

# Rx for Understanding:

## Be Smart about Prescription Drugs



### Educator's Resource Guide



Prescription Drugs:

**Proper Use**

**Misuse**

**Abuse**

Easy-to-use,  
standards-based,  
cross-curricular  
lessons for grades 5 – 8



**NEA Health Information Network**

*Safe and Healthy Schools... A Basic Right for All*



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# Welcome

## Dear Educator,

Thank you for your commitment to educating your students about the crucial health issue of prescription drug **abuse**. The Office of National Drug Control Policy calls prescription drug **abuse** “the Nation’s fastest-growing drug problem.” The U.S. Centers for Disease Control and Prevention has classified prescription drug **abuse** as an epidemic. The problem of prescription drug **misuse** and **abuse** is particularly alarming among young people.

Every day for the first time, an average of 2,000 teenagers use prescription drugs without a doctor’s guidance. More teenagers are abusing prescription drugs than cocaine, heroin, and methamphetamine combined. One in four teens report that they have taken a prescription drug that was not prescribed for them. Sixty percent of teens who have reported abusing prescription pain medications did so before age 15. We must act now!

One of the most significant (and preventable) causes of prescription drug **misuse** and **abuse** among youth is a lack of knowledge and understanding about the importance of **proper use**. Forty-one percent of teens believe that it is safer to get high using a prescription drug than it is with a drug such as marijuana or cocaine. Teenagers believe that since prescription drugs are given by doctors, they must be safe. We need to help build an understanding that this perceived safety is predicated on **proper use**. The objective of this resource is to change the way adolescents and teens view prescription drugs, ensuring that they know the value of **proper use** and the dangers of **misuse** and **abuse**.

As an educator, you have a unique opportunity to educate your students about their health and the importance of proper prescription drug use in a way that is meaningful and memorable. We thank you for the opportunity to assist you with this mission! We also thank Purde Pharma L.P. for their support of this project through an educational grant.

Sincerely,

NEA Health Information Network

Every day for the first time, an average of **2,000** teenagers use prescription drugs without a doctor’s guidance.

**1** in **4** teenagers report that they have taken a prescription drug not prescribed to them by a doctor at least once in their lives.

# How to Use This Resource Guide

## STEP 1 Explore the Issue

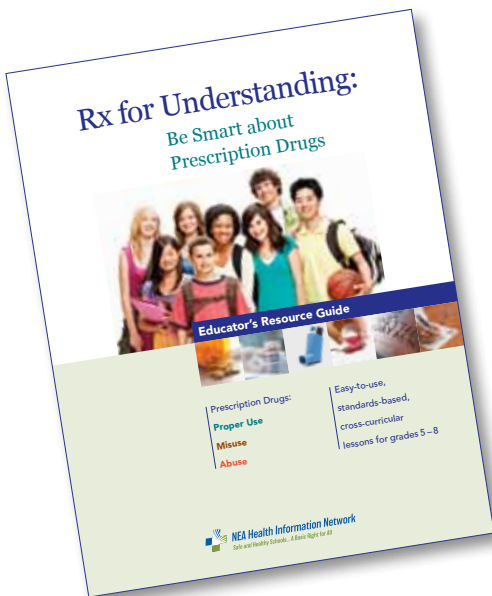
Expanding your own background knowledge is the best way to convey essential messages to your students. You can start by reading the Teacher Background section included with this resource. We also provide additional sources to help you and your students learn even more.

## STEP 2 Know the Resource Guide

Become familiar with the structure of this resource guide. The needs for this type of material will vary greatly throughout the country. This resource can easily be adapted to match what you are looking for. It offers educators the versatility of use in multiple subject areas, as either the main source of instruction or as a supplement to an existing curriculum about health and/or substance **abuse**. It was developed by a team of education professionals and vetted by seasoned teachers through an extensive multi-phase field testing process. We look forward to hearing your additional feedback at [www.neahin.org/rxforunderstanding](http://www.neahin.org/rxforunderstanding).

This guide contains five sequenced lessons geared for grades 5–6 and five sequenced lessons geared for grades 7–8. Each set of sequenced lessons acts as a mini-unit. Each grade level based mini-unit focuses on the same five lesson themes: (1) relating the issue of prescription drug safety to overall health; (2) understanding **proper use**; (3) understanding **misuse**; (4) understanding **abuse**; and (5) conducting an application-based culminating project.

The lessons in this guide represent a cross-curricular approach to teaching with a concentrated emphasis on national education standards, including the National Health Education Standards and the Common Core State Standards for English Language Arts and Mathematics. The lessons can be reorganized to match your own curriculum standards. You may be looking for an opportunity to integrate the topic of prescription drugs into a particular content area. The Meeting National Education Standards chart on page 114 – 119 can help you to do so.







### **STEP 3** Prepare the Lessons

No matter how you intend to address the topic of the **misuse, abuse,** and **proper use** of prescription drugs, we have you covered. Each lesson in this resource guide is built using the same formula. The At-A-Glance and teacher preparation sections will familiarize you with the order of the lesson and help you prepare to teach. The lessons themselves are built using three instructional strategies or activities to open, lead, and close the lesson. Each turnkey lesson provides step-by-step teaching procedures. Modification ideas and assessment suggestions are provided. Each lesson includes a reproducible student activity sheet.

In order to enable the most comprehensive approach to addressing this topic, the lessons in this guide are presented in a suggested unit format. If you are looking for just a few supplemental activities based on a particular prescription drug topic, then you can easily choose which part of the lesson you would like to teach. A time breakdown is provided for each part. As an alternative to teaching the entire mini-unit in the sequenced structure provided, you can simply select the topics and activities that you would like to teach from the lessons and get started.

### **STEP 4** Take Action and Spread the Word

Use the parent letter provided with this resource guide. Collaborate with your peers around this issue by sharing this complimentary teaching tool. There are several ways that you can address this issue that extend beyond the classroom. Consider starting a schoolwide initiative. Utilize the lessons in a club or after-school program. Offer a workshop or informational booth on family night. And remember, just your own awareness of the issue will make a huge difference.

# Teacher Background Information and Resources

## Prescription Drug Abuse and Our Nation's Youth

- When asked if they had ever taken a prescription drug without a doctor's prescription, 21 percent of high school students said yes.
- Among youth who are 12 to 17 years old, 7.4 percent reported past-year non-medical use of prescription medications.
- Prescription and over-the-counter drugs are among the most commonly abused drugs by 12th graders, after alcohol, marijuana, and tobacco.
- Youth who **abuse** prescription medications are also more likely to report use of other drugs.
- There are as many new prescription drug abusers age 12 to 17 as there are of marijuana.
- The majority of teens abusing prescription drugs get them easily and for free, often from friends or relatives. Seventy percent of people age 12 and older who **abuse** prescription painkillers say they get them from relatives and friends.
- Adolescents are more likely than young adults to become dependent on prescription medication.

One person dies every 19 minutes from prescription drug **abuse** in the United States, according to the Centers for Disease Control and Prevention (CDC).

## What is Prescription Drug Abuse?

According to the National Institute on Drug Abuse, "Prescription drug **abuse** is the use of a medication without a prescription, in a way other than as prescribed, or for the experience or feelings elicited."

## How Can We Teach Students to be Smart about Prescription Drugs?

There is a misperception among youth that it is safer to **abuse** prescription drugs because they are prescribed by a doctor. In order for teenagers to be smart about prescription drugs, they need to understand the following messages very clearly.

## Core Messages for Students:

- It is never okay to share your prescription drugs with others or take another person's prescription drugs, regardless of the reason you are doing it.
- It is never okay to take your own prescription drugs to get high or for any purpose other than what they were intended for.
- It is never okay to change the amount of a prescription drug that you are taking because you think that you need to take more or less to feel better. This is called self-medication and is very dangerous. How much of a prescription drug you should take is for your doctor or other appropriate medical professional to decide.
- It is never okay for your friends to be sharing prescription drugs, for any reason. If you have friends that are in trouble, you should turn to a trusted adult for help.
- Prescription drug **abuse** can lead to addiction.
- Prescription drug **abuse** is illegal.
- Prescription drug **abuse** can have serious health consequences.
- Just one instance of accidental **misuse** or intentional **abuse** of prescription drugs can be deadly.

Knowledge and understanding of these concepts will help prevent the **misuse** and **abuse** of prescription drugs and the potentially grave and unnecessary consequences.



## How can I learn more?

### National Institute on Drug Abuse

[www.drugabuse.gov/drugs-abuse/prescription-medications](http://www.drugabuse.gov/drugs-abuse/prescription-medications)

### National Institute on Drug Abuse for Teens

[www.teens.drugabuse.gov/facts/facts\\_rx1.php](http://www.teens.drugabuse.gov/facts/facts_rx1.php)

### Centers for Disease Control and Prevention

[www.cdc.gov/healthyyouth/index.htm](http://www.cdc.gov/healthyyouth/index.htm)

### Drug Enforcement Administration

[www.justice.gov/dea](http://www.justice.gov/dea)  
[www.getsmartaboutdrugs.com](http://www.getsmartaboutdrugs.com)  
[www.deadiversion.usdoj.gov/drug\\_disposal/takeback](http://www.deadiversion.usdoj.gov/drug_disposal/takeback)

### Substance Abuse and Mental Health Services Administration

[www.samhsa.gov/prevention](http://www.samhsa.gov/prevention)  
[www.samhsa.gov/treatment/index.aspx](http://www.samhsa.gov/treatment/index.aspx)

### Office of National Drug Control Policy

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

### Partnership at Drugfree.org

[www.drugfree.org](http://www.drugfree.org)

### National Youth Anti-Drug Media Campaign

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

### KidsHealth.org

[www.kidshealth.org/classroom](http://www.kidshealth.org/classroom)

## What are the Most Commonly Abused Prescription Drugs?

- Opioids are commonly prescribed to relieve pain. They affect the brain to cause a diminished perception of pain. They can be extremely addictive and can slow down or stop a person's breathing.
- Depressants are commonly prescribed for people who are anxious or cannot sleep. They slow down (or "depress") the normal activity that goes on in the brain. If combined with any medication or substance that causes drowsiness, depressants can slow both the heart and respiration, which can lead to death.
- Stimulants are prescribed to treat only a few health conditions, including attention deficit hyperactivity disorder (ADHD), and narcolepsy (a sleep disorder). They increase (or "stimulate") activities and processes in the body. Taking high doses of a stimulant can cause an irregular heartbeat, dangerously high body temperatures, and the potential for heart failure or seizures.

## What is Proper Use?

When a person takes their own prescription drug exactly as directed. **Proper use** includes taking the medication at the right time, taking the right amount, not sharing the medication with anyone, adhering to the expiration date, and disposing of the medication appropriately. For young people, parent supervision when taking prescription drugs is a part of **proper use**.

## What is Misuse?

When a person does not take a prescription drug as directed or intended, either unknowingly or mistakenly. **Misuse** includes misreading the label, taking the wrong amount, unintentionally mixing medications that should not be taken together, using an expired medication, or unknowingly taking a medication that was prescribed for someone else.

## What are the Signs of Prescription Drug Abuse?

The following signs could be an indication of prescription drug **abuse**: constricted pupils, slurred speech, flushed skin, personality changes, mood swings, irritability, excessive energy, sleepiness, sweating, loss of appetite, forgetfulness, or clumsiness.

# Rx for Understanding: Building a Foundation for Health

## Topic

Prescription Drug Awareness

## Estimated Class Time

Two 45-minute class sessions

## Objective(s)

Students will:

- Explain the connection between proper and safe use of prescription drugs and overall health.
- Define the following terms: prescription drug, over-the-counter drug, illegal drug, **proper use** of prescription drugs, **misuse** of prescription drugs, and **abuse** of prescription drugs.

## Integrated Subjects

Health and English Language Arts

## Materials and Preparation

### What you will need:

- Student Reproducible 1 (one per student)
- Chart paper (seven pieces)
- Six index cards
- Basic classroom supplies (markers, crayons, and pencils)

### Before the lesson:

- Write each vocabulary term and definition onto an index card.
- Copy Student Reproducible 1.



## At-A-Glance

- **Opening Activity:**  
Think-Pair-Share: What Does Being Healthy Mean?
- **K.Q. Give One – Get One Activity:**  
Independent/Partner Activity using Student Reproducible 1
- **Vocabulary Posters:**  
Small Group Activity
- **Closing Activity:**  
Whole Group Share: Importance of Learning



Lesson 1 Grades: 5–6 Student Reproducible 1  
Name \_\_\_\_\_

**K.Q. Give One – Get One**

Topic: Prescription Drugs

	K What do you know?	Q What are your questions?
Self		
Partner		
Partner		
Partner		

Why is learning about prescription drugs (proper use, misuse, and abuse) important to you?

Family Connection: Prescription drug abuse is the use of a medication without a prescription, in a way other than as prescribed, or for the experience or feelings elicited. One in four teenagers report that they have taken a prescription drug not prescribed to them by a doctor at least once in their lives, according to the Partnership for Drug-Free.org and MetLife Foundation Partnership Attitude and Tracking Survey (PATS) 2010. Now is the time for family discussion about prescription drugs: to get your conversation started visit the parent resource center from Partnership for a Drug-Free America at [theparenttoolkit.org](http://theparenttoolkit.org).



## HEALTH



### Procedures (Session 1)

#### Opening the Lesson: Think-Pair-Share

(15 minutes)

1. **Tell** students that they are going to begin today's lesson by talking about what being healthy means.
2. **Direct** students to think to themselves about what being healthy means.
3. **Assign** partners and have students share their thoughts with a partner.
4. **Discuss** responses as a whole group.
5. **Chart** responses until all ideas have been recorded.
6. **Discuss** the list as a whole group. Identify the relationships between the ideas that have been listed (e.g., brushing your teeth and going to the dentist regularly both have to do with having healthy teeth).
7. **Ask:** Are there any ideas about being healthy that are missing from the chart?
8. **Check** that the topic of "medicine" is on the list. Ask students leading questions as necessary.

**Tip:** If students seem to be having trouble identifying healthy behaviors, try this: have students think about all of the things that they do in a given day and the choices that they make. Have students start at the beginning of the day and list actions on a blank piece of paper. Next, have them look over their lists and decide which choices or actions have to do with being healthy (such as brushing teeth before leaving the house for school).

# Rx for Understanding: Building a Foundation for Health *(Continued)*

9. **Discuss** the role that medicine and doctors play in overall health. Look over the ideas on the chart and make connections between ideas that relate to visiting a doctor and taking prescription or over-the-counter medications.
10. **Tell** students that it is important to know about prescription medications and how they help us to stay healthy when used safely and properly. **Proper use** of prescription drugs plays a large role in our overall health. It is important to understand that misusing and abusing prescription drugs is a huge health risk that can lead to serious harmful consequences, even death.
11. **Tell** students that they will be investigating and learning more about the **proper use**, **misuse**, and **abuse** of prescription drugs.

**Leading the Lesson:** K.Q. Give One – Get One  
(30 minutes)

12. **Direct** students to complete K.Q. Give One – Get One Activity (Student Reproducible 1).

**A** K.Q.: Have students complete the first row (“Self”) independently, recording what they think they know in the “K” box and the questions that they have in the “Q” box.

**B** Give One – Get One exchange: Have students meet with a partner, share what they have recorded for “K”, and record their partner’s responses in the second row, first column (“K” box for “Partner 1”).

**C** Have students think about their partner’s “K” and come up with a new question to record in the second row, second column (“Q” box for “Partner 1”).

