

EDUCATOR GUIDE



FIX

**HEARTBREAK AND HOPE
INSIDE OUR OPIOID CRISIS**

WHY THIS EXHIBIT

The United States is in the middle of a crisis that is impacting families and communities with Indiana at the epicenter: opioid use disorder. *FIX: Heartbreak and Hope Inside Our Opioid Crisis* strives to give students the opportunity to learn about this crisis and be part of the solution. This exhibit works to reduce the stigma surrounding opioid use disorder and build empathy through personal stories, art, and trustworthy information about the science behind the disorder. Students are affected by this crisis – and they can also be part of the solutions. Throughout the exhibit, they'll explore interactives about brain chemistry, substance dependence, opioids, how cravings work and more. They can experience immersive artwork and see photos of recovery by Pulitzer Prize-winning photographer Bill Foley, taken specifically for this exhibit. Before leaving, students will have access to resources and learn what they can do to make a difference in their own communities. There is hope within this crisis. Your students can be a part of it.

ACADEMIC STANDARDS:

The FIX exhibit and related program experiences connect with the following Indiana Academic Standards but may connect with additional classroom curriculum.

- English 6-12 - RN.4, RV.4, SL.3
- Biomedical Sciences – Domain 1, Domain 2
- Anatomy and Physiology – Core Standard 10
- Physical Education High School – Stress
- Health and Wellness – Grades 6-8 – Standard 1, 2, 3, 4, 8
- Health and Wellness – Grades 9-12 – Standard 1, 2, 3, 4, 8

BELOW IS A SMALL LIST OF RESOURCES AND ACTIVITIES TO ASSIST IN EXTENDING THE LEARNING IN YOUR CLASSROOM.

- Mind Matters Series from National Institute on Drug Abuse on Teens - <https://teens.drugabuse.gov/teachers/mind-matters>
- Lesson Plans from National Institute on Drug Abuse on Teens - <https://teens.drugabuse.gov/teachers/lessonplans>
- Overdose Lifeline offers two youth prevention programs:
 - “This is Not about Drugs” - is designed for students grades 6-12 as an effective lesson for raising awareness to the risks of misusing prescription opioids. <https://www.overdose-lifeline.org/opioid-heroin-prevention-education-program.html>
 - “Preventure” – school based intervention aimed at reducing adolescent drug and alcohol use in high-risk teenagers. <https://preventure.us/>
- Resources for teenagers, friends and family - <https://www.samhsa.gov/find-help/national-helpline>
- Scholastic Lesson Plan: Drugs + Your Body-It Isn't Pretty - <http://headsip.scholastic.com/teachers/teaching-guide>
- The Brain: Understanding Neurobiology through the study of Addiction – Five part module covers neurobiology and how drugs of abuse alter the function of the brain <https://science.education.nih.gov/supplements/webversions/BrainAddiction/guide/intro.html>
- Drugs, Risks, and the Nervous System – Lesson plan <http://www.bioedonline.org/lessons-and-more/lessons-by-topic/brain-and-behavior/the-brain-neurons-and-brain-chemistry/drugs-risks-and-the-nervous-system/>
- Teaching empathy resources - <https://www.aeseducation.com/blog/top-7-best-empathy-lesson-plans-and-why-you-need-them>
- Teaching resilience resources - <https://www.edutopia.org/resilience-grit-resources>

VISIT [INDIANAMUSEUM.ORG/FIX](https://www.indianamuseum.org/fix) FOR ADDITIONAL EDUCATOR RESOURCES AND MORE.

BEFORE THE FIELD TRIP

- If possible, visit the exhibit before your field trip. Experiencing the exhibit first and knowing your students, you will be able to better prepare your students to get the most out of their visit.
- Prepare students for their field trip to the Indiana State Museum and share your expectation that they visit the FIX: Heartbreak and Hope inside Our Opioid Crisis exhibition.
- Either as a whole class, in small groups, or individually, have students discuss and document what they know about opioid use disorder and their questions. This will serve as a pre-assessment and baseline of students' knowledge.
- Identify language that will be used in the exhibit. Some students will be aware of slang terms for drugs but not realize that "oxy" is an opioid.
- You may or may not be aware of a student's personal connection to opioid use disorder. It is recommended that the school counselor is included in this field trip. If not able to attend, having open office hours before and after the field trip may be helpful if a student needs assistance.

DURING THE FIELD TRIP

- If possible, keep at least one teacher available to assist chaperones and students during or after their visit to the exhibit.
- Consider giving students big questions to think about during their field trip. Share a printed list with chaperones to help spark discussion.
 - How does addiction work in the brain?
 - What is the impact of stigma?
 - What are the roadblocks to recovery?
 - Is recovery the same for every individual?
 - How do you avoid opioid use disorder?
 - Why is it so hard to stop?
 - What are healthy alternatives to deal with stress and/or anxiety?
- If you need a quiet space for a student, please speak with an ISM team member in a blue polo for assistance.

AFTER THE FIELD TRIP

- Review with your students what they learned in the exhibit. What stood out to them? Did their perception of opioid use disorder change? If so, how and why? Have students reflect on the big questions. Responses could be in the form of class discussion, art project, essay, etc.
- Have students list and display healthy alternatives to dealing with stress and anxiety. Why is this important in the prevention of substance use disorder?
- Encourage students to consider empathy and resilience and its role in this current crisis.
- Ask students to reflect on what they can do. What is in their power to help themselves and help others?

TIPS FOR CHAPERONE

- Students must be accompanied by a chaperone at all times, regardless of grade level.
- You will serve as a first line of support for the students and they will follow your lead.
- Remind students of appropriate field trip behavior: walking feet, inside voices, share the space, and stick with the group.
- It is okay to not know the answer! If you are asked a question you aren't sure how to answer, tell them you will find out together or write it down for when they return to the classroom. An ISM team member in a blue polo shirt can also help at any time.
- Some content in the FIX exhibition may be hard for some students to process. They may react with laughter, jokes, tears, silence, etc. This laughter can be a way for them to handle and process the content. Simply asking a student, "What do you think about this information?" can allow that student an opportunity to discuss while taking the focus away from their laughter. It is also okay to acknowledge that this is hard information and sometimes we react in different ways until we can process it.

THANKS TO OUR SUPPORTERS:

