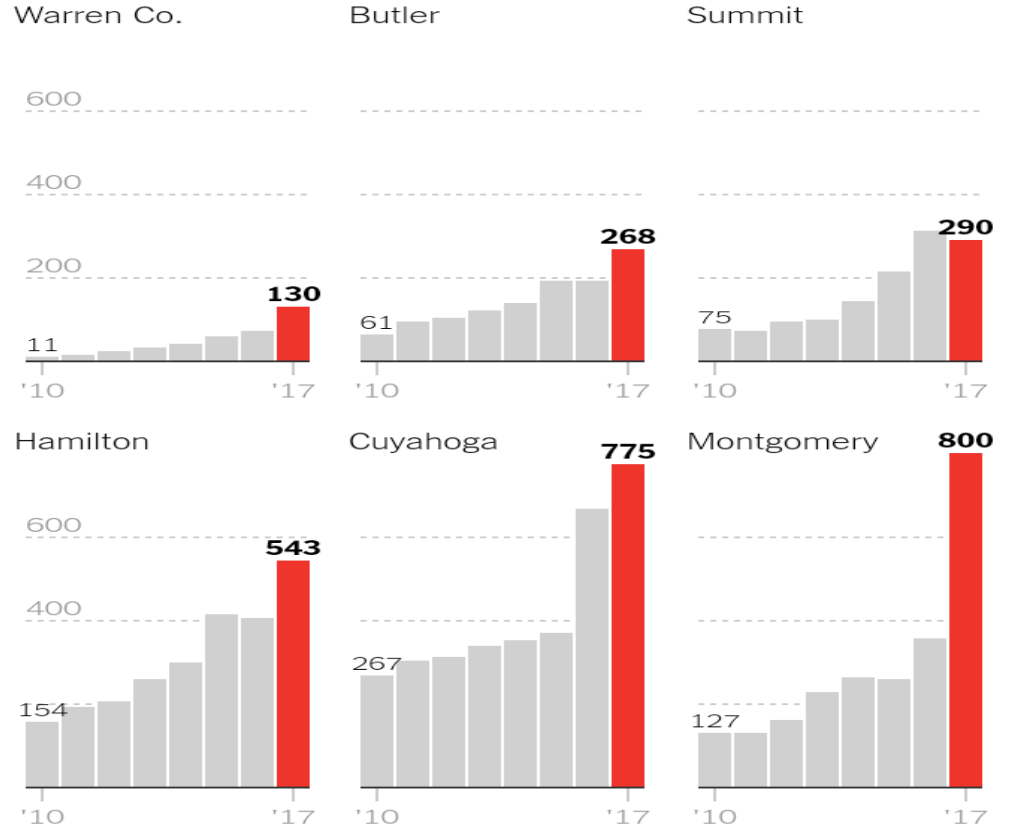
Have drug overdose deaths increased in Ohio cities in the past several years?

-Taylor Rawlins and
Emily Sessor

Source: New York Times

<https://www.nytimes.com/interactive/2017/06/pshot/opioid-epidemic-drug-overdose-deaths-are-rising-faster-than-ever.html?mcubz=0>

Drug overdose deaths in six Ohio counties, 2010 to 2017

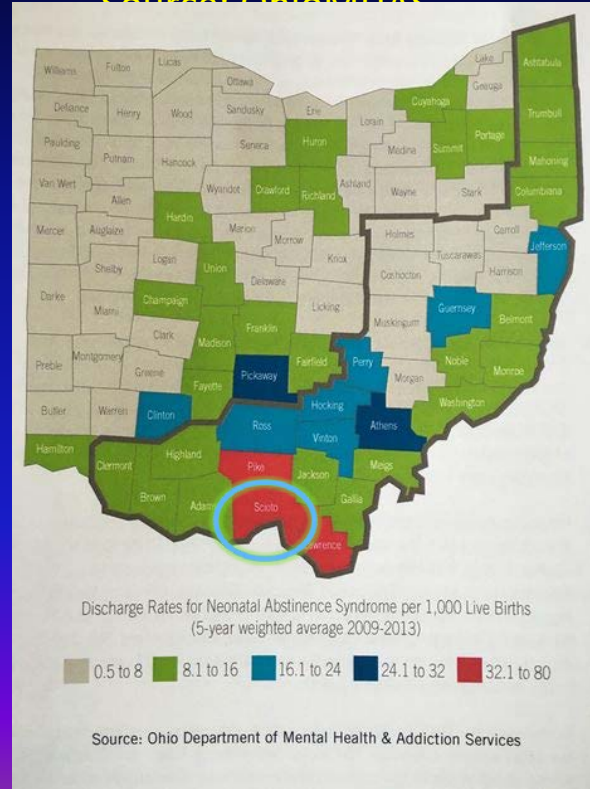


Totals for 2017 assume that overdose deaths continue at the same rate through the remainder of the year.