**D** Have students meet with two additional partners and repeat steps B and C until the chart is complete.

**Tip:** The K.Q. Give One – Get One activity is a modified version of a traditional K.W.L. activity.

Lesson 1 Grades: 5–6 Student Reproducible 1  
Name \_\_\_\_\_

**K.Q. Give One – Get One**

Topic: Prescription Drugs

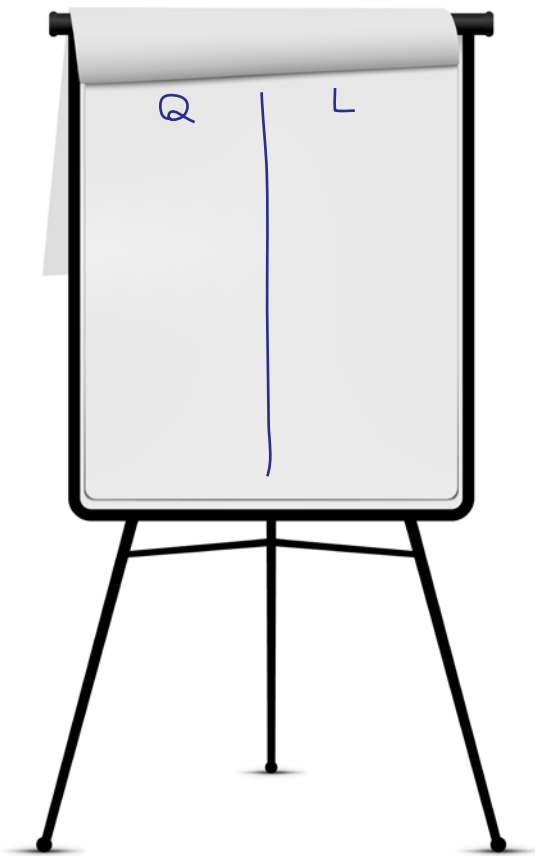
	K What do you know?	Q What are your questions?
Self	A	A
1 Partner	B	C
2 Partner	D	D
3 Partner	D	D

Why is learning about prescription drugs (proper use, misuse, and abuse) important to you?

**Family Connection:** Prescription drug abuse is the use of a medication without a prescription, in a way other than as prescribed, or for the experience or feelings elicited. One in four teenagers report that they have taken a prescription drug not prescribed to them by a doctor at least once in their lives, according to the Partnership at Drug Free.org and MetLife Foundation Partnership Attitude and Tracking Survey (PATTS) 2010. Now is the time for family discussion about prescription drugs; to get your conversation started visit the parent resource center from Partnership for a Drug-Free America at [theparenttoolkit.org](http://theparenttoolkit.org).



13. **Create** a Q.L. chart. Post a piece of blank chart paper. Draw two columns. Write “Q” above the first column and “L” above the second column.
14. **Discuss** the questions that students have recorded in the “Q” column on their activity sheets as a whole group.
15. **Record** the questions in the “Q” column on the Q.L. chart.



**Note:** Continue to display the Q.L. chart in your classroom while you are teaching the prescription drug lessons. At the end of each lesson, refer to the poster and record the answers that have been discovered in the “L” column to represent what students have learned.





# Rx for Understanding: Building a Foundation for Health *(Continued)*

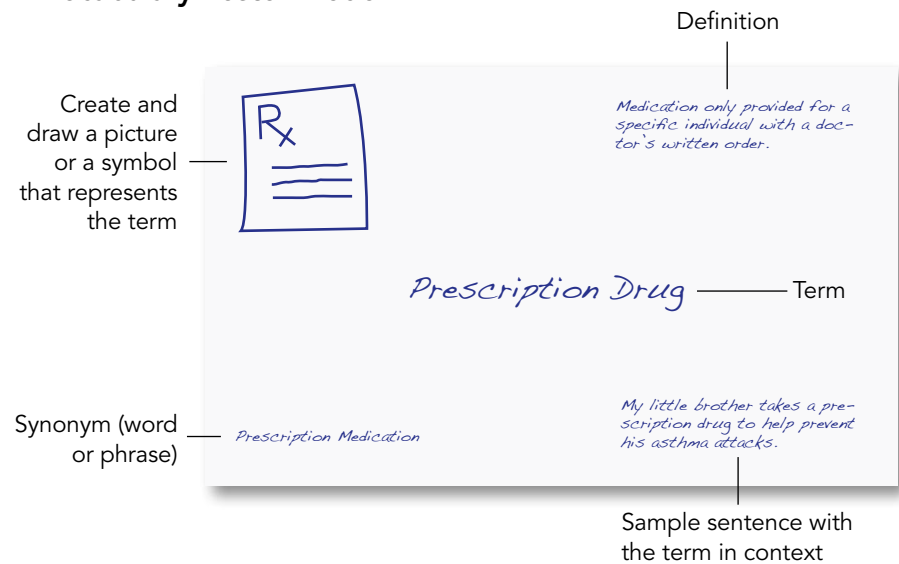
## Procedures (Session 2)

**Leading the Lesson** (continued): Vocabulary Poster Activity  
(30 minutes)



- Tell** students that they are going to begin learning the answers to the questions in the “Q” column of the class Q.L. chart by discussing the definitions for some key terms about prescription drugs.
- Direct** students to create small group Vocabulary Posters.
  - Divide students into six small groups.
  - Assign each group a vocabulary term or phrase and distribute the vocabulary cards that you created prior to the lesson.
  - Instruct groups to design a poster for their assigned term including:
    - > A picture or a symbol that helps you to remember this word or phrase.
    - > A sentence with the term.
    - > A synonym or alternate way to say the word.
    - > Your definition.
  - Allow groups to share posters with the rest of the class.

### Vocabulary Poster Model







## Vocabulary Terms

### Prescription Drug

Medication only provided for a specific individual with a written order from a doctor or other appropriate medical professional.

### Over-the-counter (OTC) Drug

Medication available without a prescription.

### Illegal Drug

A drug whose production or use is prohibited by law.

### Proper Prescription Drug Use

When someone takes prescription medication exactly as directed. Examples include taking the medication at the right time, taking the right amount, and disposing of the medication appropriately.

### Prescription Drug Misuse

When someone does not take prescription medication as directed or intended, either unknowingly or carelessly. Examples include: taking the wrong amount, using an expired medication, or taking a medication that was prescribed for someone else.

### Prescription Drug Abuse

When someone purposely takes prescription medication in a manner or dosage other than what was prescribed for the purpose of experiencing a desired effect.

## Closing the Lesson: Directed Response and Discussion (15 minutes)

3. **Direct** students to answer the last question on Student Reproducible 1.
4. **Discuss** answers with the whole class.
5. **Remind** students of the importance of learning about prescription drugs.

**Note:** When discussing illegal versus prescription drugs with your class, students may question the topic of medical marijuana. This is a good opportunity to address the role that federal and state laws and regulations play in establishing guidelines for **proper use** of prescription drugs. Explain to students that in some states marijuana is a legal drug when prescribed by a doctor for medical purposes (for example, medical marijuana is often used in the treatment of certain cancers in order to help patients battle the side effects of cancer medications). If medical marijuana is not prescribed by a doctor, then it is still considered an illegal drug.

## Rx for Understanding: Building a Foundation for Health *(Continued)*

### Modification Ideas

- In place of the K.Q. Give One – Get One activity, conduct a traditional whole-group K.W.L. chart (complete the “K” and the “W” columns prior to beginning the lesson and the “L” after finishing the lesson or unit).
- In place of the small group vocabulary poster activity, have students create individual vocabulary cards on index cards.
- Extend the Vocabulary Poster activity with Internet research about the meaning of the term.

### Assessment Suggestions

- **Formal pre-assessment:** Use the post-assessment included with Lesson 5 as a pre-assessment.
- **Informal pre-assessment:** Use the K.Q. Give One – Get One Activity to gauge students’ prior knowledge and experience with the topic.
- **Key message: Did they get it? Did you teach it?** Prescription medications help keep us healthy and serve an important purpose in our lives. **Misuse** and **abuse** of prescription medications is a health risk with very serious consequences, and can even be deadly. Knowing how to safely and properly use prescription drugs is an important part of being healthy.



Name \_\_\_\_\_

**K.Q. Give One – Get One**

Topic: Prescription Drugs

	<b>K</b> What do you know?	<b>Q</b> What are your questions?
<b>Self</b>		
<b>1</b> Partner		
<b>2</b> Partner		
<b>3</b> Partner		

Why is learning about prescription drugs (**proper use**, **misuse**, and **abuse**) important to you?

**Family Connection:** Prescription drug abuse is the use of a medication without a prescription, in a way other than as prescribed, or for the experience or feelings elicited. Close to one in five teens (17 percent) say they have used a prescription medicine at least once in their lifetime to get high or change their mood, according to the Partnership at Drug Free.org and Metlife Foundation 2011 Partnership Attitude and Tracking Study. Now is the time for family discussion about prescription drugs; to get your conversation started visit the parent resource center from Partnership for a Drug-Free America at [theparenttoolkit.org](http://theparenttoolkit.org).

# Rx for Understanding: Proper Use of Prescription Drugs

## Topic

Prescription Drug Safety

## Estimated Class Time

Two 45-minute class sessions

## Objective(s)

Students will:

- Determine the difference between prescription and over-the-counter drugs.
- Explain why it is important to follow the directions for prescription drugs.
- Identify practices that reduce the possibility of **misuse** of prescription drugs.

## Integrated Subjects

Health and English Language Arts

## Materials and Preparation

### What you will need:

- Student Reproducible 2 (one per student)
- Chart paper (two or three pieces)
- Tape
- Blank paper (one sheet per group of four or five students)
- Writing paper (one sheet per student)
- Basic classroom supplies (markers, crayons, and pencils)

### Before the lesson:

- Write the six Reminders for Proper Prescription Drug Use onto the board and cover the list with a piece of chart paper.
- Copy Student Reproducible 2.

### Reminders for Proper Prescription Drug Use

- Do not self-medicate
- Do not share
- Store safely and securely
- Follow all directions exactly: how much (dosage), when, where, how, who
- Adhere to the expiration date
- Use correct disposal methods



## At-A-Glance

- **Opening Activity:**  
Medication Sort
- **Pillars of Proper Use:**  
Prediction Activity
- **Practice with Labels:**  
Student Reproducible 2
- **Closing Activity:**  
Learning Letters



## Procedures (Session 1)

**Opening the Lesson:** Medication Sort  
(40 minutes)

1. **Write** the word “medicine” on the board or piece of chart paper.
2. **Ask** students how they would explain the term “medicine” in their own words. After giving students a few minutes to think to themselves, have students share thoughts with the class.

**Possible responses:** medicines are substances that can be helpful to your body when taken properly for a specific purpose; you take medicine to reduce or eliminate pain; a person takes a medicine to help fight a disease.



**Connect the learning:** In Lesson 1 students learned how medicines serve an important purpose in their overall health (when used properly).

3. **Divide** the class into small groups.
4. **Direct** students to brainstorm names of medications. Have students list and record five medications in one minute. A recorder for each group can list the medications on a piece of blank paper.
5. **Direct** each small group to select a reporter. Have the reporter read their group’s list to the class.
6. **Record** the responses read by the reporter on the board or chart paper beneath the word “medicine.” If a medicine is listed more than once, then place one check mark next to the name of the medicine for each additional time it is mentioned.
7. **Discuss** the list of medications. Ask students if they know what the medicines are used for or how they are obtained.

**Possible responses:** my doctor prescribed that medicine for me when I had strep throat; my mom gives me that medicine when I have a fever; some of the medicines listed are prescription and some are over-the-counter (OTC).

## Rx for Understanding: Proper Use of Prescription Drugs *(Continued)*

### Understanding Rx Terms and Symbols

The symbol Rx commonly represents the word “prescription.” This symbol originated in medieval times as an abbreviation for the Latin word for take, which is “recipe.”

The word “prescription” is made from the prefix “pre” which means before, and the base word “script” which means writing. A prescription is an order that must be written down before a drug can be prepared.

8. **Ask:** What is the difference between prescription and OTC drugs? How does someone obtain a prescription drug? Who writes a prescription? Which medicines on our list are prescription and which are OTC?
9. **Remind** students of the definitions for prescription and over-the-counter drugs.
  - Prescription Drug – medication only provided for a specific individual with a written order from a doctor or other appropriate medical professional.
  - Over-the-counter (OTC) Drug – medication available without a prescription.
  - Explain the background of the notation “Rx” and the word “prescription.”

**Connect the learning:** In Lesson 1 students learned the definitions of prescription and over-the-counter drugs.

10. **Underline** the medications that the students identify as prescription drugs.

**Tip:** If there is a medication on the list that you are not familiar with and/or do not recognize as a prescription or over-the-counter drug, then put a question mark beside the medicine and tell students that you will determine the answer and tell them later.





**11. Discuss:** Why do some medications require a prescription?

**Possible responses:** because they are very strong; because if they are taken incorrectly there could be serious negative health consequences; because if the drug is used the wrong way, it could make you very sick; because some medications should not be taken with others and it takes a skilled medical professional to know which medicines can be used together; because the medication is so strong that it requires special directions and if the directions are not followed it could be deadly; because prescription medications are used for very specific reasons.



**12. Explain** that prescription drugs can play an important role in health. Prescription medications are powerful drugs that can be very beneficial when taken properly. Sometimes the types of medicines we need to help us get better are prescription drugs. It is important to know some basic guidelines about taking prescription drugs in order to avoid the risks of **misuse**. Tell students that in this lesson, they will be learning basic guidelines for the **proper use** of prescription drugs.



**Leading the Lesson:** Pillars of **Proper Use**

(Part 1: Making the Predictions)

(5 minutes)

**13. Refer** to the covered list that you have posted on the board and tell students that on this hidden list you have summarized six important reminders for properly using prescription drugs. Motivate students by asking them if they think they can guess the six reminders.

**14. Give** each student a sticky note. Have students guess what they think the six reminders might be. After recording their guesses, have students set the sticky notes aside for later.



## Rx for Understanding: Proper Use of Prescription Drugs *(Continued)*

### Procedures (Session 2)

**Leading the Lesson** (continued): Understanding Prescription Labels  
(30 minutes)



**1. Explain** that there are many aspects of proper prescription drug use. Students, along with their parents, are at the center of the process. They are of minor age, which means that their families must be involved when they take any medication (prescription or over-the-counter). Prescription drugs that are prescribed for a minor should be distributed and taken under the supervision of their parents.

**2. Remind** students of the definition for the term, “**proper use** of prescription drugs.”

Proper prescription drug use – when someone takes prescription medication exactly as directed.

**Connect the learning:** In Lesson 1 students learned the definition of the term “**proper use** of prescription drugs.”

**3. Ask:** How can you find out how to safely use a prescription drug?

- **Possible responses:** the doctor will tell me; my parents will tell me what to do and give me the medicine; the pharmacist answers any questions that I might have; there is a label on a prescription drug package with directions.
- Validate all responses and focus on the role of the prescription label.
- To use prescription medications properly, always read the information and follow all directions on the label.

**4. Assign** partners and have students complete Student Reproducible 2.

**5. Discuss** the answers with the whole class.

- Provide the correct section labels and have students make changes on their sheets as necessary.
- Discuss each section of the prescription label with students. Have students share the answers that they have recorded. Use the talking points to provide additional information.
- Have the students write additional information on their sheets after the discussion.



## Talking Points for Student Reproducible 2 – Understanding Rx Labels

### 1. Pharmacy Information

- Includes the name, address, and phone number of the issuing pharmacy, as well as a prescription number and fill date.
- This information is important in the event that you have an adverse reaction to the medication, or if you have to call the pharmacy with any questions.

### 2. Doctor/Prescriber Information

- Includes the name of the doctor or other appropriate medical professional who prescribed the medication.
- Prescription medication can only be provided to you if ordered by your doctor or other appropriate medical professional.
- A prescription is written for one person, not for a family or group of people.
- The doctor or other appropriate medical professional decides what and how much to prescribe based on factors unique to you (such as symptoms, age, weight, and allergies).

### 3. Patient Information

- Includes the name and address of the person for whom the medication was prescribed.
- This information is important because the medicine was prescribed for you only.
- Never take a medicine prescribed for someone else.
- Never share your prescription medication with anyone.

### 4. Drug Information

- Includes the name and strength of the drug, along with any additional names that the drug is called. Sometimes a description of what the drug looks like is also included.
- This information helps ensure that you receive the correct medication from the pharmacy and that you are not taking another prescription (from a different doctor) of the same drug.

### 5. Directions

- Includes instructions about when and how often to take the medication.
- This information is important because not following directions can have severe consequences. Taking the medication at the wrong time can affect whether the medication does what it is supposed to do. Taking the wrong amount (dosage) can make you sick and can even be deadly.

### 6. Warnings and Cautions

- Includes special considerations about **proper use**, side effects, safe storage, and proper disposal.
- Always pay attention to all warning and caution messages.

### 7. Expiration Date

- This is the last date by which medicine should be used. Never use the medication past this date.
- Using medications past their expiration dates is dangerous.
- Remember to properly dispose of expired prescription drugs.

## Rx for Understanding: Proper Use of Prescription Drugs *(Continued)*

### PROPER USE



**6. Ask:** What reminders about **proper use** of prescription drugs does the label emphasize?

**Possible answers:** the prescription is only for the person listed on the label – do not share; follow the directions; take the correct dosage; do not use expired medications; properly discard unused medicine; store medicine in an appropriate place.

**Leading the Lesson (continued):** Pillars of **Proper Use**

(Part 2: Reviewing the Predictions)

(10 minutes)

**7. Refer** to the sticky notes that students set aside at the beginning of the lesson and have students share their predictions about the six reminders.

**8. Uncover** and reveal the six reminders and ask: What are the similarities and differences between your reminders and their predictions? Should any reminders be added to your list? Combine your list with the students' ideas and agree on five to eight Pillars of Proper Prescription Drug Use. Create a new chart listing these pillars.

**9. Discuss** how the pillars pertain to over-the-counter drug use.

**Closing the Lesson:** Learning Letters

(5 minutes)

**10. Give** each student a blank piece of lined paper.

**11. Direct** students to write a letter to their families/parents explaining the Pillars of **Proper Use** of prescription drugs.

**Tip:** If you are planning to teach the next lesson in this set, let your students know what's coming up in order to build their excitement. The topic for Lesson 3 is **Misuse** of Prescription Drugs. In the lesson, students will be learning about the types of commonly misused prescription drugs and their side effects.





## Modification Ideas

- Extend the lesson by inviting a panel of medical professionals into the classroom for your students to interview. Ask the guests to share advice for **proper use** of prescription drugs.
- Extend the lesson by conducting a career study. Brainstorm all of the careers that are involved with prescription drugs (e.g., researcher, doctor, pharmacist, pharmacy technician). Have students choose a career to learn more about. Students can write a paragraph about the career to share with the class. Have students identify what each career has to do with **proper use** of prescription drugs.



## Assessment Suggestions

- **Formal assessment:** Create a mini-quiz. Have students list the parts of a prescription drug label, explain each part, and tell why it is important.
- **Informal assessment:** Review the students' letters for their families/parents before they take them home. Evaluate for accuracy and interpretation of the Pillars of Proper Prescription Drug Use.
- **Key message: Did they get it? Did you teach it?** Medicine can help us to be healthy in many ways. One category of medicine is prescription drugs. In order to obtain a prescription drug you need a written order from a medical practitioner. When not used properly, prescription drugs can have serious health consequences and even lead to death. Doctors are trained professionals who look at a number of factors to determine the need for a specific kind of medicine and who know the proper amount of a prescription drug to give. This decision is made based on information that the doctor weighs very heavily. Every prescription drug has a label. The label gives you the directions and essential information about the prescription. Questions can be answered by your doctor and/or pharmacist. All prescription medication must be taken by the person it is prescribed for and only as directed – without exception.




Name \_\_\_\_\_

## Understanding Rx Labels

**STEP 1** Read the prescription drug label.

**STEP 2** Locate and identify each section of the prescription drug label:

1. Pharmacy Information
2. Doctor/Prescriber Information
3. Patient Information
4. Drug Information
5. Directions
6. Warnings and Cautions
7. Expiration Date

<input type="checkbox"/>	<b>ABC Pharmacy</b> 531 MAIN STREET ANYTOWN, USA 66666	<b>(800) 999-9999</b>	
<input type="checkbox"/>	NO <b>4346576-43065</b>	DATE <b>06/15/2012</b>	
<input type="checkbox"/>	<b>CHRIS LEE</b> 213 MAIN STREET ANYTOWN, US 66666		
<input type="checkbox"/>	<b>TAKE ONE CAPSULE BY MOUTH THREE TIMES DAILY FOR 15 DAYS UNTIL ALL TAKEN</b>		
<input type="checkbox"/>	<b>AMOXICILLIN 500 MG CAPSULES</b> Dr. K SMITH		
<input type="checkbox"/>	QTY NOREFILLS - DR AUTHORIZATION REQUIRED	MRG USE BEFORE <b>08/15/2012</b> SLF/SLF	
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	



**STEP 2** Answer the questions.

	<b>Answers from Partner Discussion</b> What does this section tell you? Why is it important?	<b>Notes from Class Discussion</b>
<b>Pharmacy Information</b>		
<b>Doctor/ Prescriber Information</b>		
<b>Patient Information</b>		
<b>Drug Information</b>		
<b>Directions</b>		
<b>Warnings and Cautions</b>		
<b>Expiration Date</b>		

**Family Connection:** When used as directed, prescription drugs can play a critical role in treating a range of debilitating diseases and conditions. Having prescription drugs in your home is a huge responsibility. Prescription labels provide valuable information for using prescription medications safely, including storage and disposal. You can prevent prescription drug misuse and abuse by keeping an updated inventory of all medications in your home. For more valuable tips visit [www.safeguardmymeds.org](http://www.safeguardmymeds.org).

# Rx for Understanding: Misuse of Prescription Drugs

## Topic

How and Why to Avoid  
**Misuse** of Prescription Drugs

## Estimated Time

Two 45-minute class sessions

## Objective(s)

Students will:

- Describe common misuses of prescription drugs.
- Explore the categories of commonly misused and abused prescription drugs.

## Integrated Subjects

Health and English Language Arts

## Materials and Preparation

### What you will need:

- Student Reproducible 3 (one per student)
- Sticky notes (one per student)
- Note cards or slips of paper (one per student)
- Chart paper (six pieces)
- Basic classroom supplies (markers, crayons, and pencils)
- Internet access

### Before the lesson:

- Copy Student Reproducible 3.
- Record the Guess the Statistic list on the board.
- Bookmark websites for student research.

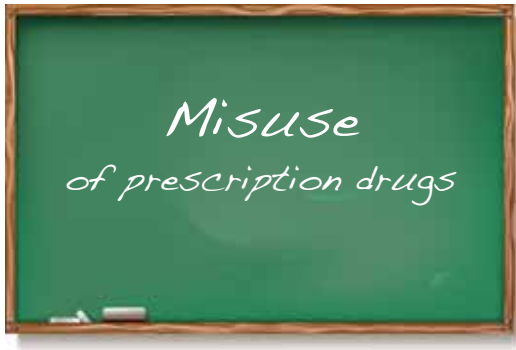


## At-A-Glance

- **Opening Activity:**  
Guess the Statistic
- **Matrix Research Activity:**  
Student Reproducible 3
- **Poster Talks:** Small Group  
Mini-Presentations
- **Closing Activity:**  
Summary Swap

### Websites for research:

- National Institute on Drug Abuse (NIDA)  
[www.drugabuse.gov](http://www.drugabuse.gov)
- NIDA for Teens  
[www.teens.drugabuse.gov](http://www.teens.drugabuse.gov)
- Medline Plus  
U.S. National Library of Medicine  
National Institutes of Health  
[www.nlm.nih.gov/medlineplus/prescriptiondrugabuse.html](http://www.nlm.nih.gov/medlineplus/prescriptiondrugabuse.html)



## Procedures (Session 1)

**Opening the Lesson:** Guess the Statistic  
(10 minutes)

- Write** “**misuse** of prescription drugs” on the board. Ask students to list words that come to mind when they see the term. Prompt students as necessary and record answers until the list reflects key examples of **misuse** of prescription drugs.  
**Possible responses:** taking medicine that is not yours; sharing your medicine with others; not storing medicine properly; taking the wrong amount.

**Connect the learning:** In Lesson 1 students learned the definition of the term **misuse** of prescription drugs.

### Guess the Statistic

Number of teens who have taken a prescription pain medication not prescribed for them:

**1 in 500**

**1 in \_\_\_\_\_** (insert the number of students at your school)

**1 in 50**

**1 in \_\_\_\_\_** (insert the number of students in your class)

**1 in 10**

**1 in 5** (correct answer)

Source: Partnership for a Drug Free America

- Remind** students that **misuse** of prescription drugs is when someone does not take prescription medication as directed or intended—unknowingly, unintentionally, or accidentally. Draw attention to answers on the list having to do with a person taking a prescription drug that was not prescribed for them—for example, sharing one’s own medication with others or taking someone else’s prescription.
- Explain** to your students that there is so much concern about this problem that researchers have started collecting information to determine how often it is occurring. Misusing prescription drugs is unsafe and can lead to serious health consequences and even death. It is also a serious health concern for their age group.
- Refer** to the Guess the Statistic list that you have posted on the board and tell students that one of the statistics on this list represents the number of teenagers who have used a prescription pain medication that was not prescribed for them.
- Ask** students to guess which statistic they feel is correct and record it on the sticky note.

## Rx for Understanding: Misuse of Prescription Drugs *(Continued)*

### Common Prescription Drugs

#### Opioids

- Commonly prescribed to relieve pain
- Affect the brain to cause a diminished perception of pain

#### Depressants

- Commonly prescribed for people who are anxious or cannot sleep
- Slow down (or “depress”) the normal activity that goes on in the brain

#### Stimulants

- Prescribed for treating only a few health conditions, including attention deficit hyperactivity disorder (ADHD) and narcolepsy (a sleep disorder)
- Increase (or “stimulate”) activities and processes in the body

6. **Collect** the sticky notes and post them on the board. Group them together to show the number of students who voted for each statistic. Reveal the correct statistic and discuss.
7. **Explain** to students that pain medications are one type of prescription drug. When teens take prescription drugs not prescribed for them they are taking them illegally and with a serious risk to their health. They need to understand why this is so. Learning more about prescription drugs, how they affect the body, and what the potential risks are will help them remember to avoid **misuse** of prescription drugs.

**Connect the learning:** In Lesson 2 students learned how to properly use prescription drugs by following all directions provided and not taking medicine prescribed for someone else.

8. **Tell** students that they will conduct a research project in order to help each other learn more about the different types of prescription drugs.

**Leading the Lesson:** Matrix Research Activity  
(35 minutes)

9. **Introduce** the three categories of commonly misused and abused prescription drugs.
10. **Direct** students to complete Student Reproducible 3.
  - Divide students into at least three (and up to six) small groups (depending on the number in your class). Each group will research one category of prescription drugs.
  - Assign each group a category. Make sure each category is covered by at least one group.
  - Provide students with access to the internet with bookmarked websites.
  - Explain each research question on the matrix.
  - Have students record and organize collected research on the matrix row assigned to their drug category.



## DISCUSS



### Procedures (Session 2)

**Leading the Lesson (continued):** Poster Talks  
(40 minutes)

1. **Direct** small groups to create posters and informal mini-presentations in order to teach the class about the category of prescription drugs that they researched.
2. **Direct** students to take notes as the mini-presentations are given. Students can record the notes on the remaining spaces of the matrix.
3. **Answer** any questions after the presentations and reconcile inconsistent information provided from different groups addressing the same prescription drug category.

**Closing the Lesson:** Summary Swap  
(5 minutes)

4. **Direct** students to independently review their notes on Student Reproducible 3. Have students think to themselves and choose one reason why they will avoid misusing prescription drugs.
5. **Direct** students to complete this sentence starter on a blank note card or slip of paper: "I will avoid misusing prescription drugs because \_\_\_\_\_."
6. **Collect** the slips of paper.
7. **Direct** students to stand in a circle. Randomly redistribute the slips of paper and have students read the slip that they are given.

### Modification Ideas

- In place of the small group research, have students conduct the search for an assigned category independently. Then, have students meet with two other students who researched the other two categories. As a trio, have students discuss what they have learned and record notes on the matrix.



## Rx for Understanding: Misuse of Prescription Drugs *(Continued)*

- Instead of having students conduct research, provide direct instruction by teaching students about the common prescription drugs. As you conduct your presentation, have students use the matrix as an advance organizer for taking notes.
- If you do not have access to the Internet for this lesson, you can gather print resources (books and articles) to make an in-class research library for your students.

### Assessment Suggestions

- **Formal assessment:** Develop a presentation rubric with the class in advance of the assignment, or use an existing rubric to assess speaking/presentation skills. Use this presentation rubric from [readwritethink.org](http://www.readwritethink.org/classroom-resources/printouts/oral-presentation-rubric-30700.html) to get started: [www.readwritethink.org/classroom-resources/printouts/oral-presentation-rubric-30700.html](http://www.readwritethink.org/classroom-resources/printouts/oral-presentation-rubric-30700.html).

		Oral Presentation Rubric			
		4—Excellent	3—Good	2—Fair	1—Needs Improvement
Delivery		<ul style="list-style-type: none"> <li>• Holds attention of entire audience with the use of looking at notes.</li> <li>• Speaker with fluctuation in volume and inflection to maintain audience interest and emphasize key points.</li> </ul>	<ul style="list-style-type: none"> <li>• Connects one of direct eye contact with audience, but still refers to notes.</li> <li>• Speaks with satisfactory variation of volume and inflection.</li> </ul>	<ul style="list-style-type: none"> <li>• Displays minimal eye contact with audience, the notes.</li> <li>• Speaks in uneven volume with little or no inflection.</li> </ul>	<ul style="list-style-type: none"> <li>• Does not eye contact with audience, an entire report is read from notes.</li> <li>• Speaks in low volume which causes audience to struggle.</li> </ul>
Content/Organization		<ul style="list-style-type: none"> <li>• Demonstrates full knowledge by answering all class questions with explanations and elaboration.</li> <li>• Provides clear purpose and facts, and/or statistics, supports conclusions/statements with evidence.</li> </ul>	<ul style="list-style-type: none"> <li>• Is at ease with content shown to all questions.</li> <li>• Has memorable clear purpose and subject, some statistics that support the or evidence that supports conclusions.</li> </ul>	<ul style="list-style-type: none"> <li>• Is uncomfortable with information and is able to answer only rudimentary questions.</li> <li>• Attempts to define purpose and subject; provides weak statistics, facts, and/or subject; includes very little data or evidence.</li> </ul>	<ul style="list-style-type: none"> <li>• Does not have grasp of information and cannot answer questions about subject.</li> <li>• Does not clearly define subject and purpose; provides weak or no support of subject; gives little or no evidence for ideas or conclusions.</li> </ul>
Enthusiasm/Audience Awareness		<ul style="list-style-type: none"> <li>• Demonstrates strong enthusiasm about topic during entire presentation.</li> <li>• Significant understanding and knowledge of topic; recognizes the validity and importance of the subject.</li> </ul>	<ul style="list-style-type: none"> <li>• Shows some enthusiasm; rather audience understanding and awareness of most points.</li> </ul>	<ul style="list-style-type: none"> <li>• Shows little or mixed feelings about the topic being presented.</li> <li>• Rather audience understanding and knowledge of some points.</li> </ul>	<ul style="list-style-type: none"> <li>• Fails to involve audience understanding of knowledge of topic presented.</li> <li>• Shows no interest in topic presented.</li> </ul>

- **Informal assessment:**

> Quick write – have students describe prescription drug **misuse** and list the three categories of commonly misused and abused prescription drugs. For each category list one drug name, one street name, one side effect, and one major risk to be aware of.

- > Use the closing activity sentence starter as a journal prompt. Collect and review journals.
- > Distribute and collect a peer/cooperative learning evaluation form.

- **Key message: Did they get it? Did you teach it?**

Prescription drugs are intended to cause a specific reaction in our bodies. Taking too little or too much will cause the prescription drug to work differently or not work at all. Combining a prescription drug that you have been given by your doctor with another prescription, OTC, or illegal drug could interfere with the prescription drug's ability to work in your body, increase the risks of the side effects, and/or cause an adverse reaction (and in some cases be deadly). By understanding what prescription drugs are and how they work in our bodies, we can understand the importance of avoiding prescription drug **misuse**.

Name \_\_\_\_\_

## Common Prescription Drugs Matrix

Circle the category assigned to your small group	Opioids	Depressants	Stimulants
<b>Names</b> What are some of the prescription drugs in this category? (List at least 5)			
<b>Street Names</b> What are some other names for the prescription drugs in this category? (List at least 3)			
<b>Purpose</b> What is the prescription drug taken for?			
<b>Side Effects</b> What are the side effects?			
<b>Warnings</b> What is important to remember in order avoid negative consequences or even death?			

**Family Connection:** Think about your home. What prescription and over-the-counter (OTC) drugs do you have? Where are they kept? Would you know if some were missing? The good news is that there are steps that you can take as a family to reduce the chances that prescription drugs are misused in your home. For a list of steps to take and printable card to help track prescription drugs in your home visit the Parents the Anti-Drug website at [www.theantidrug.com/drug-information/otc-prescription-drug-abuse/preventing-prescription-drug-abuse/default.aspx](http://www.theantidrug.com/drug-information/otc-prescription-drug-abuse/preventing-prescription-drug-abuse/default.aspx).

# Rx for Understanding: Abuse of Prescription Drugs – Consequences and Support

## Topic

Understanding **Abuse** of Prescription Drugs, the Scope of the Issue, the Consequences, and Where to Turn for Help for Yourself and Others

## Estimated Time

One 45-minute class session



## At-A-Glance

- **Opening Activity:**  
**Misuse/Abuse** Sort
- **A Mathematical Perspective on Current Events:**  
Student Reproducible 4
- **Closing Activity:**  
Pick Your Prompt

## Objective(s)

Students will:

- Describe prescription drug **abuse**.
- Examine how and why prescription drugs are being abused.
- Examine the consequences of prescription drug **misuse** and **abuse**.
- Discuss how prescription drug **abuse** impacts families and communities.
- Identify how they can get help if they or someone they know is abusing prescription drugs.

## Integrated Subjects

Health, English Language Arts, Social Studies, and Math

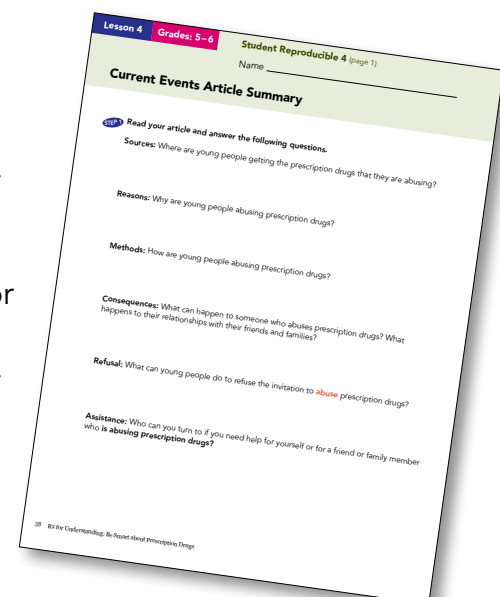
## Materials and Preparation

### What you will need:

- Student Reproducible 4 (one per student)
- Chart paper (six pieces)
- Basic classroom supplies (markers, crayons, and pencils)
- Blank paper (six sheets)

### Before the lesson:

- Copy Student Reproducible 4.
- Ask students to bring in a current events news article—from a newspaper, magazine, or Internet publication—about prescription drug **abuse** (or allow students time prior to the lesson to locate and print an article from classroom computers or the computer lab).
- Print a few additional articles to have on hand.





## Procedures

### Opening the Lesson: **Misuse/Abuse** Sort (10 minutes)

1. **Write** the words “**misuse**” and “**abuse**” on the board and draw a line beneath the words and a line between them (i.e., make a t-chart).

**Connect the learning:** In Lesson 1 and 3 students learned the definition of the term prescription drug **misuse**. You can build on the key messages from Lessons 1 and 3, when introducing Lesson 4.

2. **Ask** students what **proper use** of prescription drugs means. Have students name a few things that a person can do to use prescription drugs properly.

**Connect the learning:** In Lesson 1 and 3 students learned what constitutes **proper use** of prescription drugs.

3. **Tell** students that you are going to read two scenarios that are not examples of **proper use**.
4. **Read** Scenario A to the students.
5. **Read** Scenario B to the students.

### Scenario A

Your friend has leftover prescription pain medication from when she sprained her ankle; she gives it to another friend who has a backache. She tells her friend not to tell her parents because she does not want to get into trouble; she knows sharing prescription drugs is dangerous.

### Scenario B

Your friend has been given a prescription for migraine headaches from his doctor. The instructions say, “Take one tablet no more than once a day as needed for pain associated with a migraine.” Your friend does not read the label carefully and does not notice the part that says, “No more than once a day.” Your friend takes a pill in the morning. Later in the evening of the same day, his head hurts again, so he takes another tablet.

## Rx for Understanding: Abuse of Prescription Drugs—Consequences and Support *(Continued)*

- 6. Tell** students that prescription drug **abuse** is knowingly using prescription drugs in a way other than how they were prescribed or for a purpose other than intended.
- 7. Ask** students to identify which scenario is an example of **abuse**, which scenario is an example of **misuse**, and explain why. Record the answers in the corresponding column of the t-chart.



- Possible answers:** Scenario A is prescription drug **abuse** because you can tell the person does not want his or her mother to know, so they must know it is wrong; Scenario A is prescription drug **abuse** because the person is doing it on purpose; Scenario B is prescription drug **misuse** because the person doesn't take the prescription drug incorrectly on purpose; Scenario B is **misuse** because it is accidental; Scenario B is **misuse** because the person is not taking the prescription drug to party or to get high.
- 8. Explain** to students that prescription drug **misuse** becomes prescription drug **abuse** when the **misuse** is carried out intentionally for a desired effect. Both **misuse** and **abuse** can end in the same result.
    - If a person takes their parents' prescription pain medication to a party to share with their friends to get high, this is prescription drug **abuse**. A person can die from taking too much of this prescription drug.
    - If a person takes too much of their own prescription pain medication because they misread the label, this is prescription drug **misuse**. A person can die from taking too much of this prescription drug.
    - The difference between **misuse** and **abuse** is the intent. Is the person misusing the prescription drug on purpose or with the knowledge that they are not supposed to be taking the prescription drug? That is what makes it **abuse**.
  - 9. Tell** students that they will be learning more about the reasons for prescription drug **abuse**, how prescription drugs are abused, the consequences of prescription drug **abuse**, and how to get help.





**Leading the Lesson:** A Mathematical Perspective of Current Events  
(30 minutes)

10. **Review** the questions on Student Reproducible 4 with students. Discuss examples of answers that they might read about in the news articles.

## ABUSE



### Abuse of Prescription Drugs Key Topics:

- **Sources**

Where are young people getting the prescription drugs that they are abusing? Possible examples: from a friend; from their parents or relatives without their knowledge; from a person who sells drugs illegally; at a pharming party.

**Note:** A pharming party is a party or get-together where teenagers bring prescription drugs and exchange them with each other (often by placing them into a bowl and randomly taking an unknown combination of prescription drugs) in order to get high.

- **Reasons**

Why are young people abusing prescription drugs? Possible examples: to party; to get high; to do better in school; to lose weight; to relieve pain (i.e., to self-medicate).

- **Methods**

How are young people abusing prescription drugs? Possible examples: altering the form of the prescription drug (e.g., crushing the pill or capsule in order to swallow, sniff, or turn it into liquid to ingest or inject it); taking a prescription drug in an altered form for the intended purpose or to get high; taking the prescription drug in its original form but in a larger dosage or in combination with alcohol or other prescription or illegal drugs in order to get high.

- **Consequences**

What can happen to someone who abuses prescription drugs? Possible examples: negative impact on relationships with family and friends; negative short- and long-term health

## Rx for Understanding: Abuse of Prescription Drugs—Consequences and Support *(Continued)*



consequences; stimulant **abuse** can cause paranoia, dangerously high body temperatures, and an irregular heartbeat; opioid **abuse** can cause drowsiness, nausea, constipation, and slowed breathing; depressant **abuse** can cause slurred speech, shallow breathing, fatigue, disorientation, lack of coordination, and seizures; **abuse** of any prescription drug can lead to addiction; **abuse** of mind-altering prescription drugs can impair judgement and lead to an elevated risk of HIV and other dangerous sexually transmitted diseases.

- **Refusal**

What can young people do to refuse the invitation to **abuse** prescription drugs? Possible examples: be knowledgeable about the serious risks involved with prescription drug **misuse** and **abuse** and use this knowledge when they need to refuse an invitation to **abuse** prescription drugs; share knowledge with others; report the **abuse** to a parent, school guidance counselor, or other trusted adult; ignore the offer and walk away; take a pledge or join an anti-drug campaign.

- **Assistance**

Who can you turn to if you need help for yourself or a friend or family member who is abusing prescription drugs? Possible examples: parent, school guidance counselor, or other trusted adult; anonymous resources such as the Substance Abuse and Mental Health Services Administration's Treatment Referral Helpline (1-800-662-HELP); websites such as [www.findtreatment.samhsa.gov](http://www.findtreatment.samhsa.gov).

11. **Direct** students to independently read the articles that they brought with them to class and complete Student Reproducible 4.
12. **Divide** students into six small groups and assign each group one of the key topics (questions) from Student Reproducible 4. Give each group a blank piece of paper and chart paper. Explain the small group steps.
13. **Direct** small groups to share their graphs with the rest of the class.



### **Closing the Lesson:** Pick Your Prompt (5 minutes)

Write the following journal prompts on the board and have students choose and respond to one prompt on a blank piece of lined paper or in their journals:

- What is one example of how your friends may use peer pressure to get you to take a prescription drug that was prescribed for them or one of their family members?
- How would you respond to peer pressure to **abuse** prescription drugs?
- What is one example of how you could use peer pressure positively in order to encourage your friends to not **abuse** prescription drugs?

### **Small Group Steps:**

- Share and discuss answers to your group's assigned key topic question.
- Create a tally chart to summarize your collective responses to the assigned key topic question. For example, if the key topic that your group is assigned is "sources," then you would record all sources of abused prescription drugs mentioned in your articles and tally the totals.
- If only one or no answers are gained from your articles, then brainstorm additional answers as a group. Add the new answers to your tally chart, but represent the quantity as zero, since they were not mentioned in your articles.
- On the chart paper, create a graph or diagram (e.g., bar graph, picture graph, pie chart, line graph) to represent the results of your tally.

### **Modification Ideas**

- To shorten the length of this lesson, have students read their articles as homework (before coming to class).
- Extend the lesson by having students create math problems to go with their graphs. After they share their graphs, the rest of the class can answer the math problems while interpreting the graphs.
- Extend the lesson by having students dramatize their response to the journal prompt. Students can meet in small groups made up of at least one person who did each of the journal prompts. Have students work together to turn their three combined responses into a script for a mini-play. Over the course of a few weeks or months, invite small groups to present their mini-plays at the end of class. This will give students an opportunity to be reminded of the important lessons that they have learned about this topic in an ongoing fashion.

# Rx for Understanding: Abuse of Prescription Drugs—Consequences and Support *(Continued)*

## Assessment Suggestions

- **Formal assessment:** Use Student Reproducible 4 to assess students' understanding of the key concepts. While reviewing the assignment, check for the following information:

- > **Sources**

Do they understand what “sources” means? Can students name at least one common way that young people get the prescription drugs that they **abuse**?

- > **Reasons**

Do they understand what “reasons” means? Can students name at least one common reason that young people **abuse** prescription drugs?

- > **Methods**

Do they understand what “methods” means? Can students name at least one way that young people **abuse** prescription drugs?

- > **Consequences**

Do they understand what a “consequence” is? Can students name at least one consequence of prescription drug **abuse**?

- > **Refusal**

Do they understand what “refusal” means? Can students name at least one way that they can refuse an offer to **abuse** prescription drugs?

- > **Assistance**

Do they understand what “assistance” means? Can students name at least one person or place that they could turn to for help if they or someone they know is abusing prescription drugs?







- **Informal assessment:** Conduct a check for understanding as students are working on their journal prompt. Walk around the room and individually ask each student to tell you one example of prescription drug **abuse**.
- **Key message: Did they get it? Did you teach it?** Prescription drug **abuse** occurs when a person misuses a prescription drug knowingly or intentionally in order to achieve a desired effect or purpose (e.g., to get high, to perform well on a test; to lose weight). Prescription drug **abuse** and **misuse** can have serious and deadly consequences, is against the law, and can lead to addiction. Prescription drug **abuse** is drug **abuse**, and many of the same life skills that can help you make positive decisions when it comes to illegal drugs (e.g., marijuana or cocaine) can also help you avoid prescription drug **abuse**.





Name \_\_\_\_\_

## Current Events Article Summary

**STEP 1**

Read your article and answer the following questions.

**Sources:** Where are young people getting the prescription drugs that they are abusing?

**Reasons:** Why are young people abusing prescription drugs?

**Methods:** How are young people abusing prescription drugs?

**Consequences:** What can happen to someone who abuses prescription drugs? What happens to their relationships with their friends and families?

**Refusal:** What can young people do to refuse the invitation to **abuse** prescription drugs?

**Assistance:** Who can you turn to if you need help for yourself or for a friend or family member who **is abusing prescription drugs**?

- STEP 2** Listen to your teacher to find out which group you are assigned to and place a check mark beside your group's assigned question.
  
- STEP 3** Meet with your assigned group. Share the answers for your assigned topic. Tally the results. What other possible answers exist that are not discussed in your article? Include the answers not discussed in your article on your graph, but represent them as zero on your tally.
  
- STEP 4** Work with your group to create a graph to represent your tally. You will help your group present the graph to the class.

**Family Connection:** Being armed with knowledge is the best defense against prescription drug abuse. To learn more about the consequences and risks of prescription drug abuse, visit the National Institute on Drug Abuse (NIDA) web page geared specifically for prescription drugs at [www.drugabuse.gov/publications/research-reports/prescription-drugs](http://www.drugabuse.gov/publications/research-reports/prescription-drugs).

# Rx for Understanding: Creating a Healthy Future

## Topic

Culminating Activity:  
**Proper Use**, **Misuse**, and  
**Abuse** of Prescription Drugs

## Estimated Time

Three 45-minute class sessions

## Objective(s)

Students will explain **proper use**, **misuse**, and **abuse** of prescription drugs.

## Integrated Subjects

Health, English Language Arts, and Visual Arts

## Materials and Preparation

### What you will need:

- Student Reproducible 5 (one per student)
- Chart paper (three or four pieces)
- Basic classroom supplies (markers, crayons, and pencils)
- Additional arts and crafts supplies (glue, scissors, cardboard, card stock, old game pieces, buttons, odds and ends—items students may be able to use to create their games)

### Before the lesson:

- Copy Student Reproducible 5.
- Bookmark websites for student research (optional).
- If you completed Lesson 1, post the Q.L. poster from the lesson.

## Procedures (Session 1)

**Opening the Lesson:** Telling Trios and Project Introduction  
(15 minutes)

1. **Divide** students into groups of three.
2. **Assign** each group member a term related to prescription drug use: **proper use**, **misuse**, and **abuse**. In trios, have each student take turns explaining what his or her assigned term means. Then, as a small group, brainstorm a list of topics that are important to know about related to each term. Record the list of topics on a piece of blank paper divided into three columns.



## At-A-Glance

- **Opening Activity:**  
Telling Trios
- **Project:** Create a Board Game
- **Closing Activity:**  
Option 1: Beginning Where We Started  
Option 2: Opinion Poll



**Connect the learning:** In Lesson 1 – 4 students learned about **proper use**, **misuse**, and **abuse** of prescription drugs. You can build on the key messages from those lessons when introducing Lesson 5. If you did not teach Lessons 1 – 4, depending on the prior knowledge of your class, you may then want to tell students about the key topics for each term, rather than having the students brainstorm.



**3. Draw** a three-column chart on the board or on a piece of chart paper. Label the columns: “**Proper Use**,” “**Misuse**,” and “**Abuse**.” Have each trio to report their list of topics to the class and record. If students give duplicate topics, then place a check mark for each time the topic is reported. Once all ideas are shared, call attention to everything that the students know about the topic.



**4. Tell** students that they will work within their trio groups to create a board- or card-based trivia game that can be used to practice recalling what they know and want to remember about prescription drugs. The topics that have been recorded on the board will be the key areas to include in the game, with more specific information being built in. Tell students that they will have the rest of the class period to create the game and one class period to play and evaluate another trio’s game.

**Leading the Lesson:** Establishing Criteria for the Project  
(10 minutes)

**5. Show** students some examples of familiar games using pictures or real games.

**6. Tell** students that they are going to spend a bit of time talking about the characteristics of games that they will want to emulate in their own games.

- Brainstorm and chart a list of board game components (including rules, directions, and game pieces).
- Brainstorm and chart a list of qualities of a fun board game.

## Rx for Understanding: Creating a Healthy Future *(Continued)*

**7. Ask:** What will be the evidence that the game has accomplished the goal of helping a person to learn or remember important information about **proper use**, **misuse**, and **abuse** of prescription drugs? Chart the responses.

**8. Direct** attention to the ideas that have been recorded on the three charts and explain to students that the ideas they provided are going to become the guidelines to follow when creating their games.

**9. Tell** students that you will be creating an evaluation form based on what the students have shared. When they play another group's game, they will complete the evaluation form.

**Leading the Lesson:** Group Work Phase Part One—Game Plan *(20 minutes)*

**10. Remind** students that the topics brainstormed at the beginning of the lesson are the categories of information that they will need to include in their games.

**11. Direct** students to meet with their trios in order to create a game plan addressing the following questions:

- What type of game do you want to make?
- How will the game be played and won?
- What materials are needed to create the game?

**Note:** Allow students time to look over the materials that you have provided, and ask students to seek your approval for any supplies that are not on display.

- What will each group member be responsible for?
- What additional research or information will be needed in order to create the questions and answers for the game?







**12. Direct** students to gather their information and/or complete the additional research needed. To get the detailed information for each topic students can choose one of the following options:

- If you completed Lessons 1 – 4 with your students, then they can use the information that they have learned throughout the lessons, including completed student reproducibles and posters created during the lessons. As time allows, students who completed Lessons 1 – 4 can also use the bookmarked websites for additional information.
- If you are teaching only Lesson 5, then students can use the Internet and the bookmarked websites to research the key facts for each of the three topics to include in their games.

## Procedures (Session 2)

**Leading the Lesson** (continued):  
Group Work, Part 1 – Game Plan  
(45 minutes)

**1. Direct** students to create their games.

**Note:** Remember to take some time to create a peer evaluation form using the criteria provided by the students during step seven of Session 1.

## Procedures (Session 3)

**Leading the Lesson** (continued): Game Day  
(30 minutes)

**1. Direct** trios to exchange games with another trio and play the other group's game. After they have played the game, have students complete the evaluation forms individually.

## Rx for Understanding: Creating a Healthy Future *(Continued)*

**Closing the Lesson** (continued): Game Day  
(15 minutes)

**2. Choose** one of the following options.

**Option 1:** Return to the “L” Column of the Q.L. chart from Lesson 1. Discuss the questions in the “Q” column and record the answers in the “L” column.

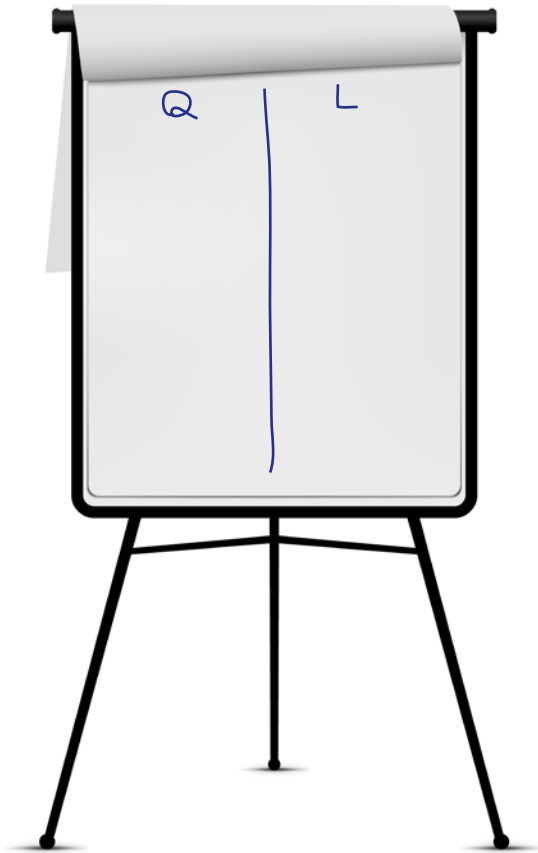
**Option 2:** Conduct an opinion poll to see if students’ feelings and beliefs about prescription drugs have changed as a result of the lesson. Instruct students to stand at their desks. Explain that you are going to read a series of statements that they will listen to and either agree or disagree with, explaining their reasons for their decisions. Have students move to a designated area of the classroom depending on their answer. Once they are in the respective areas, give students about one minute to discuss why they chose their answer with at least one other person standing in the same area.

**Directions:**

- Right side of the room – I agree
- Left side of the room – I disagree
- Center of the room – I am not sure

**Belief Statements:**

- I believe that prescription drugs are safer to **abuse** than illegal drugs like cocaine.
- I believe it is unsafe to take a prescription drug that someone else has offered to me in order to help me with my own health problem (such as pain).
- I believe that abusing or misusing a prescription drug can lead to death.
- I believe that it is important to help my friends and family understand the dangers of prescription drug **abuse**.





## Modification Ideas

- To conduct this lesson in less time, make it a whole class project, having everyone work together to develop a trivia-style board game with key categories of questions. Brainstorm with the whole class which categories should be included in the game. Assign small groups of three to five students to develop a pre-determined number of question-and-answer cards for one of the categories.
- Set up a game learning station and have one small group at a time play and evaluate the games.
- Play the games in teams or as a whole class.

## Answer Key:

- |      |      |      |
|------|------|------|
| 1. B | 2. B | 3. C |
| 4. B | 5. D | 6. A |
| 7. C | 8. D | 9. A |

**10.** Evaluate the student responses for the inclusion of one or more of the following: I would tell my friend not to go to the sleepover; that what her friends plan to do is drug **abuse**; that abusing prescription drugs is very dangerous and potentially life threatening; that I would be sad if he or she risked her life; that it is against the law to **abuse** prescription drugs; that they should report the situation to a trusted adult; that they can get help from a parent, school guidance counselor or community organization; that they should use an anonymous resources such as the Substance Abuse and Mental Health Services Administration's Treatment Referral Helpline (1-800-662-HELP); that I know he or she will make the right decision; that I am here to help.

## Assessment Suggestions

- **Formal post-assessment:** Student Reproducible 5: Unit Test; assign a grade value to the Game Project.
- **Informal post-assessment:** Collect and review the Game Evaluation Forms; observe students as they are creating and playing the games.
- **Key message: Did they get it? Did you teach it?** Prescription drugs help keep us healthy and serve an important purpose in our lives. **Misuse** and **abuse** of prescription drugs is a health risk with very serious consequences, and can even be deadly. Knowing how to safely and properly use prescription drugs is an important part of being healthy. Being an advocate and helping others not only helps your friends, school, and community, but it also a way to help yourself.







# Rx for Understanding: Building a Foundation for Health

## Topic

Prescription Drug Awareness

## Estimated Time

Three 45-minute class sessions

## Objective(s)

Students will:

- Describe the purpose of medication (prescription and over-the-counter).
- Describe the significance of medication to their overall health.
- Describe the importance of medication to the health and progression of society.
- Discuss the following terms: drug, prescription drug, over-the-counter drug, illegal drug, **proper use** of prescription drugs, **misuse** of prescription drugs, **abuse** of prescription drugs.
- Construct a timeline that demonstrates understanding of the sequence and importance of events.

## Integrated Subjects

Health, English Language Arts, and Social Studies

## Materials and Preparation

### What you will need:

- Student Reproducible 1 (one per student)
- Event Cards (half sheets of blank paper or large index cards) (70)
- Time Period Headers (construction paper) (6 sheets)
- Blank paper (10 sheets)
- Sticky notes (2 packs)
- Basic classroom supplies (markers, crayons, and pencils)
- Wall mounting materials (tape, push pins, stapler, paperclips)
- Internet access



## At-A-Glance

- **Opening Activity:**  
Do You Know Much about History?
- **Project:** Timeline Project
- **Closing Activity:**  
Predict-o-graph

Lesson 2 Grades: 7–8 Student Reproducible 2  
Name \_\_\_\_\_

### Proper Use of Prescription Drugs:

#### Be Smart about Rx Labels Explanatory Essay Organizer

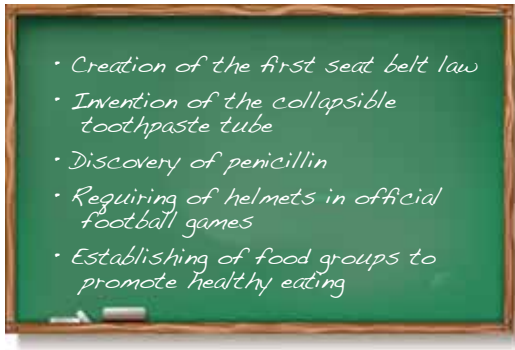
<b>Introduction</b> Tell the reader what you are going to tell them	<ul style="list-style-type: none"> <li>• Attention Grabbing Statement</li> <li>• Main Idea 1: Intro Statement</li> <li>• Main Idea 2: Intro Statement</li> <li>• Main Idea 3: Intro Statement</li> </ul>
<b>Body Paragraph 1</b> Patient, Doctor/Prescriber and Pharmacy Information	<ul style="list-style-type: none"> <li>• Main Idea 1: Intro Statement</li> <li>• Supporting Details:</li> </ul>
<b>Body Paragraph 2</b> Directions and Drug Information (including expiration date)	<ul style="list-style-type: none"> <li>• Main Idea 2: Intro Statement</li> <li>• Supporting Details:</li> </ul>
<b>Body Paragraph 3</b> Warnings/Caution Statements (including storage and disposal)	<ul style="list-style-type: none"> <li>• Main Idea 3: Intro Statement</li> <li>• Supporting Details:</li> </ul>
<b>Conclusion</b> Tell the reader what you told them	<ul style="list-style-type: none"> <li>• Restate Main Idea 1</li> <li>• Restate Main Idea 2</li> <li>• Restate Main Idea 3</li> <li>• Closing Statement</li> </ul>

Family Connection: 70% of people 12 and older who abuse prescription drugs say they get them from a friend or relative. Test your prescription I.O. and get more information at [www.safeguardmykids.org](http://www.safeguardmykids.org).



### Before the lesson:

- Copy Student Reproducible 1.
- Designate a space for the timeline (65-70 event cards, or enough to be displayed in a line on the wall around the perimeter of the room).
- Prepare time period headers (1 C.E. to 500; 501 to 1000; 1001 to 1500; 1501 to 1750; 1751 to 1899; 1900 to 2012).



### Internet resources for timeline:

- [www.nlm.nih.gov/hmd/especiallyfor/teachersstudents.html](http://www.nlm.nih.gov/hmd/especiallyfor/teachersstudents.html)
- [www.nlm.nih.gov/hmd/ihtm/index.html](http://www.nlm.nih.gov/hmd/ihtm/index.html)
- [www.fda.gov/AboutFDA/WhatWeDo/History/Milestones/ucm128305.htm](http://www.fda.gov/AboutFDA/WhatWeDo/History/Milestones/ucm128305.htm)
- [www.readwritethink.org/materials/timeline/](http://www.readwritethink.org/materials/timeline/)

## Procedures (Session 1)

**Opening the Lesson:** Do You Know Much About History  
(20 minutes)

1. **Tell** students that you are going to begin today's lesson discussing things that have happened throughout history that make an important difference in our lives today.
2. **Ask:** What is chronological order?  
**Possible response:** the sequential order of events that have occurred in the past.
3. **Tell** students that their first challenge is to guess the correct chronological order of a list of events.
4. **Write** the following events on the board:
  - Creation of the first seat belt law
  - Invention of the collapsible toothpaste tube
  - Discovery of penicillin

## Rx for Understanding: Building a Foundation for Health *(Continued)*

### HISTORY



- Requirement of helmets in official football games
- Establishment of food groups to promote healthy eating

**5. Assign** students to small groups. Give each small group a blank piece of paper. Have students guess the order of the events and record their group's guessed order on blank paper. Give open-ended directions for how students are to represent their guess on the paper (i.e., do not direct students to make a timeline; wait to see if they are inclined to do so on their own).

**6. Invite** a member of each group to share their group's guessed order.

**7. Reveal** the correct order to the class. Share the following information and discuss the importance of each event.

- **Toothpaste**

In **1892**, Doctor Washington Sheffield of New London, Connecticut, manufactured toothpaste into a collapsible tube.

- **Food Groups**

In **1916** the United States Department of Agriculture (USDA) released the first nutrition guidelines that categorized foods into milk and meat; cereals; vegetables and fruits; fats and fatty foods; and sugars and sugary foods.

- **Penicillin**

The discovery of penicillin is attributed to Scottish scientist and Nobel laureate Alexander Fleming. In **1928** he showed that if *Penicillium notatum* were grown in a certain way, it would create a substance with antibiotic properties, which he named penicillin.

- **Helmets**

In the 1890s many football players began wearing leather helmets. Wearing of protective headgear, like the helmets we see today, was mandated by the National College Athletic Association (NCAA) in **1939**.

- **Seat Belts**

The first seat belt law was a federal law, which took effect on January 1, **1968**. It required all vehicles (except buses) to be fitted with seat belts in all designated seating positions.



8. **Discuss** the guesses in comparison to the actual order. How close were the guesses? Did any group correctly predict the entire order? Were they surprised by the actual order? If so, why?



9. **Observe** how each group chose to represent their guess on blank paper. Did any of the groups choose to show their guess by drawing a line and plotting the order? Build upon the students' attempts to display the order of events on some type of line.

10. **Introduce** the concept of a timeline. Timelines help us understand history by telling us what happens when and displaying how much time transpires between events. From timelines we can also observe possible causal relationships (such as why certain discoveries or events may have occurred during or in relation to other major historical events or periods).

11. **Model** the creation of a short timeline using the five events that you are currently working with. Think aloud as you draw a line on the board and plot the events.

12. **Discuss** the model timeline. Point out the different types of significant events (some are discoveries, some are historical events).

13. **Ask:** What do these events have to do with each other?

**Ideal responses:** they are all historical events/discoveries that have to do with our health.

14. **Ask:** What other events throughout history may have impacted your health?

- **Possible responses:** medical advances (technology, new medicines, vaccines); the Internet (cyberbullying, need for safety); the rise of organized sports (safety equipment, need for sunscreen); the discovery of new diseases and/or cures.
- Differentiate between events that have to do with overall health and events that have to do with medicine. Focus on medicine. Medicine is one aspect of our overall health. When

## Rx for Understanding: Building a Foundation for Health *(Continued)*

we use the term “medicine” it applies to all aspects and discoveries of the medical field (including medications, surgeries, vaccinations, cures, and diagnostic and treatment practices). Ask students what life might have been like today if it were not for some of the medical discoveries mentioned during the discussion.

### Leading the Lesson:

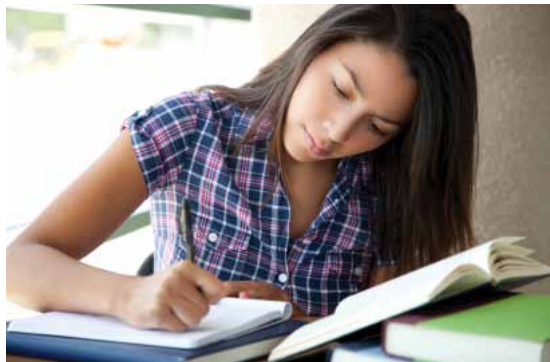
Timeline Project Phase 1: Introduce the Project (whole group)  
(5 minutes)

**15. Tell** students that they are going to have a chance to discover even more interesting information about the history of medicine. They will be conducting historical research and creating a large and prominent class timeline about the history of medicine to display in their classroom.

**16. Explain** the following terms:

**Historical Research:** Research is an investigation into existing or new knowledge. Historical research is the study of things that have happened in the past. Historical research is important because it provides insight into the way societies behave. It is challenging to evaluate information and make decisions without the use of history as a lens.

**Epidemic:** An epidemic is an outbreak or the rapid and extensive spreading of an event, disease, or infection that affects the population of a certain area at the same time (such as an outbreak of influenza).







Timeline Project Phase 2: Research and Discovery (independent)  
(20 minutes)



**17. Write** the following time periods on the board:

- 1 C.E. to 500
- 501 to 1000
- 1001 to 1500
- 1501 to 1750
- 1751 to 1899
- 1900 to 2012

**18. Assign** each student to a time period. Assign students evenly so that about the same number of students is assigned to each time period. Distribute Student Reproducible 1 and have students record the time period they have been assigned.

**19. Explain** to students that they will be using the Internet to conduct their research. Caution students about the Internet; it is a great resource, but it is also a public forum in which anyone can make a claim or an assertion. It is your responsibility as a researcher to find and use trustworthy sources. There are several ways to check your sources.

**20. Ask:** How can you be sure the information placed on your timeline is accurate?

**Possible response:** you can verify the date with one or two additional sources.

**21. Ask:** How can you be sure that you are using reliable sources on the Internet?

**Possible responses:** I can easily figure out who wrote the information; verify the author's credentials; go to the author's web page; find out if the author has published work in a scholarly journal; check to be sure that all factual claims are linked to sources; note that grammatical or spelling errors could indicate that the content is not credible; check to see when the web page was last updated; check the URL to see if the information is linked to an organization (.edu usually

## Rx for Understanding: Building a Foundation for Health *(Continued)*

means educational institution, .gov means it is most likely a reliable government website, and sites that end in .org are usually nonprofit organizations and are also most likely reliable sources of information).

**Note:** In order to accurately assess a source for reliability and truthfulness, one must look at all criteria together. For example, when a URL ends with .org this usually indicates that the site is a nonprofit. This factor alone does not guarantee that the site is valid and reliable. You should consider more than one factor to make your assessment. For example, if the URL you are reviewing ends with .org then also check to see if there are links to sources and/or dates when the page was last updated.

**22. Remind** students that just because something has made its way onto Internet, it does not mean that it is credible, reliable, or even true. Restate this point as it pertains to overall health information as well. For example, if students go to the Internet looking for advice or information about a health concern, they also have to apply the same type of scrutiny to their sources. Again, just because a piece of health advice has made it to the Internet does not mean that it is trustworthy or applicable to their unique situation.



**Note:** Students may ask you about the use of a prescription drug manufacturers website as a reliable source of information. Drug manufacturers can be used as reliable, accurate, and helpful sources of information about the medicines that they produce. Drug manufacturers adhere to high standards established by state and federal laws and regulations regarding the way they communicate and inform consumers about their products.

**23. Direct** students to complete Student Reproducible 1 independently.



## Vocabulary Terms

### Prescription Drug

Medication only provided for a specific individual with a written order from a doctor or other appropriate medical professional.

### Over-the-counter (OTC) Drug

Medication available without a prescription.

### Illegal Drug

A drug whose production or use is prohibited by law.

### Proper Prescription Drug Use

When someone takes prescription medication exactly as directed. Examples include taking the medication at the right time, taking the right amount, and disposing of the medication appropriately.

### Prescription Drug Misuse

When someone does not take prescription medication as directed or intended either unknowingly or carelessly. Examples include taking the wrong amount, using an expired medication, or taking a medication that was prescribed for someone else.

### Prescription Drug Abuse

When someone purposely takes prescription medication in a manner or dosage other than what was prescribed for the purpose of experiencing a desired effect.

## Procedures (Session 2)

### Leading the Lesson (continued)

Timeline Project Phase 2: Research and Discovery  
(10 minutes)

1. **Give** students an additional 10 minutes to complete their independent research and Student Reproducible 1.

Timeline Project Phase 3: Share, Select, and Record (small group)  
(25 minutes)

2. **Direct** students to form small groups with all of the other students who were assigned the same time period.
  - Each group member shares the five events that they chose and why.
  - As a group, agree on the 10 most significant events during your time period.
  - For each of the events selected, write the event title, year (and specific date if known), and a brief description of what the event was and why it mattered. If pictures are available, print, cut, and glue them onto the cards.
  - Place the 10 event cards in order and number on the back so that the timeline can be easily assembled.

Timeline Project Phase 4: Create Timeline (whole group)  
(10 minutes)

3. **Explain** how to assemble the timeline. Show each group where their section is. Have students post their groups' 10 events under the Time Period Header for their time period.

# Rx for Understanding: Building a Foundation for Health *(Continued)*

## Procedures (Session 3)

### Leading the Lesson (continued)

Timeline Project Phase 5: Timeline Discussion (whole group)  
(30 minutes)

#### 1. Discuss the timeline:

- What types of medical events made it to the timeline? How does each type of event relate to the picture of overall health? What might the state of our health as a society be if the event had not occurred? How did the event help to shape how things are in medicine today?
- Have students focus on events that have to do with medication. Which of these events are related to over-the-counter medications and which are related to prescription drugs? Which are related to both? What is the difference between these two types of medicine?
- Draw a connection between the history of medicine and the importance of the **proper use** of medications, and explain why you are choosing to focus on prescription drugs. It is important to understand that prescription drugs are only safe when used properly.
- On the timeline, mark each event card that has to do with prescription drugs by placing a sticky note next to it.



### First Pharmacopeia 1820

A book that containing an official list of medicinal drugs (Rx and OTC) and information for their preparation and use.

#### Sample Teacher Added Event Card

#### 2. Explain the vocabulary terms.

- #### 3. Review the list of possible Teacher Added Events.
- Check to see if students have already included each of the events on the timeline. If not, then add the event using one of the extra event cards. Write the date and event summary on the card and post it on the timeline. If there is no space on the line, then place the card above or below the line with an arrow inserting the placement on the timeline.



## TEACHER ADDED EVENTS

### Discussion Points

- **Origination of the Rx symbol – circa 600**

The symbol Rx commonly represents the word “prescription.” This symbol originated in medieval times as an abbreviation for the Latin word for take, which is “recipe.”

The word “prescription” is made from the prefix “pre” which means before, and the base word “script” which means writing. A prescription is an order that must be written down before a drug can be prepared.

**Note:** The year for this event is estimated because the word is said to have originated during medieval times with no specific date given.

- **First Pharmacopeia – 1820**

First reference work for prescription drugs.

- **Sherley Amendment – 1912**

First U.S. law to prohibit the labeling of medications with false therapeutic claims and requiring the label to include a list of ingredients. Reportedly the amendment was enacted after a medication for babies, Mrs. Winslow’s Soothing Syrup for teething and colic, unlabeled yet laced with morphine, killed many infants.

- **Drug Abuse Control Amendments – 1965**

First law passed to deal with problems caused by **abuse** of depressants, stimulants, and hallucinogens.

- **First Monitoring the Future Survey (MTF) Study – 1975**

This study, conducted yearly, surveys trends in legal and illegal drug use among American youth.

- **Prescription Drug Abuse is an Epidemic – 2007**

In 2007, over 27,000 people died from prescription drug overdoses in the United States. This number is five times higher than it was in 1990 and prescription drugs are now involved in more overdose deaths than heroin and cocaine combined. The Centers for Disease Control and Prevention has classified prescription drug **abuse** as an epidemic.

- **Wide-spread Abuse of Prescription Drugs Among Youth – 2010**

From the most recent MTF study, we learned that among 12 – 17 year olds, prescription and OTC drugs are, after marijuana, the most commonly abused drugs.



## Rx for Understanding: Building a Foundation for Health *(Continued)*

- 4. Introduce** the added events and discuss how the event is related to the big picture.
- Refer to the event card that you have added, or to one that already exists and was posted by students.
  - Explain the event to students and describe why you are choosing to add (or mention) it.
  - Build on the vocabulary terms.
  - Several discoveries and events have led to prescription drug safety.
  - Prescription drugs are powerful drugs that do a lot of good. They are safe and effective when used properly. When misused or abused, however, they are very harmful. Do students see instances of this on the timeline? What are the possible causal factors between the positive and negative aspects of prescription drugs seen on the timeline? Why do students think such an alarming number of youth their ages are abusing prescription drugs?

**Closing the Lesson:** Predict-o-graph  
(15 minutes)



- 5. Discuss** the importance of learning about the **proper use** of prescription drugs.
- 6. Direct** students to imagine that it is the year 2040 and a new MTF study has just been released. The 2040 study concludes that less than 1% of youth are abusing prescription drugs.
- 7. Ask:** Do you think the scenario is possible or likely? What can you do to help make this imaginary scenario possible? If young people learn about the **misuse**, **abuse**, and **proper use** of prescription drugs, does it help this scenario to be more likely?
- 8. Ask:** What would happen if we did not have (or could not use) prescription drugs? What would happen if no one had ever discovered penicillin?

**Possible responses:** many common infections today would make us a lot more sick than they do; illnesses would be harder to overcome; illnesses would take longer to recover from (impacting other aspects of our lives); it could mean that common treatable illnesses could possibly be deadly.



9. **Ask:** Why is it important to think about the future with regard to prescription drugs?

**Possible responses:** we want to use prescription drugs properly for our own safety, but also for the well being of our society; when we learn about using prescription drugs responsibly, we will continue to have effective medications available to us; we do not want science and discovery to be stifled because of **misuse** and **abuse**.



10. **Tell** students that it is important to know about the **proper use**, **misuse**, and **abuse** of prescription drugs in order to make healthy choices and help your family, friends, and community. Working together we can end this epidemic and change the course of our medical history timeline.
11. **Tell** students that they will be learning about important rules for the **proper use** of prescription drugs. Ask students what they think one of these rules is.
12. **Direct** students to make a prediction as to what one of the rules for **proper use** might be and record it on a sticky note.
13. **Create** the Predict-o-graph: What is the most important rule for **proper use** of prescription drugs?
14. **Ask** students finish the sticky notes, group the sticky notes with like rules together.
15. **Create** a bar graph on the board using the sticky notes that visually summarizes students' predictions.
16. **Discuss** the Predict-o-graph:
- Option 1:** If you plan to teach Lesson 2, then use the prediction activity to build excitement for the next lesson. Tell students that they will see if their predictions are correct in the next lesson.
- Option 2:** If you are teaching this lesson in isolation (and will not be following up with Lesson 2), then discuss the graph now and provide the correct answers (using the students' predictions as a jumping off point).

## Rx for Understanding: Building a Foundation for Health *(Continued)*

### Modification Ideas

- Incorporate geography by researching where the events occurred and finding the locations on a map or globe.
- Extend the lesson by creating a section of the timeline for future medical discoveries and events. Have students predict what will happen in the future of medicine. Discuss their predictions. Are they realistic? What will have to happen in the present in order for their predictions to come true? What is their role and responsibility in society to see that the positive future predictions are possible and that the negative predictions do not come to fruition?
- Extend the lesson by keeping the timeline posted throughout the unit. Leave space between the event cards and continue to add things that come up throughout the remaining lessons. For example, in Lesson 2 you will be teaching students about **proper use** of prescription drugs. At the conclusion of the lesson, you could direct students to find out when the Food and Drug Administration (FDA) began regulating prescription drug labels. You could close each of the remaining lessons with a question pertaining to history and add the answer to the timeline.
- Integrate the Visual Arts by turning the timeline into a collage. Draw pictures and collect articles, illustrations, quotes, artifacts, etc. that pertain to the events. Add the artwork to the timeline by placing it above, below, and around the event cards. Use string to connect the artwork to a particular date.
- Collaborate with other educators. A timeline project is a wonderful opportunity for cross-curricular integration.
- Shorten the lesson by skipping the independent research section. Have all of the research conducted by the small group. You could also reduce the length of the lesson by having each student select one event to put on the timeline rather than using small group and independent research sections.



## Assessment Suggestions

- **Formal pre-assessment:** Use the post-assessment included with Lesson 5 as a pre-assessment.
- **Informal assessment:** Use Student Reproducible 1 to determine if students comprehended the timeline concept. Observe small group participation. Question students during the process. Have students explain why they choose to include the events that they did. Listen for answers that show students making the connection between their health and history. Did students choose to feature/portray the most relevant events during their assigned time period? Did students select important events?
- **Key message: Did they get it? Did you teach it?** Prescription medications help keep us healthy and serve an important purpose in our lives. **Misuse** and **abuse** of prescription medications is a health risk with very serious consequences, and can even be deadly. Knowing how to properly use prescription drugs is an important part of being healthy.



Name \_\_\_\_\_

## History of Medicine: Timeline Research

**STEP 1** Record assigned time period: \_\_\_\_\_

**STEP 2** List five events during this time period having to do with medicine or health.

EVENT

DATE

1. \_\_\_\_\_

2. \_\_\_\_\_

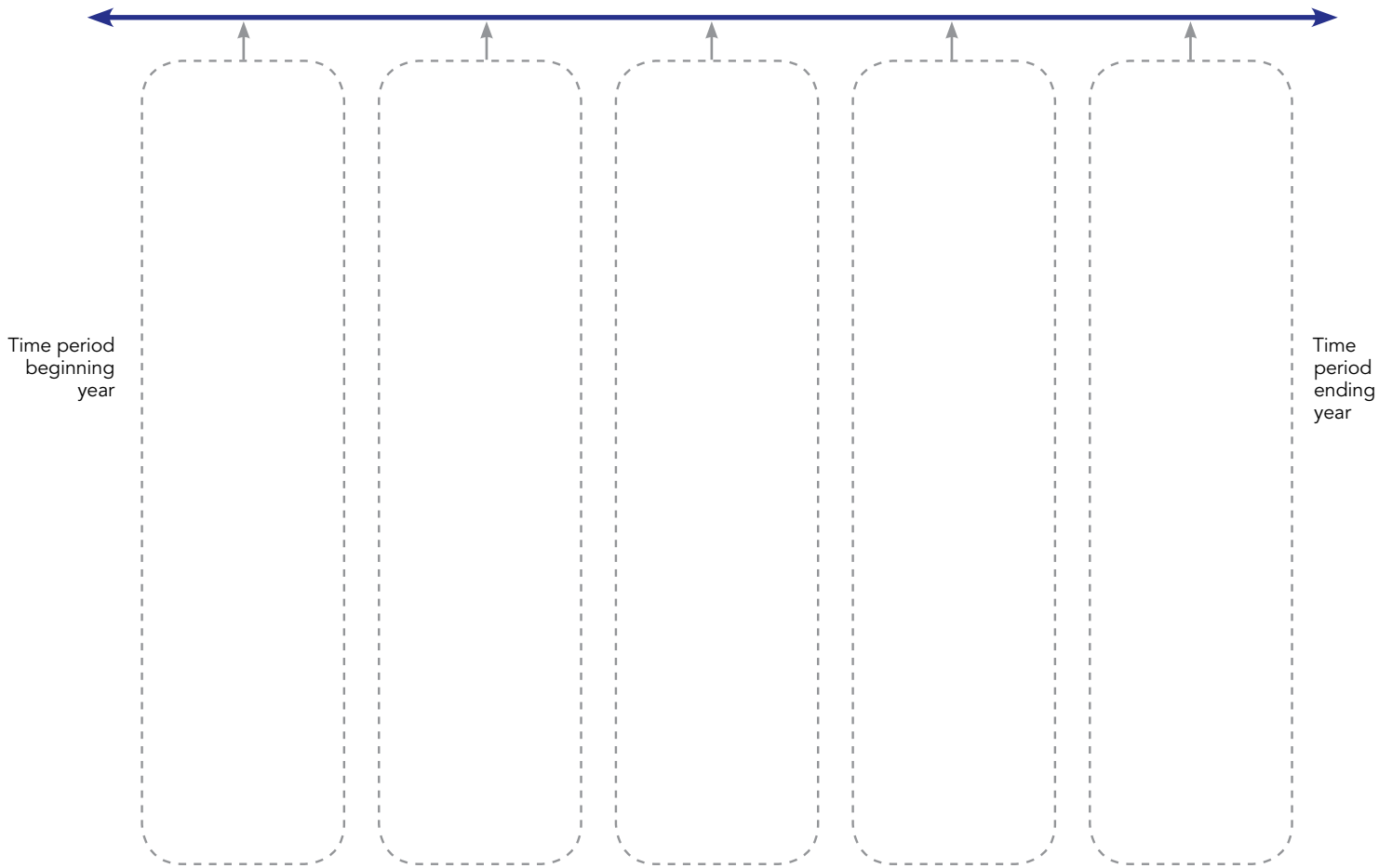
3. \_\_\_\_\_

4. \_\_\_\_\_

5. \_\_\_\_\_

Were there any other major historical events that occurred during this time period that could be connected to a medical- or health-related event or discovery?

**STEP 3** Plot the events you listed on the timeline below:



**Family Connection:** Every day for the first time, an average of 2,000 teenagers use prescription drugs without a doctor's guidance. Misusing or abusing prescription drugs can have serious health consequences. Safe use of prescription drugs is a vital part of your child's overall health. You can learn more at [www.teenshealth.org/parent](http://www.teenshealth.org/parent).



# Rx for Understanding: Proper Use of Prescription Drugs

## Topic

Prescription Drug Safety

## Estimated Time

Two 45-minute class sessions

## Objective(s)

Students will:

- Explain the difference between prescription and over-the-counter drugs.
- Explain **proper use** practices that reduce the possibility of misusing or abusing prescription drugs.
- Construct an informative essay about **proper use** of prescription drugs.

## Integrated Subjects

Health and English Language Arts

## Materials and Preparation

### What you will need:

- Student Reproducible 2 (one per student)
- Blank paper (one sheet per student)
- Lined paper (several sheets per student)
- Basic classroom supplies (markers, crayons, and pencils)
- Internet access

### Before the lesson:

- Copy Student Reproducible 2.
- Prepare the “Moved to Answer” response choice signs.
- Write the “Moved to Answer” statements on the board. Cover the statements until you are ready to begin the opening activity.



## At-A-Glance

- **Opening Activity:**  
Moved to Answer
- **Teaching the Topic:**  
What is **Proper Use**?
- **Writing Project:**  
Informative/Explanatory Essay
- **Closing Activity:**  
Quick Draw

Lesson 2 Grades: 7–8 Student Reproducible 2  
Name \_\_\_\_\_

### Proper Use of Prescription Drugs:

#### Be Smart about Rx Labels Explanatory Essay Organizer

<b>Introduction</b> Tell the reader what you are going to tell them	<ul style="list-style-type: none"> <li>• Attention Grabbing Statement</li> <li>• Main Idea 1: Intro Statement</li> <li>• Main Idea 2: Intro Statement</li> <li>• Main Idea 3: Intro Statement</li> </ul>
<b>Body Paragraph 1</b> Patient, Doctor/Prescriber, and Pharmacy Information	<ul style="list-style-type: none"> <li>• Main Idea 1: Intro Statement</li> <li>• Supporting Details:</li> </ul>
<b>Body Paragraph 2</b> Directions and Drug Information (including expiration date)	<ul style="list-style-type: none"> <li>• Main Idea 2: Intro Statement</li> <li>• Supporting Details:</li> </ul>
<b>Body Paragraph 3</b> Warnings/Caution Statements (including storage and disposal)	<ul style="list-style-type: none"> <li>• Main Idea 3: Intro Statement</li> <li>• Supporting Details:</li> </ul>
<b>Conclusion</b> Tell the reader what you told them	<ul style="list-style-type: none"> <li>• Restate Main Idea 1</li> <li>• Restate Main Idea 2</li> <li>• Restate Main Idea 3</li> <li>• Closing Statement</li> </ul>

**Family Connection:** 70% of people 12 and older who abuse prescription drugs say they get them from a friend or relative. Test your prescription I.Q. and get more information at [www.safeguardmykids.org](http://www.safeguardmykids.org).

NEA Health Information Network 75



## Procedures (Session 1)

**Opening the Lesson:** Moved to Answer  
(15 minutes)

1. **Write** the term “medicine” on the board. Ask students to name some types of medicine. Focus on the examples of prescription drugs.
2. **Explain** to students that there are many types of medications, and prescription drugs are one category. Prescription drugs are also known as Rx drugs. Prescription drugs are medications provided for a specific individual with a written order from a doctor or other appropriate medical professional.

### Response Choices

- Never okay to do.
- Could be okay to do (under certain circumstances).
- Always okay to do.
- Not sure if this is okay to do or not.

**Connect the learning:** In Lesson 1 students learned how medicines serve an important purpose in their overall health (when used properly), and they were also introduced to the concept of prescription and over-the-counter drugs.

3. **Tell** students that you will be reading them a list of statements about prescription drugs and they will be moving to a certain area of the room and standing beside a sign based on their opinion regarding the statement. Explain the response choices.
4. **Read** each situation aloud, one at a time. Allow students a moment to think, then direct them to move to the posted sign that most represents their opinion.

#### Situations:

- Taking a prescription drug prescribed for you by your doctor or other appropriate medical professional, exactly as instructed, with adult supervision
- Using another family member’s or friend’s prescription drug
- Giving your prescription drug to another person to take
- Leaving a prescription drug in a place that is easy for a younger child to reach

## Rx for Understanding: Proper Use of Prescription Drugs *(Continued)*

### PROPER USE



- Taking your prescription drug at any time that you want
- Taking your prescription drug with food
- Taking more than one prescription drug at a time
- Deciding on your own to take more than the prescribed dosage of a prescription drug, because you think that it isn't working well enough
- Using your own prescription drug after the prescription has expired
- Using another person's prescription drug because you are sick too
- Using your own prescription drug for any other reason than for what it was prescribed
- Using another person's prescription drugs to get high
- Giving or selling your prescription drugs (or a family member's prescription drugs) to someone else for the purpose of getting high
- Throwing leftover prescription drugs in the trash when you are done taking your prescription
- Asking the pharmacy to sell you more of your prescription drug after you run out
- Asking the pharmacist if you have questions about your prescription

5. **Direct** students to discuss why they selected that response with a partner or subgroup within the group of students who chose the same response for each statement. Continue to read statements, and have students move and discuss responses until each statement has been read.

6. **Observe** and tally the number of students who choose each response per statement. Jot the numbers down in your own notes (the total numbers do not need to be visible to the students—in fact, do not let the students know that you are collecting data because this could influence the decisions that they make regarding their responses).



7. **Direct** students to return to their seats after completing this process for each statement.
8. **Reveal** the number of students who thought that “using another family member’s or friend’s prescription drugs” was “sometimes okay to do.” Remind students that intentionally and knowingly using another person’s prescription drug is prescription drug **abuse** and is never okay to do. Explain why it is important for students to be clear about what is okay and not okay with regard to prescription drugs (**misuse** and **abuse** of prescription drugs may happen for different reasons; both can be very harmful and have the same consequences).
9. **Tell** students over the course of this lesson that all of the correct responses to the “Moved to Answer” statements will be identified and explained.
10. **Tell** students that the best way to avoid **misuse** and **abuse** is to understand **proper use**. Most of the time, the “rules” or things to know about **proper use** are simple to remember and easy to find.

**Connect the learning:** Remind students that in Lesson 1 they have already made guesses about what the most important rules of **proper use** may be. Tell students that in today’s lesson, they will have a chance to find out if their guesses were correct. Refer to the sticky note Predict-o-graph that was created in Lesson 1. Throughout this lesson use the Predict-o-graph to build on what students have learned.

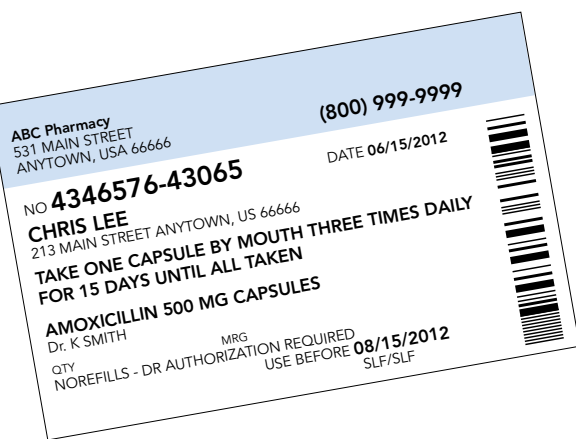
11. **Ask:** What can a person do to find out how to properly use a prescription drug? (**Possible responses:** label; doctor; parent.) Validate and/or clarify answers from students. Draw attention to answers having to do with a prescription drug label, a very helpful and informative tool.

## Rx for Understanding: Proper Use of Prescription Drugs *(Continued)*

### Leading the Lesson: What is **Proper Use**?

(15 minutes)

**12. Show** students a picture of a prescription drug label. Tell students that the label is a reminder for the rules of **proper use**. Everything that you need to know about **proper use** of prescription drugs, you can read on the label. A label is more than just decoration on the package, it is the prescriber's specific instructions to the person for whom the drug is prescribed.



**13. Ask:** Why do Rx drugs have labels? (**Possible responses:** because they are powerful and serious chemicals; law requires labels; abusing prescription drugs is illegal.) Doctors are trained professionals who look at a number of factors to determine the need for a specific kind of medicine and who know the proper amount of a prescription drug to give. This decision is made based on information that the doctor considers very heavily. Every prescription drug has a label. The label provides instructions and essential information. A doctor and/or pharmacist can answer questions. Prescription drugs must be taken by the person they are prescribed for and only as directed, without exception.

**14. Explain** each section of a prescription drug label using the How to Be Smart About Prescription Drugs Discussion Points. As you share the information for each step, tie in the statements from the opening activity that are connected. Read the statements that align with each label section. Provide general information (no specific names) about the number of students who selected each response. Then, provide the answers and discuss key points.





## How to Be Smart About Prescription Drugs – Discussion Points

### STEP 1 Know Who

#### Pharmacy Information

- Includes the name, address, and phone number of the issuing pharmacy, as well as a prescription number and fill date.
- This information is important in the event that you have an adverse reaction to the medication, or if you have to call the pharmacy with any questions.
- **Opening Activity statements that connect:**
  - > Ask the pharmacy to sell you more of your prescription drug after your run out  
**Correct response:** Could be okay to do; it depends on if the prescriber has authorized any refills for your prescription. Only the person who prescribed the medication can make this determination, because they have the knowledge to determine how long you should be taking the medication and when a prescription drug may start to cause adverse effects when taken for too long a period of time.
  - > Ask the pharmacist if you have questions about your prescription  
**Correct response:** Always okay to do.

#### Doctor/Prescriber Information

- Includes the name of the doctor or other appropriate medical professional who prescribed the medication.
- Prescription medication can only be provided to you if ordered by your doctor or other appropriate medical professional.
- A prescription is written for one person, not for a family or group of people.

- The doctor or other appropriate medical professional decides what and how much to prescribe based on factors unique to you (such as symptoms, age, weight, allergies, and other medications that you are taking).
- **Opening Activity statements that connect:**
  - > Taking more than one prescription drug at a time  
**Correct response:** Could be okay to do; it depends on the kind of prescription drug it is, because drugs are chemicals and can interact negatively when taken together; when this happens, it is called drug interaction. Avoiding drug interaction is one of the main reasons why you should only take prescription drugs that are prescribed for you by your doctor, who will know what prescription drugs should not be taken together. It is important that your doctor know all prescription and over-the-counter drugs that you are taking before prescribing a new drug for you.
  - > Deciding on your own to take more than the prescribed dosage of a prescription drug because you think that it isn't working well enough  
**Correct response:** Never okay to do; the amount of a prescription drug that you are supposed to take is determined specifically for you, by your doctor, based on factors such as the strength of the drug and your size. Determining how much of a drug to take without your doctor's guidance is called self-medication, and it is very dangerous. A doctor has unique knowledge to make such a determination.

