

HIGH
SCHOOL

COUNTERFEIT DRUGS: CREATING A
COMMUNITY AWARENESS CAMPAIGN

DIGITAL LESSON
EDUCATOR
GUIDE

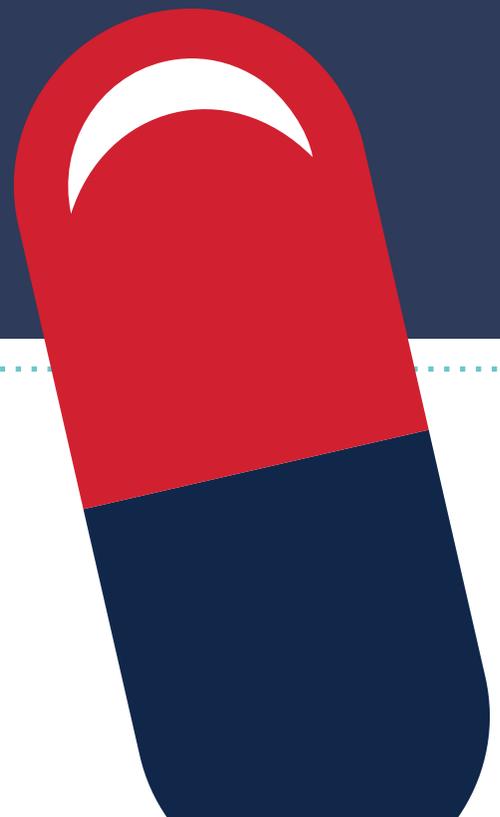


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INTRODUCTION

COUNTERFEIT DRUGS: CREATING A COMMUNITY AWARENESS CAMPAIGN

OVERVIEW

This Digital Lesson Bundle (DLB) is for Grades 9–12. The bundle focuses on how individual decisions can impact a community as a whole and provides students an overview of building a community awareness campaign around counterfeit drugs. The DLB will apply the Ask, Analyze, Apply, Act strategy with a specific view of the impact of counterfeit drugs on Native American communities and how these communities are responding. The focus begins with asking, “How can an individual’s decision to take counterfeit drugs impact all aspects of society?” The Native focus on relationships between the individual and the community is embedded into the data and narratives that students analyze and apply to their own community relationships. The final takeaway for students is to think critically about how they can develop and enact an awareness campaign at the school or community level.

TIME

Three 60-minute class periods

GRADE LEVEL

9–12

OBJECTIVES

Students will:

- Utilize the Ask, Analyze, Apply, and Act strategy to prepare for building a community awareness campaign.
- Analyze multiple print and mixed media sources for statistics and data on counterfeit drugs to answer a research question.
- Explore an individual’s connectedness and relationship to all aspects of nature, community, and broader society.
- Identify elements and examples of a community awareness campaign to highlight the effects that using counterfeit drugs could have on that community.

MATERIALS

Day 1

- Handout 1: Article—Detroit drug pipeline targets North Dakota Native Americans
- Handout 2: Article—Overdose deaths cost US \$1 trillion annually
- Handout 3: Article 3—Sharp Increase in Fake Prescription Pills Containing Fentanyl and Meth
- Handout 4: Analyze: Research Questions

Day 2

- Handout 5: Community Connections: Social Issues Wheel
- Handout 6: Community Connections Reflection

Day 3

- Handout 7: Components of a Community Campaign
- Handout 8: Brainstorming a Community Awareness Campaign

BACKGROUND

The use of counterfeit drugs laced with deadly doses of fentanyl is a serious national problem that affects the health, social and economic welfare of communities. In 2021, there were approximately 268 drug overdose deaths per day in the United States, with 75% of those deaths related to opioids in general and 64% involved synthetic opioids such as fentanyl. About 59.3 million people used illicit drugs in 2020, while nearly one in six teens say they have used prescription medicine at least once in their lifetimes to get high. To address this complex problem, federal agencies are working to inform patients, parents, teens, pharmacists, and educators about the dangers of opioid misuse.

INTRODUCTION

COUNTERFEIT DRUGS: CREATING A COMMUNITY AWARENESS CAMPAIGN

No community is immune to the dangers of counterfeit drugs, though some communities struggle more than others. For example, Native American communities have higher addiction and death rates due to the use of counterfeit drugs and the easy access to these drugs in Native communities (National Institute on Drug Abuse, 2018). To build awareness and counteract the rising deaths, Native communities are relying on cultural practices and traditional perspectives of wellness to rebuild community and a sense of belonging for young people. Native American culture and language are directly connected to identity and emotional and mental health. In this Digital Lesson Bundle, students will gain a deeper understanding of the counterfeit drug epidemic and view several examples of how Native communities are using culture as a preventative method through community campaigns. Awareness campaigns and a focus on culture and community can be effective methods for any community that desires to counteract the negative impacts of counterfeit drugs.