Scioto County has the highest rate of newborns suffering from Neonatal Abstinence Syndrome (this is more than 8 X higher than the state average)

Source: OhioMHAS

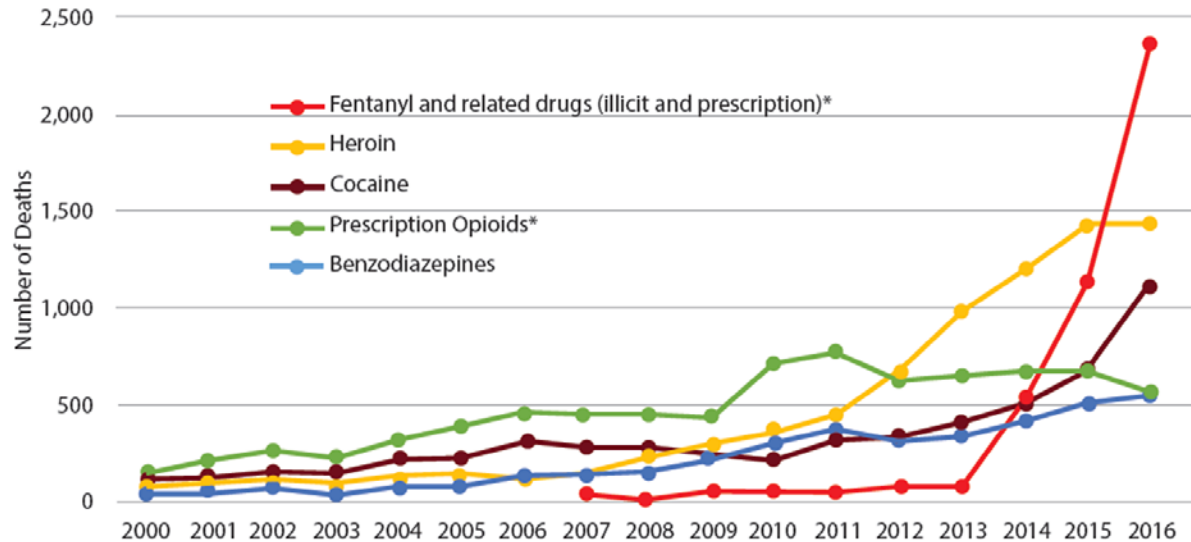
Neonatal abstinence syndrome (NAS; ICD-9 779.5) per 1,000 live births in Ohio by county of patient residence. On average, there were 8.8 discharges for NAS per 1,000 live births statewide between 2009 and 2013. Counties with the highest rates of NAS discharges were **Scioto (76.0)**, Lawrence (66.7) and Pike (57.7).



Unintended consequence of Ohio's opioid crackdown.....

* Heroin and illicit Fentanyl use and deaths increase

Figure 7. Number of Unintentional Drug Overdose Deaths Involving Selected Drugs, by Year, Ohio, 2000-2016



Source: Ohio Department of Health, Bureau of Vital Statistics; analysis conducted by ODH Violence and Injury Prevention Program.

Multiple drugs are usually involved in overdose deaths. Individual deaths may be reported in more than one category.

Includes Ohio residents who died due to unintentional drug poisoning (underlying cause of death ICD-10 codes X40-X44).

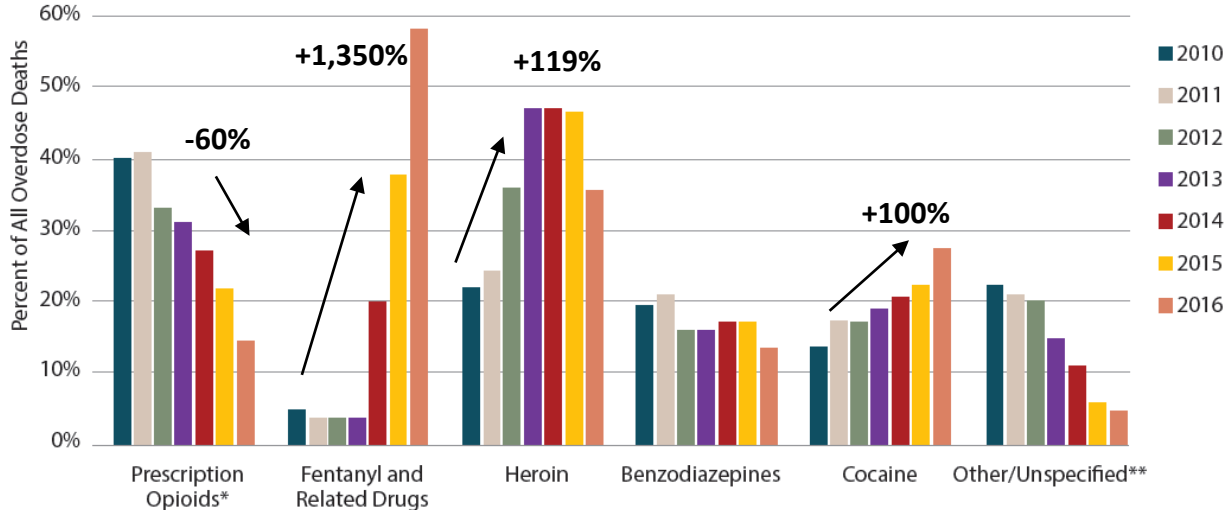
* Excludes deaths involving fentanyl and related drugs.

OHIO

Between 2010-2016 Opioid deaths declined about 60%.....

- Offset by enormous increases in Fentanyl, Heroin, and Cocaine-related fatalities

Figure 2. Percentage of Unintentional Drug Overdose Deaths Involving Selected Drugs, by Year, 2010-2016



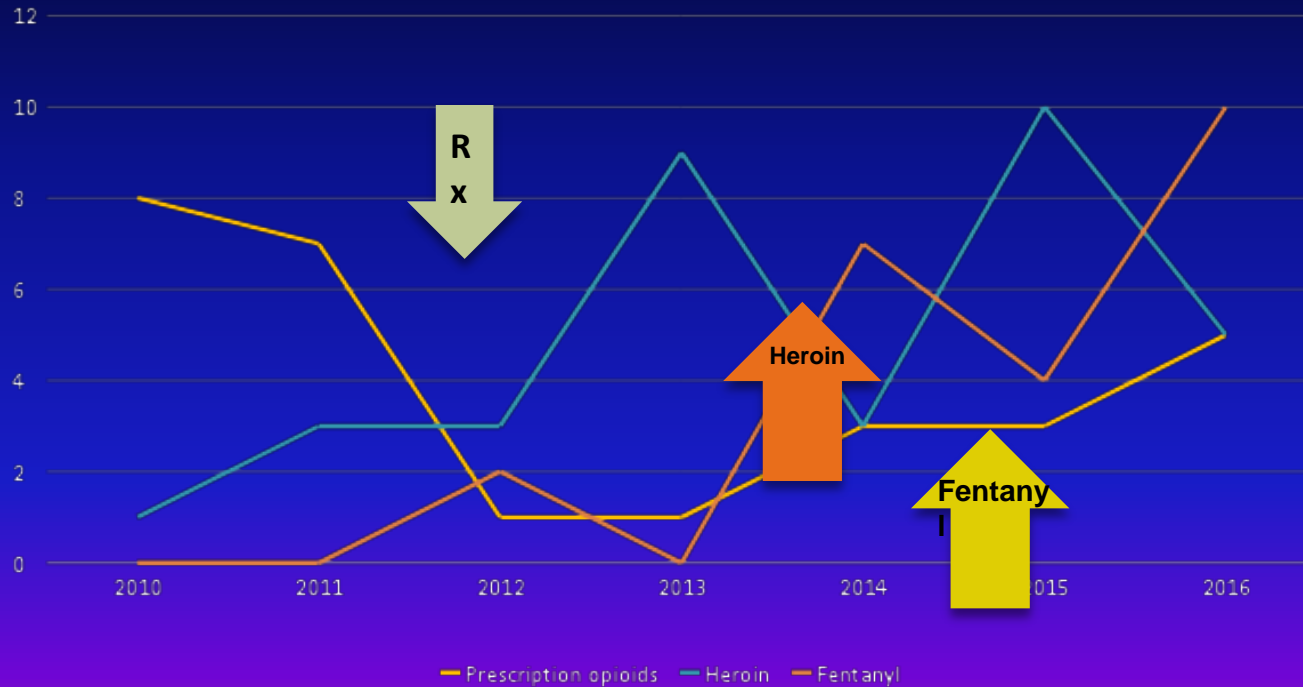
Source: Ohio Department of Health, Bureau of Vital Statistics; analysis conducted by ODH Violence and Injury Prevention Program.

Includes Ohio residents who died due to unintentional drug poisoning (underlying cause of death ICD-10 codes X40-X44).

* Excludes deaths involving fentanyl and related drugs.

** No specific drug was identified.

Fatal Overdose involving Opioids Scioto County, Ohio 2010-2016



Lots of people want to profit

Synthetic fentanyl is made in illegal labs and used to augment “heroin” or can be pressed into fake “pills.” Coming in from China and Mexico.

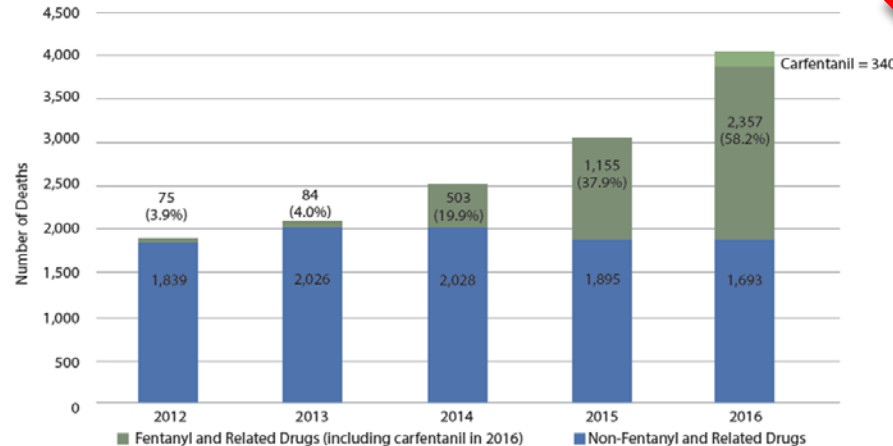
- * 30-50 times stronger than heroin

- * 50-100 times stronger than morphine

Carfentanil is 10,000 times stronger than morphine

The number of overdose deaths involving heroin remained relatively flat with 1,444 overdose deaths in 2016 compared to 1,424 in 2015 (see Table 1).

Figure 1. Number of Fentanyl and Related Drug Deaths and Percentage of Unintentional Overdose Deaths, by Year, Ohio, 2012-2016

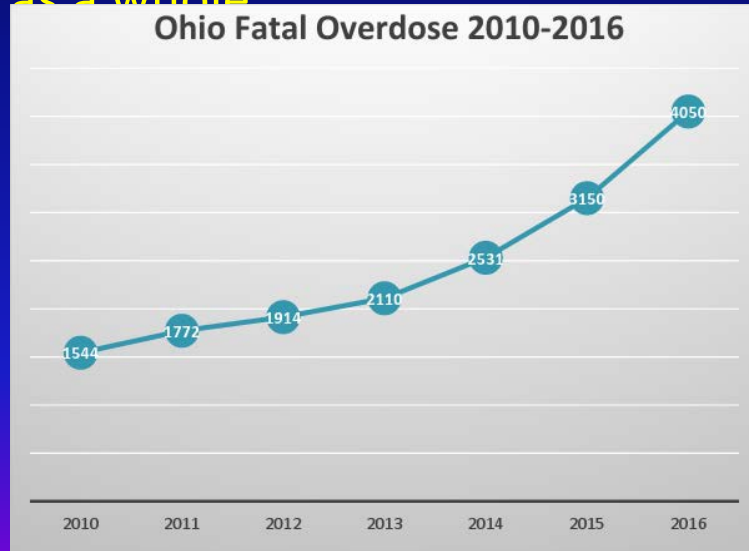


Source: Ohio Department of Health, Bureau of Vital Statistics; analysis conducted by ODH Violence and Injury Prevention Program. Includes Ohio residents who died due to unintentional drug poisoning (underlying cause of death ICD-10 codes X40-X44).