SETTING UP NORMS / RULES

It is a good idea before starting Counterfeit Drugs sessions with high school students to set up norms or rules for the lessons. Norms are standards or procedures that your class will follow while they are participating in the Operation Prevention sessions. You may already have established class rules/norms and may choose to incorporate them into these sessions as well. However, you will want to consider adding some additional norms due to the more sensitive information that these sessions will discuss. Here are a few suggested norms you may want to consider:

- We value participation by everyone.
- We are open to hearing opinions that may be different than ours.
- We will respect what others have to share and allow them to share it without judgement.

- What we share will be kept confidential.
- We will not use names when sharing stories.

With all material used in the classroom, be sure to review videos and articles before showing to your class. Some videos and articles may touch on sensitive topics for students and may need additional supports or preparation to ensure students get the most out of the resource.

Note: *In the case of mandated reporting issues, we recommend you follow your school or organizational guidelines and make sure that students are aware of them.*

ADDITIONAL RESOURCES FOR THE TEACHER

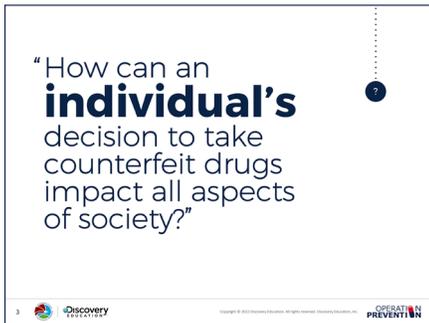
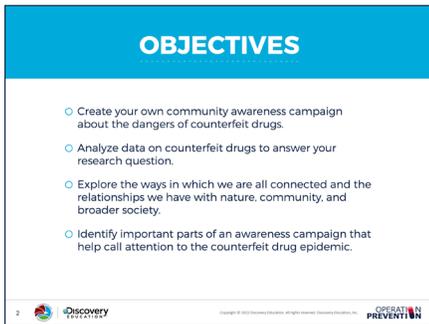
This Digital Lesson Bundle provides an entryway for viewing examples of community campaigns for substance misuse awareness, as well as an introduction to creating a campaign. To extend the campaign work for students, teachers may want to extend the days or provide students with a project guide for creating their campaign outside of class. For more resources on creating effective campaigns, please visit www.rock-your-world.org

DAY 1 LESSON 1



SLIDES 1-3 TITLE SLIDE, OBJECTIVES, AND ESSENTIAL QUESTION

1. Introduce the lesson and discuss the objectives with students. If students have engaged with the video series for the Counterfeit Drugs campaign, this is an opportunity to ask for reflections on what they know already about counterfeit drugs or what they learned from the videos and activities.
2. For slide three, share with students that by the end of the lesson series, they will be better prepared to answer the “Ask” essential question: “How can an individual’s decision to take counterfeit drugs impact all aspects of society?”



DAY 1 LESSON 1

DAY 1: Community Impacts of Counterfeit Drugs

Think about all the communities or groups to which you belong.



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DAY 1: Ask & Analyze

Ask How can an individual's decision to take counterfeit drugs impact all aspects of society?

Analyze Research Sources for information on community impact of Counterfeit Drugs.

Apply

Act

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OPERATION PREVENTION

SLIDE 4-5 THE ASK & OUR STRATEGY

3. Ask your students to quickly brainstorm a list of communities that they belong to. Some students may benefit from clarification that communities can be a place in which they live, groups that they spend time with, or clubs, organizations, or activities they participate in.
4. Explain that Ask, Analyze, Apply, & Act is a strategy for researching information and using that to consider applications or solutions to address a problem. Then, they can act on that solution. During the 3 days of lessons, students use the strategy to get to the planning phase of the Act stage.

DAY 1 LESSON 1

ANALYZE: Let's Research

- What are the community impacts of counterfeit drugs?
- Our Sources:
 - Detroit drug pipeline targets North Dakota Native Americans. How they're fighting back (Courier Journal)
 - Overdose deaths cost US \$1 trillion annually, bipartisan report finds (ABC News)
 - Sharp Increase in Fake Prescription Drugs Containing Fentanyl and Meth (DEA)



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SLIDE 6 ANALYZE

5. Introduce the mini-research activity and provide all 4 handouts for this lesson to students.
 - Handout 1: Article 1—Detroit drug pipeline targets North Dakota Native Americans
 - Handout 2: Article 2—Overdose deaths cost US \$1 trillion annually
 - Handout 3: Article 3—Sharp Increase in Fake Prescription Pills Containing Fentanyl and Meth
 - Handout 4: Analyze—Research Questions
6. In this activity students will use 3 articles to answer the research questions on **Handout 2: Analyze: Research Questions**.
7. This research activity is best done through collaborative or cooperative groups. These options would allow small groups to do deep dives into one article and share their information with the class. For example, this could take place by:
 - Dividing the class into small groups. The number of students per group should be as even as possible.
 - These will be the home groups for students. Within each group, number students starting with 1 to 5 or the number of articles that students will read. These will become the working groups for each article.
 - Students will relocate to their working groups by number. Be sure that each article is assigned a number that matches to a working group.
 - Once students are in their working groups, deep dive into their article to answer the questions on Handout 2. The goal is to become better informed based on the information in the article.
 - Then, students return to their home groups and take turns sharing what they learned to add additional answers to Handout 2.
8. Once students have completed their sharing out in their home groups, bring students back for a short debrief of the activity and provide any additional thoughts or ideas that may not have been expressed. (see Notes for the Teacher below)

Notes for the teacher: *The essential question is designed to bring students to the realization that the decision to take a counterfeit drug can have a range of consequences including death. The loss of even one person has social, mental, and physical consequences that ripple through communities and across the globe. The death of an*

DAY 1 LESSON 1

REFLECT & RESPOND

- Using all of the information gathered from today's research, begin to answer the essential question.

"How can an **individual's** decision to take counterfeit drugs impact all aspects of society?"



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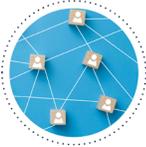
SLIDE 7 REFLECT & RESPOND

- The objective for this activity is for students to utilize the provided sources to list how counterfeit drugs can impact an individual and a community in different ways. Once the cooperative learning activity is completed, students will discuss what they have gathered so far to answer the essential question: "How can an individual's decision to take counterfeit drugs impact all aspects of society?"

DAY 2 LESSON 2

DAY 2: Community Connection

"How can an **individual's** decision to take counterfeit drugs impact all aspects of society?"



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DAY 2: Apply

- Ask** ○ "How can an individual's decision to take counterfeit drugs impact all aspects of society?"
- Analyze** ○ Research Sources for information on community impact of Counterfeit Drugs.
- Apply** ○ Complete Social Issues Wheel by applying learning from our research.
- Act**

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SOCIAL ISSUES WHEEL



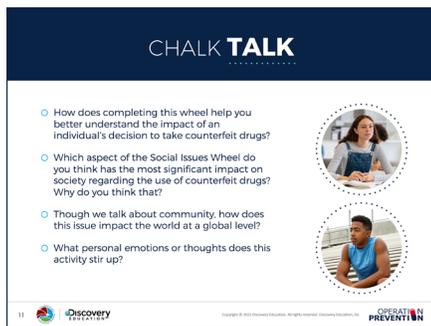
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SLIDE 8-10 APPLY: COMMUNITY CONNECTIONS

10. Open Day 2 with Slide 6 and remind students of the essential question. This could also be a brief opportunity to reflect on learning or lingering questions from the previous day/lesson.
11. Review the Ask, Analyze, Apply, & Act strategy. Tell students that they will move to the Apply stage in today's lesson.
12. Give students Handout 5: Social Issues Wheel. This provides students time to think about how the loss of one person due to counterfeit drugs can impact all aspects of society: community, national, global, environmental, economic, social, spiritual, and political levels. This is a critical thinking activity. One option could be to provide students 5–10 minutes for independent work before opening it up to pairs or small group discussion.
13. The lesson and activity are geared towards building empathy and understanding for how decisions impact more than one individual. This also helps students expand their understanding of impact. Listen for elements of this in student discussion and see if there are ways to bring out empathy in the following Chalk Talk activity or debrief.

Notes for the teacher: *This is an opportunity to probe with students how deeply impactful a person's loss is for society—the economic impact alone has rippling effects, not to mention the emotional trauma for the community. These changes are permanent and often go unnoticed until more and more losses are compounded. There is also the link to supply and demand. The decisions to use these drugs encourage dealers to make and sell more which exacerbates the rate of usage and loss. We recommend having a mental health professional from the school or community available to support students during or after this conversation as it can elicit strong emotions or be an emotional trigger to past trauma.*

DAY 2 LESSON 2



CHALK TALK

- How does completing this wheel help you better understand the impact of an individual's decision to take counterfeit drugs?
- Which aspect of the Social Issues Wheel do you think has the most significant impact on society regarding the use of counterfeit drugs? Why do you think that?
- Though we talk about community, how does this issue impact the world at a global level?
- What personal emotions or thoughts does this activity stir up?

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SLIDE 11 CHALK TALK

- 14.** To debrief the Social Issues Wheel activity, teachers can hold a discussion technique such as a Chalk Talk. This is a silent or quiet discussion protocol that ensures all students can share ideas and feedback.
- 15.** Here is an example of the protocol and you can watch a [Chalk Talk example from Expeditionary Learning](#).

 - Explain to students that Chalk Talk is a silent activity. However, students can add notes or comments to the questions as they wish. This can be in the form of comments, questions, creative responses, doodles—anything that helps them represent how they feel/think.
 - The focus questions should be written on a white board or chart paper and posted where students can move around to answer them. Students should either have post-it notes and a writing utensil or a marker.
 - Students move around the room and answer questions or respond to other students by drawing connecting lines to the questions or comments and leaving their responses. Students may want to move around multiple times to have the opportunity to respond to new notes.
 - The teacher plays the role of the facilitator, and the level of involvement can influence its outcome. The teacher can either remain hands off or expand on student thinking by commenting and adding ideas. Being an active participant can help ensure students are expanding on other comments.
- 16.** For this Chalk Talk, you can use the recommended questions below or create others that are more relevant to your students and community.

 - How does completing this wheel help you better understand the impact of an individual's decision to take counterfeit drugs?
 - Which aspect of the Social Issues Wheel do you think has the most significant impact on society regarding the use of counterfeit drugs? Why do you think that?
 - Though we talk about community, how does this issue impact the world at a global level?
 - What personal emotions or thoughts does this activity bring to mind?

DAY 2 LESSON 2

REFLECT & RESPOND

- After today's discussion, add more to your answers for the essential question:

"How can an **individual's** decision to take counterfeit drugs impact all aspects of society?"



SLIDE 12 REFLECT & RESPOND

17. Wrap up the lesson by returning to the essential question. Ask students to add answers that they gathered from Day 2 lesson activities. This is an opportunity to ask students if/how their perspectives on the impact of counterfeit drugs or other substance misuse are changing or broadening.
18. As students prepare to finish class, have them complete the Reflect & Respond questions on Handout 6 in class or for homework.
 - What is your own connection to your communities? What impact (positive or negative) could you have on your local and global communities?
 - How does this lesson help you better understand the negative impacts of counterfeit drugs across communities?

DAY 3 LESSON 3

DAY 3: Community Awareness Campaign

- Ask**
 - How can an individual's decision to take counterfeit drugs impact all aspects of society?
- Analyze**
 - Research Sources for information on community impact of Counterfeit Drugs.
- Apply**
 - Complete Social Issues Wheel by applying learning from our research.
- Act**
 - Brainstorm a campaign to bring awareness to the dangers of Counterfeit Drugs.

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SLIDE 13 ACT: COMMUNITY AWARENESS CAMPAIGN

19. Open the lesson with a review of Ask, Analyze, and Apply that students have already worked through. Tell students that today they will move to the Action level. They will brainstorm a campaign to bring awareness to the dangers of counterfeit drugs.

BUILDING A COMMUNITY AWARENESS CAMPAIGN

Culture as Prevention in Anadarko, Oklahoma VIDEO

Placeholder

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SLIDE 14-15 BUILDING A COMMUNITY AWARENESS CAMPAIGN

20. Introduce today's Act focus on brainstorming a community awareness campaign as students seek to answer, "How can I make a difference in my community and educate others on the dangers of counterfeit drugs?"

21. Show Video 4 "Cultural Solutions" from the Counterfeit Drugs series. This video provides a closer look at the partnership between the Wichita and Affiliated Tribes and Anadarko Public Schools in Oklahoma formed to use culture as a preventative method against substance misuse and counterfeit drugs. This is one example of how a community developed a cultural-based campaign to counteract a substance misuse problem.

22. Ask students to identify the components of the campaign and how they are or could be a successful approach?

23. Students can also view additional examples of Native-led community campaigns below:

- [WeRNative Impact Stories](#)
(examples of various community initiatives)
- [White Bison: Culturally-based Healing to Indigenous People](#)

BUILDING A COMMUNITY AWARENESS CAMPAIGN

- Identify a social issue to address
- Determine your audience and goals
- Identify specific actions
- Do research as needed
- Create images or a slogan
- Determine your action steps
- Gather community members
- Create materials to share
- Organize events to spread awareness

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Notes for the teacher: *The activity guide for Video 4 focuses on the cultural value of belonging and how a strong sense of belonging can help young people make better choices about substance misuse. This value of belonging closely connects with the idea of community and interconnected impact demonstrated across these lessons.*

24. Refer to **Handout 7: Components of a Community Campaign**. Ask students if they can define "campaign" as they have most likely heard it before. Direct their attention to Handout 7: "A course of action that is carefully and strategically planned to bring about change or awareness of an issue. Most campaigns

DAY 3 LESSON 3

are done in collaboration with a community and follow a specific goal or course of action that involves looking at where you are now and where you want to be after the campaign.”

25. Talk students through Handout 7 and Slide 14 and explain the recommended process for building a campaign. As you talk through the materials that can be used, ask students to identify other campaigns they may have seen in their community and what materials those used. Explain that they will begin brainstorming their own plan for a campaign and choose the material/resource they want to use to spread awareness.
26. Provide **Handout 8: Building a Community Awareness Campaign**. Direct students to the question, “How can I make a difference in my community and educate other on the dangers of counterfeit drugs?” Walk them through the handout and then allow 20–25 minutes for students to begin their planning. This is the last day of this lesson series, but we recommend that students complete their campaign material or collaborate as a class to fully run a campaign.
27. As the lesson comes close to an end, have students share out the ideas they have so far for their campaigns.

FINAL DISCUSSION

○ After today's discussion, add more to your answers for the essential question:

"How can an **individual's** decision to take counterfeit drugs impact all aspects of society?"



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SLIDE 16 REFLECT & RESPOND

28. Wrap up the lesson by returning to the essential question. Ask students to add any final answers that they gathered from the lesson activities. This is an opportunity to ask students if/how their perspectives on the impact of counterfeit drugs or other substance misuse have changed significantly.

ARTICLE 1: DETROIT DRUG PIPELINE TARGETS NORTH DAKOTA NATIVE AMERICANS

Detroit drug pipeline targets North Dakota Native Americans. How they're fighting back.

Story by Beth Warren, [courier-journal.com](https://www.courier-journal.com)

Investigators held up a sheet to cover the ashen face of the young Native American woman, while Rhonda Packineau confirmed the victim was her 21-year-old daughter, Cheyenne. The 6-foot-2 basketball standout's left forearm displayed "Kasten," the name of her 1-year-old son, inked in black Old English font. Cheyenne named him for her favorite court move, "casting" three-pointers.

Her talent playing for the high school in the town of Parshall, on the Fort Berthold Indian Reservation, secured Cheyenne a college scholarship. But sports injuries led to a pain pill addiction that ultimately cut short her studies—and eventually, her life. Cheyenne's doctor first prescribed opioids years ago, before physicians and patients understood the addiction risks. Once Chey was hooked, she easily found illegal drugs in Bismarck and on the reservation, a two-hour drive northwest of the city.

Both areas are largely supplied by dealers from the Detroit area who get their drugs from Mexican cartels that are flooding the U.S. every year with thousands of kilos of methamphetamines, heroin, cocaine, and fentanyl. "The biggest problem we're experiencing is the Detroit connection, Detroit gangs," Bismarck Police Deputy Chief Randy Ziegler said, blaming that pipeline for 70% of the city's counterfeit drugs containing deadly fentanyl. "We knock off two, and four more come."

Cheyenne and hundreds of other Native Americans in North Dakota have been ensnared by Detroit traffickers, who set up a drug pipeline more than a decade ago targeting North Dakota cities and reservations, according to tribal police and a supervisor with the U.S. Drug Enforcement Administration. It started with a few Michigan men who were visiting the remote area and saw an opportunity: fewer police, fewer armed competitors and rampant addiction generating plenty of customers ready to spend royalty money from the state's oil boom.

Dawn White, a 45-year-old tribal drug agent who grew up on the reservation, teamed with Cheyenne's parents to get the young woman into treatment and has made it her mission to target those supplying the deadly drugs killing so many people there. In the past few years, DEA agents say the danger has intensified as traffickers began cutting drugs with the opioid fentanyl, America's most potent killer—and the drug that took Cheyenne's life.

Often, fentanyl is pressed into counterfeit drugs dyed to mimic prescription pain tablets. An estimated 80%–90% of the reservation's counterfeit drugs originate from Michigan, mainly Detroit and its suburbs, according to Angela von Trytek, who oversees DEA operations in North Dakota.

She said Detroit dealers typically get fentanyl from Mexican cartel members, picking up the drugs in border states. Neither the DEA nor tribal police could say which cartel is supplying the drugs that ultimately end up on the reservation and surrounding cities. But DEA reports show that the majority of fentanyl in the U.S. is coming from two cartels: Sinaloa, once headed by infamous boss "El Chapo," and the ruthless *Cártel Jalisco Nueva Generación* or CJNG, based in Guadalajara.

Both are billion-dollar organizations with an army of followers that outnumbers agents with the DEA and a reach across the globe. Both have hubs in Detroit. A special investigative report by *The Courier Journal* in 2019 detailed CJNG's surprising reach into small-town America, devastating families and communities while its leader, known as "El Mencho," remains a top and elusive U.S. target.

The allure of new money attracts drug trade

The Fort Berthold reservation is home to an estimated 5,628 enrolled members of the MHA Nation, which includes members of Mandan, Hidatsa and Arikara, known as the Three Affiliated Tribes.

They're spread over a million acres and live in small towns in the middle of open green plains with roaming cattle, golden wheat fields, yellow canola fields, and rocked buttes.

The reservation sits on the Missouri River and stretches across a million acres, crossing the border of six counties, so tribal police and local sheriffs must cooperate to fight the influx of drugs.

The Tribal Business Council is based just outside New Town, a community of less than 3,000 that attracts gamblers to its casino and hikers and boaters to its parks and 180-mile-long Lake Sakakawea.

Nearby, oil rig sites punctuated by neon flares lure outsiders with more sinister motives.

Traffickers are particularly drawn to Fort Berthold. An oil boom means tribal members have royalty money to spend and the Detroit dealers can blend in on the reservation amid a bevy of diverse workers brought in to extract and carry off the oil.

"It's a tempting target, a big target," said Bismarck defense attorney Kent Morrow, who has defended suspected traffickers. "Lots of money, lots of cash."

..."The illegal drug trade is so devastating," said MHA Nation Chairman Mark Fox, an attorney and U.S. Marine Corp veteran. Traffickers "have destroyed many of our families."

Fox persuaded tribal leaders to create their own version of the DEA on the Fort Berthold Indian Reservation in 2015, called the Division of Drug Enforcement.

...Along with the increasing enforcement, the tribe built a residential recovery center in Bismarck in 2018. It incorporates the Three Affiliated Tribes' culture through customs such as smudging and sweats in an effort to strengthen the spiritual foundation of those in recovery.

Many of those recovering at the center were arrested by Dawn White, who nudged them into treatment.

But, as she knows too well, many die before getting the chance to recover.

'A lot of love and frustration'

Cheyenne Marie Packineau's abrupt downfall illustrates how drugs shatter potential and threaten the community's future.

In 2015, she was the district's Senior Athlete of the Year.

By 2017, she was in the grip of addiction.

By 2018, she was dead.

ARTICLE 2: OVERDOSE DEATHS COST US \$1 TRILLION ANNUALLY

Overdose deaths cost US \$1 trillion annually, bipartisan report finds

By Quinn Owen

February 8, 2022

The drug overdose epidemic in the United States, now primarily driven by synthetic opioids like ultra-deadly fentanyl, costs the nation roughly \$1 trillion a year, according to a new bipartisan congressional report released Tuesday.

“Whether measured in lives or in dollars, the United States’ drug overdose epidemic should shock everyone,” the report reads. “It is unacceptable.”

The report provides a unique level of comprehensive review into the opioid epidemic, with particular emphasis on the need to improve mental health services and expand health care access for those suffering from addiction.

A White House Council of Economic Advisers assessment pegged the cost of the opioid epidemic at \$700 billion three years ago. The new report derives the new \$1 trillion estimate based on the increase in overdose deaths seen since 2018.

Drug overdose deaths have more than doubled in recent years, from about 44,000 in 2013, to more than 100,000 between May 2020 and April 2021. Overdose incidents are responsible for more deaths in the U.S. each year than firearms, suicide, homicide, or car crashes, according to the report.

When it comes to understanding the demand for synthetic opioids, the report’s authors wrote: “Authorities are largely flying blind.”

“The United States does not have the data infrastructure to adequately measure the amount of illegally manufactured synthetic opioids consumed in the United States or the number of people who use them,” the report reads.

Tracking fentanyl is difficult, especially when it comes mixed with other substances, including counterfeit pills, which users might not know are fake.

A series of target raids done across the U.S. last year as part of a new crackdown on counterfeit prescription medication resulted in the seizure of 1.8 million fake pills, and authorities saw increases in the number that contained fentanyl, according to the Drug Enforcement Administration. The number of fentanyl-laced pills seized during the enforcement push at the time was enough to kill 700,000 people.

“The United States has never experienced such a rapid and unprecedented shift in illegal drug markets, especially a shift that is causing so much death,” the report reads.

Rep. David Trone, D-Md., and Sen. Tom Cotton, R-Ark., chair the bipartisan commission that produced the over 500-page report. Combating the opioid epidemic is personal for Trone, as his 24-year-old nephew died from a fentanyl overdose in 2016. It was that family tragedy what has fueled his continued work on the issue.

“We’ve got to put names behind these statistics, because we’re numbed,” Trone said. “We just hear these big numbers.” Transnational criminal organizations rely on raw materials sourced from China and trafficking routes through Mexico to maintain an expansive supply chain which has funneled fake versions of Oxycontin, Vicodin and Xanax, or stimulants like Adderall.

“The cartels are entrepreneurs and are phenomenally powerful with \$100 billion-plus business and they have really shaped their drug to fit the American market,” Trone said.

A significantly greater level of potency, about 50 times that of heroin, combined with being relatively easy to manufacture, makes fentanyl an attractive product for drug traffickers. Counterfeit versions of real prescription drugs also create challenges in identifying the scope of the demand

and marshaling resources for treatment, according to the congressional report.

“It’s incomprehensible that our government’s reaction has been so inadequate,” Trone said.

The report recommends elevating the head of the White House Office of National Drug Control Policy to a cabinet level position and empowering the office to analyze trends and respond to threats more quickly.

This week, the DEA announced the launch of a new enforcement initiative aimed at dismantling illicit drug trafficking networks in communities across the country. A majority of the networks already identified by the DEA are known for distributing fentanyl or methamphetamines.

“DEA will bring all it has to bear to make our communities safer and healthier, and to reverse the devastating trends of drug-related violence and overdoses plaguing our Nation,” the agency’s chief administrator, Anne Milgram, said Monday.

But the new congressional report is clear to emphasize the need for a public health solution as well. Methadone and buprenorphine, two treatment medications designed to reduce opioid cravings and withdrawal symptoms, are identified as two of the most effective intervention methods.

[Overdose deaths cost US \\$1 trillion annually, bipartisan report finds—ABC News \(go.com\)](#)

ARTICLE 3: SHARP INCREASE IN FAKE PRESCRIPTION PILLS CONTAINING FENTANYL AND METH BY DRUG ENFORCEMENT ADMINISTRATION

DEA Warns that International and Domestic Criminal Drug Networks are Flooding the United States with Lethal Counterfeit Pills

September 27, 2021—The Drug Enforcement Administration warns the American public of the alarming increase in the lethality and availability of fake prescription pills containing fentanyl and methamphetamine. International and domestic criminal drug networks are mass-producing fake pills, falsely marketing them as legitimate prescription pills, and killing unsuspecting Americans. These counterfeit pills are easy to purchase, widely available, and often contain deadly doses of fentanyl. Pills purchased outside of a licensed pharmacy are illegal, dangerous, and potentially lethal. This alert does not apply to legitimate pharmaceutical medications prescribed by medical professionals and dispensed by pharmacists.

DEA and its law enforcement partners are seizing deadly fake pills at record rates. More than 9.5 million counterfeit pills were seized so far this year, which is more than the last two years combined. Officials report a dramatic rise in the number of counterfeit pills containing at least two milligrams of fentanyl, which is considered a deadly dose. The number of DEA-seized counterfeit pills with fentanyl has jumped nearly 430 percent since 2019, a staggering increase. DEA laboratory testing further reveals that today, two out of every five pills with fentanyl contain a potentially lethal dose. Additionally, methamphetamine is increasingly being pressed into counterfeit pills.

Some of the most common counterfeit pills are made to look like prescription opioids such as oxycodone (Oxycontin®, Percocet®), hydrocodone (Vicodin®), and alprazolam (Xanax®); or stimulants like amphetamines (Adderall®). Fake prescription pills are widely accessible and often sold on social media and e-commerce platforms—making them available to anyone with a smartphone, including teens and young adults. These counterfeit pills have been seized by DEA in every U.S. state, and in unprecedented quantities.

Drug traffickers are using fake pills to exploit the opioid epidemic and prescription drug misuse in the United States, bringing overdose deaths and violence to American communities. According to the Centers for Disease Control and Prevention, last year more than 93,000 people died of drug overdoses in the United States, marking the largest number of drug-related deaths ever recorded in a year. Fentanyl, the synthetic opioid most commonly found in counterfeit pills, is the primary driver of this alarming increase in overdose deaths. Drug trafficking is also inextricably linked with violence. This year alone, DEA seized more than 2700 firearms in connection with drug trafficking investigations—a 30 percent increase since 2019. DEA remains steadfast in its mission to protect our communities, enforce U.S. drug laws, and bring to justice the foreign and domestic criminals sourcing, producing, and distributing these deadly fake pills. The only safe medications are ones prescribed by a trusted medical professional and dispensed by a licensed pharmacist. Any pills that do not meet this standard are unsafe and potentially deadly. DEA has launched the public awareness campaign, One Pill Can Kill, to educate the public on dangers of counterfeit pills and how to keep Americans safe. For more information, visit [DEA.gov/onepill](https://www.dea.gov/onepill).

The Drug Enforcement Administration ensures the safety and health of the American public by fighting against violent criminal drug networks and foreign cartels trafficking in illicit drugs. To accomplish that mission, the Drug Enforcement Administration employs approximately 10,000 men and women throughout the world—Special Agents, diversion investigators, intelligence analysts, and chemists—across 239 domestic offices in 23 U.S. divisions and 91 foreign offices in 68 countries.

ANALYZE: RESEARCH QUESTIONS

Essential Question: As you analyze the sources how counterfeit drugs impact communities, collect information to answer the following questions. These will aid you in answering the essential question, **“How can an individual’s decision to take counterfeit drugs impact all aspects of society?”**

Which communities are affected by the counterfeit drug epidemic? Are some communities affected more than others?

What are the economic effects or some of the cost factors connected to the counterfeit drug epidemic?

How are personal or community relationships impacted?

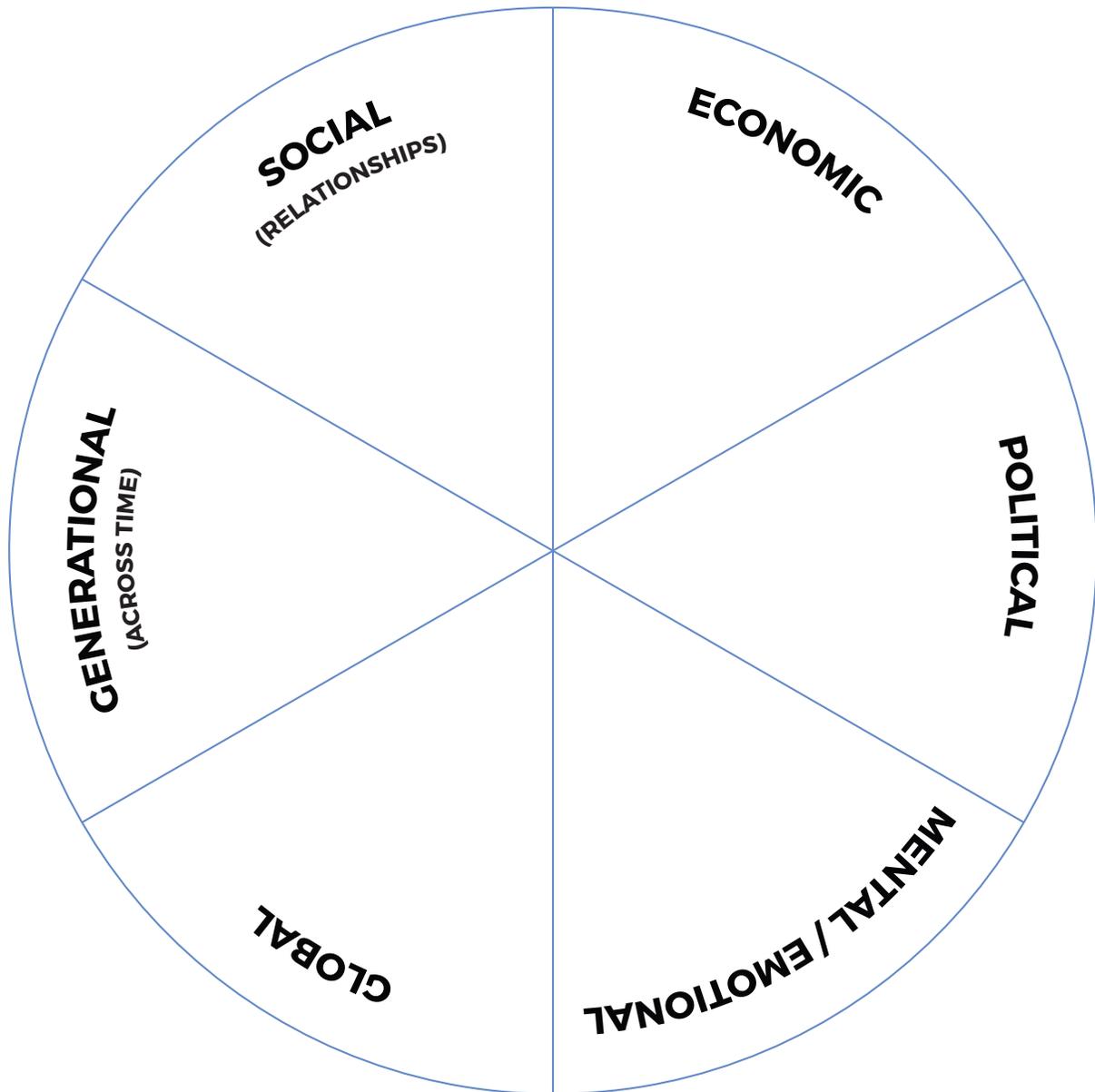
How has the counterfeit drug epidemic impacted health management services or emergency responders?

What organizations are working to counteract or fight against the counterfeit drug epidemic?

What statistic or story impacted you the most from across the sources?

COMMUNITY CONNECTIONS: SOCIAL ISSUES WHEEL

Directions: Consider how the counterfeit drug epidemic has an impact on social, economic, political, mental/emotional, global, and generational aspects of society. List your thoughts in each of the sections of the chart.



Additional Notes

REFLECT AND RESPOND

Directions: Reflect on the activities and discussion in today's lesson. Share your reflections to the questions below.

Reflection: What is your own connection to your communities? What impact (positive or negative) could you have on your local and global communities?

How does this lesson help you better understand the negative impacts of counterfeit drugs across communities?

BUILDING A COMMUNITY AWARENESS CAMPAIGN

What is a campaign?

A course of action that is carefully and strategically planned to bring about change or awareness of an issue. Most campaigns are done in collaboration with a community and follow a specific goal or course of action that involves looking at where you are now and where you want to be after the campaign.

Suggested Steps to Building a Campaign

1. Identify the social issue you want to address (be as specific as you can)
2. Determine your audience and goals
3. Identify specific actions that people can do to bring about change
4. Check your facts or do research as needed
5. Create images or a slogan that people will recognize
6. Determine your action steps
7. Gather people or community members to help you
8. Create materials to pass out or share during your campaign
9. If needed, organize events to spread awareness

Campaign Material Ideas

- Banners
- Posters
- Flyers
- Brochures
- Pamphlets
- Public Service Announcements
- Advertisements
- T-shirts
- Buttons
- Stickers
- Letters
- Social Media Posts

BRAINSTORMING GUIDE FOR A COMMUNITY CAMPAIGN

Ask	How can I make a difference in my community to convince others about the dangers of counterfeit drugs?
Analyze	What data or information from my research is driving my community campaign?
Apply	What community will be the intended audience of my campaign?
	What direct outcomes do I hope to achieve?
Act	What material will I use for my community campaign (poster, flyer, public service announcement, etc.)?
	How can I use the culture and resources in my community to build and support my campaign?
	Who in my community should help me plan or lead my campaign?

NATIONAL STANDARDS

This lesson plan has been developed based on the following national standards:

English Language Arts Common Core State Standards

- Reading—Key Ideas and Details:
R.1: Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
- Reading—Integration of Knowledge and Ideas:
R.7: Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
- Writing—Research to Build and Present Knowledge
W.7: Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.
- Speaking and Listening—Comprehension and Collaboration:
—SL.1: Prepare for and participate effectively in a range of conversations and collaboratives with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
—SL.2: Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

National Health Education Standards

- Standard 2: Students will analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors.
- Standard 4: Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.
- Standard 8: Students will demonstrate the ability to advocate for personal, family, and community health.