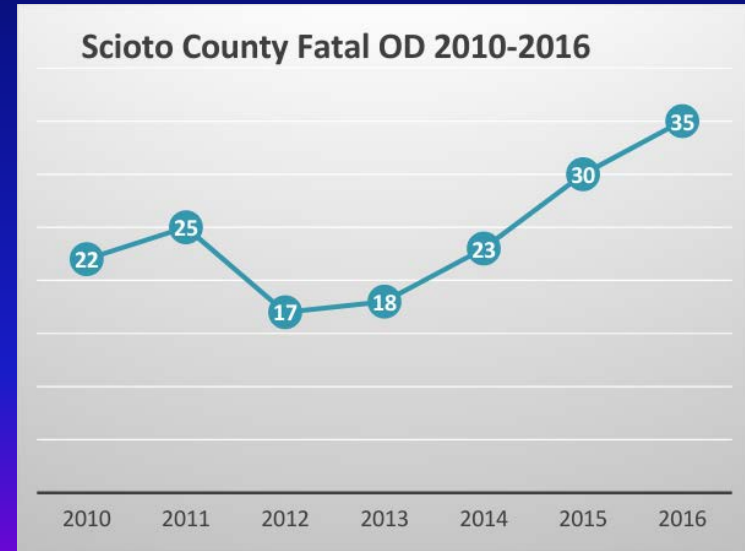
3,496%
increase
in 5 yrs.

Fatal Overdose: Ohio Versus Scioto County 2010-2016

Progress: Introduction of fentanyl has interfered with sustained progress in Scioto County butto a lesser degree than the state as a whole



162% Increase



59% Increase

Step 2: Using Dreamland as the anchor text

Author uses reporter approach by providing multiple background sources

- Jicks letter
- Purdue Pharma
- Life in Nayarit
- Business model for dealers
- Individual interspersed



This at first confused students, caused them to question the text, and then Skype allowed them to actually question the author. The multiple components of the book provided entry points or “hooks” for a wide variety of learners.

Ultimate takeaway--the idea of problem as a puzzle.

Author of Dreamland Skypes with students about his investigative journalism in Scioto County and his writing technique.



Step 3: The Inside Out Approach -- from the personal to the policies

Brother of an addict that had successfully beat the addiction

Principal of our elementary school describing how addiction affects our students

Local fire chief discussing how addiction stretches community resources

Juvenile Court Judge explaining the judicial response to addiction

Congressman Bill Johnson addressing national policies problems

Kirby Claxon (a trusted coach, staff member and alumni) talks to students about addiction within the family (his brother is a recovering addict)



Elementary Principal addresses students about how addiction affects the elementary school and community

Students were especially touched by her stories



Judge
Alan
Lemons,
Scioto
County
Juvenile
Judge
talks to
students





Portsmouth's Fire Chief, Bill Raison talked with the students about how much his department's experiences with the addiction crisis (students esp interested in Narcan)

NPR Visits



NPR Talks with Our Students



Tweet from Scott Simon about visit

AT&T M-Cell 4:47 PM 17%

<

Scott Simon
24.7K Tweets

TWEETS

TWEETS & REPLIES

MEDIA

L

< 2

↻ 2

♥ 22

✉



Scott Simon ✓ @nprscottsimon · 4h ▾

Tnx to great students at South Webster HS for talking so well about addiction in their community:



<

↻ 5

♥ 33

✉



Scott Simon ✓ @nprscottsimon · 4h ▾

Brett Roberts played pro ball, but does really vital work now as principal at South Webster OH:



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Me 6

St. Mary's Festival returns this weekend

By Nikki Blankenship

The festival that has become a tradition for many area families is returning. The St. Mary's International Festival has been an ongoing and vibrant celebration for more than 40 years, said Rick Estep, event chairman.

The St. Mary's International Festival, which is held the third week and in September every year, will take place Sept. 15, 16 and 17. Festivities will start at 5:30 p.m. on Friday morning.

"We won't have all the food booths set up that night," Estep stated.

He added that people who want to see the event will have to arrive early to get the best seating.

Since they would all be there anyway, they might as well have some fun. So, Friday offers a preview of the international foods the festival has come to be known for. Food is served with entertainment. This year's opening night will feature local singer Josh Stewart and the Shave Ration Band.

Guests can enjoy ribs and chicken from the Ribber, brats and knish, select street fair foods such as hot dogs, pizza and hamburgers, drinks and dessert booths and a barge-in with beer supplied by Portsmouth Brewing Co.

Saturday and Sunday will include all food booths, highlights, live music from India, Brazil, Germany, Ireland, Mexico, parts of Asia and America, and more than 200 cars expected to roll in Saturday's antique car show.

ENTERTAINMENT

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"We have tremendous sponsors that help us do this every year," he stated. "We have the support of our church members and community."

— Rick Estep
 Event chairman

out \$2,000 in raffle prize winnings as well as a "Treasure chest of goodies," valued at more than \$2,000.

Estep explained that he was thankful for the support from the community and local sponsors.

"Thinking of Dreamland, everyone probably thinks of something different, some may think of it as a place of rest, others, simply think of somewhere where everything is great and there are no problems."

Many teachers and parents, sometimes feel their students and children live in a dreamland, because they aren't listening or paying attention, but at South Webster High School, the students were not in dreamland, they were attentive and involved and wanted to find out how to make a difference in their own community. It all started with Judy

Only minor injuries in crash



Only minor injuries were reported in the result of this accident at the intersection of Ky. Rt. 1306 and the AA Highway in Lewis County Tuesday morning.

Lewis county school bus involved in accident

By Dennis K. Brown

The Lewis County Herald

1306 and the AA Highway in Lewis County Tuesday morning.

Widener said a 2011 Ford F-450 Super Duty was traveling east on the intersection of Ky. Rt. 1306 and the AA Highway in Lewis County Tuesday morning.

He said the driver of the truck apparently failed to notice a 2014 Dodge Ram pickup that had stopped in the eastbound

lane in preparation for making a left turn onto Ky. Rt. 1306.

Widener said the Ford truck struck the right rear of the stopped Dodge pickup and continued on the right, striking a 2014 Lewis County school bus on Ky. Rt. 1306 that was stopped at the intersection, the driver waiting to cross

the intersection of Ky. Rt. 1306 and the AA Highway in Lewis County Tuesday morning.

Widener said the accident happened about 7:00 a.m. as school children were being taken to school around the county.

Teachers ask: Are you listening?

By Kimberly Jenkins

jenkins@wmmidwest.com



lan Stewart-NPR, Bill Raisson-Portsmouth Fire Chief, Scott Simon-NPR

Ellsner (English) and Cindy Hyles (Governor) two of South Webster's High School teachers, that got together a summer ago and began planning to teach a cross-curricular unit.

Part of their premise was all about living and helping in a small town community.

Hyles had read Hillbilly Elegy and someone said to her that she ought to read Dream-

See CRASH | 6A

Teachers ask: Are you listening?

See CRASH | 6A

Raeagon Cooper SWHS
 lan Stewart-NPR, Bill Raisson-Portsmouth Fire Chief, Scott Simon-NPR



land, The True Tale of America's Opiate Epidemic by Sam Quinones. "I started looking at Dreamland and felt that it was something that Judy and I could really use. We usually do our cross curricular unit after Christmas break. We had received so much good feedback that we wanted to start the beginning of this year with the unit. She said that it was a good foundation, because it lets the kids know the care where they are coming from. Hyles brought up that there are so many good things in this unit. "We are always looking for something that will help us better understand how to turn around our

Ram pickup that had stopped in the eastbound

to schools around the

said dispatchers received a call from a motorist at

jenkins@wmmidwest.com

By Kimberly Jenkins

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Many teachers and parents, sometimes feel their students and children live in a dreamland, because they aren't listening or paying

Representative Bob Johnson visits and talks about his perspective on the crisis.



Congressman Bill Johnson and Judge Lemon

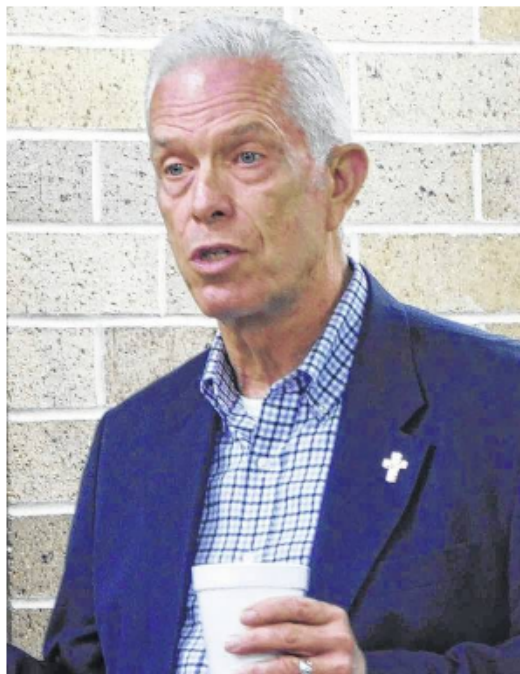


Students can solve problems too

NEWS

South Webster students learn how they can help

By Kimberly Jenkins - kjenkins@aimmediamidwest.com



Engaging and getting students involved in their school work is not always easy, but at South Webster High School, some of their students have a real sense of wanting to be engaged in one of today's biggest problems, the Opioid Epidemic. They have questions and they listen intently as others present to them what they know and feel can be done.

Congressman Bill Johnson and Judge Alan Lemons visited the high school students at South Webster High School. Their visit was the second time that these students were spoken to about the opioid problem in their community, Scioto County, and the United States. These students, again, have been reading the book, *Dreamland, The True Tale of America's Opiate Epidemic*, to continue their work with Cyndy Hykes' Government class shared unit with Judy Ellessor's English class. Last week, the group had Bill Raison, the Portsmouth City Police Chief speak with them.

Judge Lemons was the first to speak about the things he has to do as the Probate Judge, as far as how very busy he is, due the heavy case

<http://www.portsmouth-ailytimes.com/news/1925/students-can-solve-problems-too>

<https://www.npr.org/2017/09/30/554698435/teaching-the-opioid-crisis>

<https://www.npr.org/2017/09/30/554698435/teaching-the-opioid-crisis>



Teaching The Opioid Crisis

+ Queue


SCOTT SIMON 

Transcript



Transcript

SCOTT SIMON, HOST:

ON AIR NOW
 West Virginia Public
 Broadcasting

OUR PICKS | LIVE RADIO | SHOWS

The DNA Story Behind Josh's Search for Wellness

▶ Hear More · 2:48

from our sponsor, 23andMe



...from me. It was so deep.



Tom Nelson @tjpnelson · 38m

Replying to @nprscottsimon

Your Saturday show was your best ever! Not used to waking up crying over teen and lung transplant survivors. Great work Scott. NPR \$ on way



Irossnola @Irossnola · 48m

Replying to @nprscottsimon

Thnx 4 this! They are doing great work to help these young people. If only we could replicate this across the country, help all who suffer.



Tweet your reply



Thank you for this story. Sat in my driveway with tears running down my face. So powerful.



Stacy Coulson @fiercegin... · 8m

Replying to @nprscottsimon

This story had me in tears driving home this morning. The sheer strength of those two girls was simply heartwarming. Thanks for sharing.



Evan Reimondo @Evan2... · 38m

Replying to @nprscottsimon

Thank you for your heartfelt interviews. We heard it this morning and the story was powerful and moving

Tweet your reply



Tweets in response to story



MEK
@tutto_posto

Replying to @cyndyh84 @nprscottsimon and @samquinones7

this story was so moving;
@nprscottsimon your
compassion was palpable and
the story gave a voice to the
voiceless.

9/30/17, 11:21 AM

1 Retweet 1 Like



Tweet your reply



More Tweets...

Thank you for this story. Sat in my driveway with tears running down my face. So powerful.



Stacy Coulson @fiercegin... · 8m
Replying to @nprscottsimon

This story had me in tears driving home this morning. The sheer strength of those two girls was simply heartwarming. Thanks for sharing.



Evan Reimondo @Evan2... · 38m
Replying to @nprscottsimon

Thank you for your heartfelt interviews. We heard it this morning and the story was powerful and moving

Tweet your reply



TWEETS TWEETS & REPLIES MEDIA L

2 2 22



Scott Simon @nprscottsimon · 4h
Tnx to great students at South Webster HS for talking so well about addiction in their community:



5 33



Scott Simon @nprscottsimon · 4h
Brett Roberts played pro ball, but does really vital work now as principal at South Webster OH:



Tweets Tweets & replies Media Lik



Scott Simon @nprscot... · 17m
Thanks to students, teachers, & staff at South Webster High for opening your lives to us. We learned a lot--& admire you.

Weekend Edition @NPRW...
How do you teach the opioid crisis? Here are some of the ppl at South Webster High who are figuring that out: npr.org/2017/09/30/554...



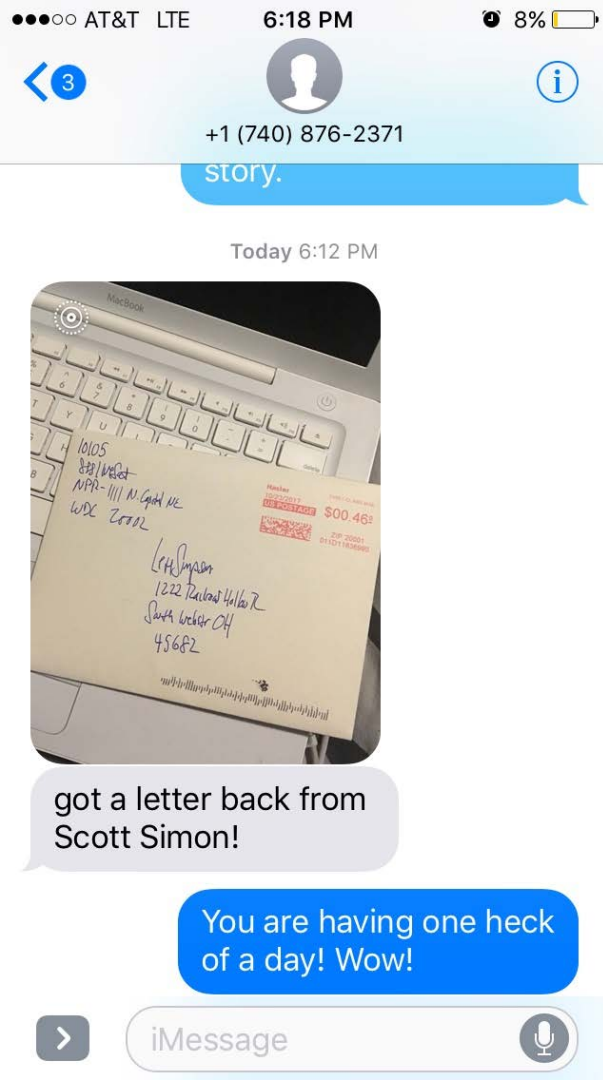
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Students received thank you notes from Scott Simon (and by the way, she was also elected by her classmates to be homecoming attendant)



NOW WHAT? ACTION!

After figuring out the scope, breadth and source of the problems, now what?!

How could we mobilize our resources to fight the problem?

How do we change the narrative from victimization to empowerment?

What resources are available and how can we best use them to effect positive change?

Specific Lessons and Steps and then action

Students were armed and ready to begin finding their own solutions to the problem. They formed teams and brainstormed

Big Buddies :)

Raegan Cooper, Jaiden Nibert,
Brittany Barnett, Tanner Holbrook,
Adrianna Blanton, Tiffany McCormick, Lexi Simpson ,
James Watson, Zack Keller

My Goals For Toni

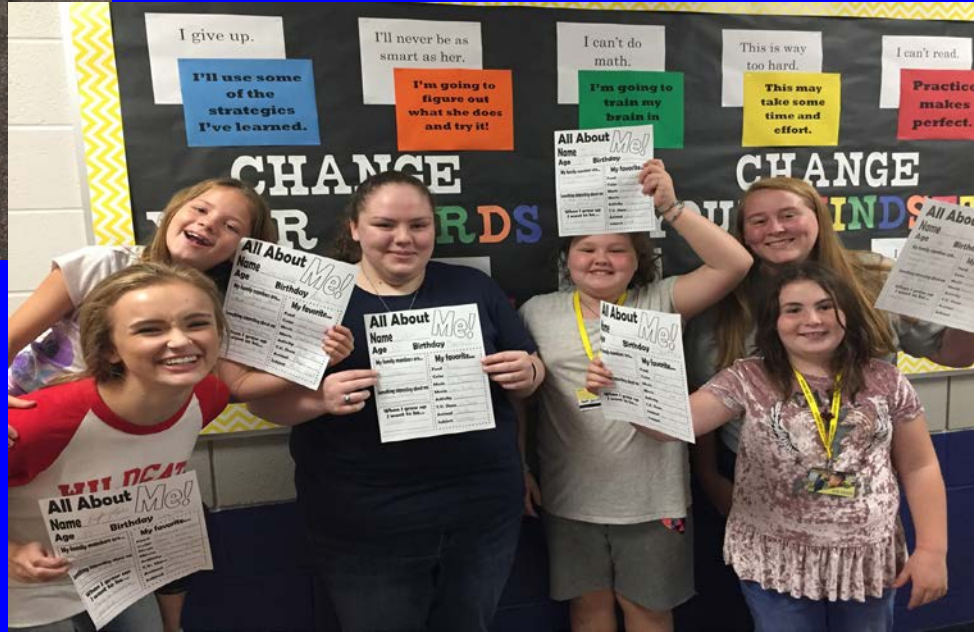
I want to make sure that Toni takes more from this than either of us would have expected. I want her to be able to trust people and to motivate her to get out of her comfort zone because sometimes it can be a good thing. I want to teach her what I never knew at her age so she can go out and take the world, then say, "Yeah, I've got this!" I want her to gain life lessons from me and learn from any mistakes. She needs to be the change that she wishes to see in the world. If there's anything going on in her life, I want her to have that fight in her, to stay positive and not give up, to be able to make it in this crazy world and be led into a bright future that I know she can have. I want so much for her because I know that she can do anything and have anything.



BIG BUDDIES PROGRAM



Little Buddies: Chloe Stacey, Arianna Fogle, and Jade Smith.



Volunteers:
Taylor Rawlins,
Brianna Smith,
Lakin Brown,
Baylee Martin,
Talia Scott, and
Chris Shultz

Present the problem

- Addiction
 - Starts..
 - Causes..
- Children facing the repercussions
 - Lack..
- The cycle continues..



- Opioid crisis
- Mrs. Smith presented a large issue in our community
- “The new addicts were football players and cheerleaders; football was almost a gateway to opiate addiction... Some of these addicts were from rough corners of rural Appalachia” (Quinones).
- Provoked an idea on what we can do



Action

- Communication will be established between teachers and students volunteering
- 4th grade students will be assigned an upperclassmen
- Upperclassmen will meet with their little buddies

Impact

- A Relationship
- A positive role model
- Grade improvement
- Motivation

Ball 4 All

Group members: Hannah, Bobbi, Liz, Jacob, Dawson, Michael, Ty, Jaden, and Zach

Background



- Sandy Smith inspired us with her touching stories about the kids in the elementary
- We wanted to help the children in our area
- Keep our community close knit and a place where “everyone knows everybody”
- Xalisco children start out as pure and innocent, but they get wrapped up into drugs

Objectives

- To give kids a good role model to follow.
- We, as a class, want to insure that these kids have someone who influences them in a positive way.
- Also we want to allow the kids to relieve any stress they have and to create new relationships.
- We also want to give them a chance to get rid of all their extra energy that they may not get to during school.

Goals that Directly Impact the Kids

- Role models
- Positive environment
- Basic foundation in most sports
- Teach self-discipline and respect

RUNNING CLUB



THE GOAL:

- Get children involved in something.
- Learn to set goals.
- Encourage kids to keep trying even though they may fail.
- TEAMWORK!
- Make kids feel important and part of a team or club.



RESULTS:

Kids LOVED IT!!!!!!





Redemption News

By: Justin stone, Cameron Fuller

Our Project

Our projects is social media awareness. We created social media account including instagram, twitter and facebook. On those account our goal is to create awareness and spread positivity. So many people are negative about the subject of drugs. The thought of a negative person would be “ oh he's so far gone drugs has already taken him to his grave there's no point in helping “ we want to stop this kind of negative and let people who are on drugs know that the can beat addiction, and that they have the willpower to do so. We also will be including link for people to go to and learn more on different topics of drugs.

Instagram Log

This is one social media in which we have gotten the most response.

1st	0 followers	No photos	Octobers 11, 2017
2nd	35 followers	3 photos	October 12, 2017
3rd	54 followers	4 photos	October 13, 2017
4th	61 followers	4 photos	October 14, 2017
5th	68 followers	4 photos	October 15, 2017
6th	74 followers	5 photos	October 16, 2017
7th	77 followers	5 photos	October 17, 2017

Drug Free Clubs of America

“Breaking The Chain”



Samuel, Karli, Kelsi, Maddie, Macee, Megan, Emily, Katlyn

Why We Are Doing This

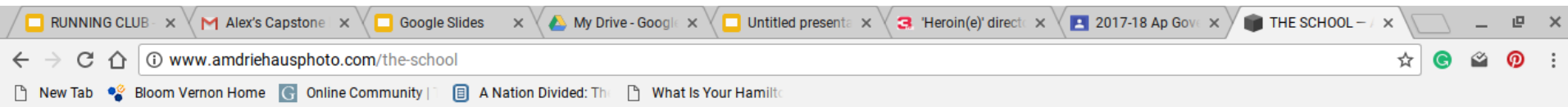
- There is a huge drug epidemic in our area that affects the students in our high school and elementary.
- $\frac{1}{3}$ of those who start at age 13 will be addicted by mid 20s



Alex Driehaus' Heard the NPR story and decided to visit us to help complete her senior capstone project in journalism

<http://www.amdriehausphoto.com/overview/>

<http://www.amdriehausphoto.com/the-school>



ALEX DRIEHAUS
PHOTOJOURNALIST

OVERVIEW

THE RECOVERING ADDICTS

THE PARENT

THE JUDGE

THE FIRST RESPONDER

THE SCHOOL

Home
Singles
Projects
Multimedia

Resume
About
Contact



THE SCHOOL



Cyndy Hykes & Judy Ellsesser

0:49 / 0:49



Macee, student

When Cyndy Hykes read *Dreamland* by Sam Quinones, she knew she had found the book that her students would relate to.

The Opioid Crisis: Helping Our Students Cope

BY SUE HAMILTON / 21 NOV 2017 / NO COMMENTS

http://edu.stemjobs.com/opioid-crisis-helping-students-cope/?utm_source=STEM+Jobs+Educator+Newsletter&utm_campaign=22d7626f89-EMAIL_CAMPAIGN_2017_11_28&utm_medium=email&utm_term=0_511dbffc20-22d7626f89-190052933&mc_cid=22d7626f89&mc_eid=78e9e60df5

the death of a parent from an overdose, the anxiety of living in foster care or with relatives, or try to live in a home where their possessions are sold for drugs.

Dreamland

Teachers at South Webster High School in southern Ohio created a course based on the book "Dreamland" by Sam Quinones, which tells how drugs from rural Mexico make their way to the small towns of southern Ohio where these students live. The teachers have also made the community a part of this course and the fire chief, former coroner, counselors, nurses, and a judge tell what they have seen and experienced of the opioid crisis. The kids also learn from other students who are going through the same crisis in their lives. Cyndy Hykes, who teaches the class to almost 50 juniors at South Webster High School, has a mission. "How can I make them feel like their experiences have value, that their community is important, that we're not poor and rural and disposable?"

East Falmouth Elementary

This Cape Cod, Massachusetts elementary school had the opioid crisis come home when six parents of its fourth grade students died of drug overdoses, half of the 12 parent drug deaths

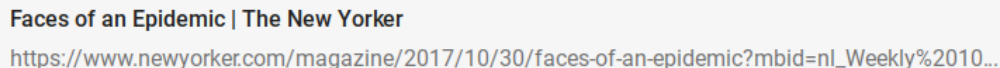
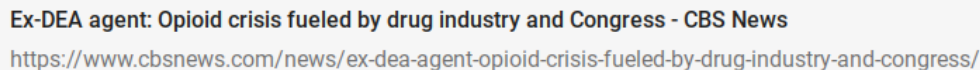
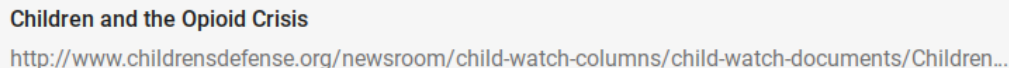
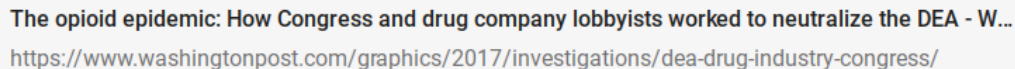
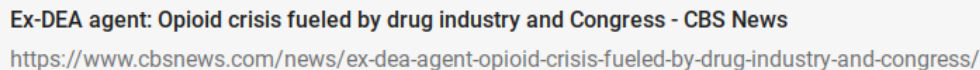
How we communicate lessons with students...

2017-18 Ap Government & Politics STREAM STUDENTS ABOUT

Cyndy Hykes
Aug 31 (Edited Aug 31)

To help us prepare for our upcoming lesson on the Opioid Crisis in Southern Ohio I'm going to start loading resources we can use. Most of these links are either podcasts you can listen to or videos.

- FULL INTERVIEW w/ Sam Quinones, Author of "Dreamland: The True Tale of America's Opiate Epi...**
<https://generationjustice.org/2016/04/11/full-interview-w-sam-quinones-author-dreamland-true-tal...>
- Interview: Sam Quinones, Author Of 'Dreamland: The True Tale Of America's Opiate Epidemic' : Pa...**
<http://www.npr.org/2015/05/19/404184355/how-heroin-made-its-way-from-rural-mexico-to-small-t...>
- Ep. 57 – Digging up the Roots of America's Opioid Epidemic: Sam Quinones, Dreamland - Cover2.org**
<https://cover2.org/ep-57-digging-roots-americas-opioid-epidemic-sam-quinones-dreamland/>
- AOT #478: Sam Quinones Podcasts Dreamland: The True Tale of America's Opiate Epidemic : Aut...**
<http://authorsontourlive.com/sam-quinones-podcasts-dreamland/>



A Take Away about standards...

Much like Red Ribbon Week doesn't cure the drug problem, harping about the tests without digging into authentic learning with a deep purpose doesn't address the scores.

How can we be sure our students know these heroines are our role-models?