*Continues on the next page*



## Rx for Understanding: Proper Use of Prescription Drugs *(Continued)*

### How to Be Smart About Prescription Drugs – Discussion Points *Continued*

#### Patient Information

- Includes the name and address of the person for whom the medication was prescribed.
- This information is important because the medicine was prescribed for you only.
- Never take a medicine prescribed for someone else.
- Never share your prescription with anyone. It is for the ONE person only. When the directions are not followed intentionally for any reason, that is prescription drug **abuse**.
- **Opening Activity statements that connect:**
  - > Taking a prescription drug prescribed for you by your doctor, exactly as instructed, with adult supervision  
**Correct response:** Always okay to do.
  - > Using another family member's or friend's prescription drug  
**Correct response:** Never okay to do.
  - > Giving your prescription drug to another person to take  
**Correct response:** Never okay to do.
  - > Using another person's prescription drug because you are sick too  
**Correct response:** Never okay to do.
  - > Using your own prescription drug for any other reason than for what it was prescribed  
**Correct response:** Never okay to do.
  - > Using your own prescription drug to get high  
**Correct response:** Never okay to do.
  - > Using another person's prescription drug to get high  
**Correct response:** Never okay to do.

- > Giving or selling your prescription drugs (or a family member's prescription drugs) to someone else for the purpose of getting high

**Correct response:** Never okay to do.

### STEP 2 KNOW WHAT AND HOW

#### Drug Information

- Includes the name and strength of the drug, along with any additional names that the drug is called. Sometimes a description of what the drug looks like is also included.
- This information helps ensure that you receive the correct prescription drug from the pharmacy and that you are not taking another prescription (from a different doctor) of the same drug.

#### Directions

- Includes instructions about when and how often to take the medication.
- This information is important because not following directions can have severe consequences. Taking the medication at the wrong time can affect whether the medication does what it is supposed to do. Taking the wrong amount (dosage) can make you sick and can even be deadly.
- **Opening Activity statements that connect:**
  - > Taking your prescription drug at any time that you want.
  - > Taking your prescription drug with food  
**Correct response** (for both statements): Could be okay to do; this depends on the type of prescription drug it is and this determination will be made by your doctor or other appropriate medical professional and/or the pharmacy and reflected on the label's directions.



## How to Be Smart About Prescription Drugs – Discussion Points

### STEP 3 KNOW WHAT NOT

#### Warnings and Cautions

- Includes special considerations about **proper use**, side effects, safe storage, and proper disposal.
- Always pay attention to all warning and caution messages.
- **Opening Activity statements that connect:**
  - > Throwing leftover prescription drugs in the trash when you are done taking your prescription  
**Correct response:** Could be okay to do; it depends; for your safety and the safety of the public, some prescription drugs need to be disposed of in a very specific way.
  - > Leaving a prescription drug in a place that is easy for a younger child to reach  
**Correct response:** Never okay to do.

#### Expiration Date

- This is the last date by which the medicine should be used. Never use the medication past this date.
- Using medications past their expiration dates or is dangerous.
- Remember to properly dispose of expired prescription drugs.
- **Opening Activity statements that connect:**
  - > Using a prescription drug after the prescription has expired  
**Correct response:** Never okay to do.

**15. Tell** students that prescription drug **abuse** is a major health concern for America's adolescents and teenagers. Young people are abusing prescription drugs at high rates, second only to marijuana. Teens and youth are abusing prescription drugs, intentionally taking them for a reason other than for what they were prescribed (to get high, to help focus on a test, to alter their weight) because they believe that since prescription drugs are medicines and are given by doctors, they must be safe. One way that they can help themselves and others remember that prescription drugs are safe and effective only when used properly is to explain the messages about **proper use** and the importance of the label to others.

## Rx for Understanding: Proper Use of Prescription Drugs *(Continued)*

### Informative Writing Goals:

- Develop the topic (facts, definitions, concrete details)
- Use appropriate transitions
- Use precise language and domain-specific vocabulary
- Establish and maintain a formal style
- Provide a concluding statement

*Common Core State Standards for the English Language Arts*

### Leading the Lesson

Writing Project: Informative/Explanatory Text  
Introduction to the Assignment and Pre-Writing Phase  
(15 minutes)

- 16. Explain** informative text. Depending on how much background your students have with writing informative/explanatory texts, you will need to either refresh their memory or introduce the genre. In an informative text, the writer takes on the role of a teacher or expert. The purpose of this type of writing is to inform an audience that is unfamiliar with your topic. Informative texts should be both informative and interesting.
- 17. Explain** the writing process, using either the structure that your school already has in place or the suggested process.
- 18. Direct** students to complete the Pre-Writing Phase (Student Reproducible 2).

### Procedures (Session 2)

#### Leading the Lesson (continued)

Writing Project: Informative/Explanatory Text  
(40 minutes)

- 1. Conduct** the writing process as you described to students in Session 1. Give students time to complete each phase (drafting, revising, editing, publishing).
- 2. Assign** partners and have students read each other's published essays. Have them pick one moment from their partner's essay that either interested or informed them to share with the whole class.

**Closing the Lesson:** Quick Draw  
(5 minutes)

- 3. Give** each student a blank piece of paper to create a symbol for one of the rules of **proper use**. The symbol should visually represent the rule and remind youth of **proper use**.



## Modification Ideas

- Use the opening activity as an anticipation guide for this lesson. Have students divide a blank piece of paper into two columns, labeled “before” and “after.” Before the activity, have students record their responses to each statement in the “before” column. At the end of the lesson, have students revisit each statement and record their responses to each statement in the “after” column. How has the lesson changed their opinions?
- Extend the lesson and integrate technology by having students use the computer to produce their final draft.
- Extend the lesson and integrate technology by having students create PowerPoint presentations to accompany their essays.
- Extend the lesson by having students compare and contrast prescription and over-the-counter drug labels.
- Shorten the lesson by modifying the phases of the writing process, perhaps only having students complete the essay planning organizer and/or rough draft.
- Utilize cross-curricular collaboration with another teacher. Students can learn the background and begin the writing assignment in one class, and carry out the writing process in another class (such as Language Arts).



### Components of Informative/ Explanatory Text

- **Introduction**  
engage your readers
- **Body**  
teach your topic
- **Conclusion**  
summarize your key points

### Suggested Writing Process

- Pre-Writing
- Drafting
- Revising
- Editing
- Publishing

*Common Core State Standards for  
the English Language Arts*

## Rx for Understanding: Proper Use of Prescription Drugs *(Continued)*

### Assessment Suggestions

- **Formal assessment:** Create and/or use an available rubric to score the essay.
- **Informal assessment:** Evaluate the students' quick draw papers. Listen for understanding as students share what they learned from reading one another's essays with the whole group.
- **Key message: Did they get it? Did you teach it?** Medicine can help us to be healthy in many ways. One category of medicine is prescription drugs. In order to obtain a prescription drug you need a written order from a medical practitioner. When not used properly, prescription drugs can have serious health consequences and even lead to death. Doctors are trained professionals who look at a number of factors to determine the need for a specific kind of medicine and who know the proper amount of a prescription drug to give. This decision is made based on information that the doctor weighs very heavily. Every prescription drug has a label. The label gives you the directions and essential information about the prescription. Your doctor and/or pharmacist can answer questions. All prescription medication must be taken by the person it is prescribed for and only as directed—without exception.



Name \_\_\_\_\_

## Proper Use of Prescription Drugs:

### Be Smart about Rx Labels Explanatory Essay Organizer

	<p><b>Introduction</b></p> <p>Tell the reader what you are going to tell them</p>	<ul style="list-style-type: none"> <li>• Attention Grabbing Statement</li> <li>• Main Idea 1: Intro Statement</li> <li>• Main Idea 2: Intro Statement</li> <li>• Main Idea 3: Intro Statement</li> </ul>
<b>Body</b>	<p><b>Body Paragraph 1</b></p> <p>Patient, Doctor/Prescriber and Pharmacy Information</p>	<ul style="list-style-type: none"> <li>• Main Idea 1: Intro Statement</li> <li>• Supporting Details:</li> </ul>
	<p><b>Body Paragraph 2</b></p> <p>Directions and Drug Information (including expiration date)</p>	<ul style="list-style-type: none"> <li>• Main Idea 2: Intro Statement</li> <li>• Supporting Details:</li> </ul>
	<p><b>Body Paragraph 3</b></p> <p>Warnings/Caution Statements (including storage and disposal)</p>	<ul style="list-style-type: none"> <li>• Main Idea 3: Intro Statement</li> <li>• Supporting Details:</li> </ul>
	<p><b>Conclusion</b></p> <p>Tell the reader what you told them</p>	<ul style="list-style-type: none"> <li>• Restate Main Idea 1</li> <li>• Restate Main Idea 2</li> <li>• Restate Main Idea 3</li> <li>• Closing Statement</li> </ul>

**Family Connection:** 70% of people 12 and older who abuse prescription drugs say they get them from a friend or relative. Test your prescription I.Q. and get more information at [www.safeguardmymeds.org](http://www.safeguardmymeds.org).



# Rx for Understanding: Misuse of Prescription Drugs

## Topic

How and Why to Avoid  
**Misuse** of Prescription Drugs

## Estimated Time

Two 45-minute class sessions

## Objective(s)

Students will:

- Describe the intended use and benefits of common prescription drugs and explain how they work.
- Describe the side effects of commonly used prescription and over-the-counter drugs.
- Identify commonly misused and abused prescription drugs and the risks and consequences of **misuse**.
- Recognize the street names for commonly misused and abused prescription drugs.
- Recognize the importance of knowing about the **proper use** of prescription drugs as an essential step to avoid **misuse**.

## Integrated Subjects

Health, English Language Arts, and Technology

## Materials and Preparation

### What you will need:

- Scrap or quarter sheet of paper (one per student)
- Blank paper (one sheet per three students)
- Lined writing paper (one sheet per student)
- Basic classroom supplies (markers, crayons, and pencils)
- Student Internet access during the lesson
- Index cards (one per student)
- Student Reproducible 3

### Before the lesson:

- Copy Student Reproducible 3.
- Prepare Prescription Drug Research Cards: write drug names onto index cards (one card for every student). Repeat Rx Drug Names as necessary. Do not include the category (this information is for teacher use only).
- Bookmark websites for student research (optional).



## At-A-Glance

- **Opening Activity:**  
Side Conversation About Side Effects
- **Research Activity:** Prescription Drug Fact Sheets
- **Closing Activity:**  
**Misuse** Analogy



## Rx Drug Names for Prescription Drug Research Cards

Rx Drug Name	Category (Answer Key)
Alprazolam	Depressant
Amphetamine	Stimulant
Barbiturates	Depressant
Benzodiazepines	Depressant
Benzphetamine	Stimulant
Buspirone	Depressant
Carisoprodol	Depressant
Choloral Hydrate	Depressant
Codeine	Opioid
Dextroamphetamine	Stimulant
Diazepam	Depressant
Diphenoxylate	Opioid
Fentanyl	Opioid
Flunitrazepam	Depressant
Hydrocodone	Opioid
Hydromorphone	Opioid
Meperidine	Opioid
Methadone	Opioid
Methaqualone	Depressant
Methylphenidate	Stimulant
Morphine	Opioid
Oxycodone	Opioid
Pentobarbital Sodium	Depressant
Phendimetrazine	Stimulant
Phentermine	Stimulant
Zolpidem	Depressant

## Procedures (Session 1)

**Opening the Lesson:** Side Conversation About Side Effects (10 minutes)

- Ask:** What is the name of an over-the-counter (OTC) drug that you are familiar with and/or have heard of before?
- Direct** students to write the name of an OTC drug onto a piece of scrap paper.
- Ask** a few students to share.
- Ask:** What is a side effect? Have students think to themselves and ask a few students to share aloud. Do not give the exact answer as to what a side effect is.
- Direct** students to flip the piece of scrap paper over and list one side effect of the OTC drug based on what they think a side effect is.
- Ask** a few students to share their answers. Clarify the answers. Explain what “side effect” means. Provide some examples.
- Ask:** Why do you think OTC drugs have side effects? Is it the drug manufacturer’s responsibility to let consumers know what the side effects could be? How are side effects discovered?
- Explain:** It is important to be informed of the possible side effects of prescription and OTC drugs so that you are aware of the potential harm, know the importance of being careful, and are not taking the medicine incorrectly. Potential side effects are even worse and the risk of experiencing negative side effects increases when the prescription or OTC drug is misused or abused.
- Remind** students of the differences between OTC and prescription drugs.
- Ask:** Do prescription drugs have side effects?

**Possible responses:** prescription drugs are strong medications and they do have side effects; just like with OTC drugs the chances of experiencing side effects are lessened with **proper use**.

## Rx for Understanding: Misuse of Prescription Drugs *(Continued)*

- 11. Ask:** Are people more likely to pay attention and be careful using something if they know the risks?

**Connect the learning:** In Lesson 2 students learned about **proper use** and the practices that reduce the possibility of misusing a prescription or OTC drug (e.g., follow directions for appropriate use, dosage, storage, etc.). If we know how serious prescription drugs can be we will be too careful to **misuse** and too wise to **abuse**.

### For Recent Statistics:

- The National Survey on Drug Use and Health
- Centers for Disease Control
- Monitoring the Future Study
- National Institute on Drug Abuse

- 12. Tell:** In this lesson, you will have a chance to learn more about commonly misused prescription drugs. Learning more about these drugs will help you to be careful and discourage **abuse**. You will become an expert on one prescription drug, share your information with others, and then work with a small team to create a prescription drug fact sheet that will encourage others to avoid **misuse**.

### Leading the Lesson:

Research Project: Prescription Drug Fact Sheets  
(35 minutes)

- 13. Distribute, introduce,** and **explain** Student Reproducible 3.
- 14. Tell** students what they are looking for on each section of the web.

#### Rx Drug Name

- This will be given to you on an index card. Record the prescription drug name into the circle in the center.
- Find out how it is pronounced.

#### Rx Drug Classification

- The commonly misused prescription drugs that we are learning about today fall into three categories: opioids (for pain), central nervous system depressants (for anxiety and sleep disorders), and stimulants (for ADHD and narcolepsy).
- Find out the category for the prescription drug that you are researching.



## Suggested Websites for Rx Drug Research

### DEA

Drug Enforcement Administration  
[www.justthinktwice.com](http://www.justthinktwice.com)

### U.S. National Library of Medicine, NIH

MedlinePlus  
[www.nlm.nih.gov/medlineplus/druginfo/meds/a682047.html](http://www.nlm.nih.gov/medlineplus/druginfo/meds/a682047.html)

### NIDA

[www.drugabuse.gov/drugs-abuse/prescription-medications](http://www.drugabuse.gov/drugs-abuse/prescription-medications)

### NIDA Teens

[www.teens.drugabuse.gov/peerx/prescription-drug-facts](http://www.teens.drugabuse.gov/peerx/prescription-drug-facts)

### Above the Influence

[www.abovetheinfluence.com/facts/drugsprescriptionrx](http://www.abovetheinfluence.com/facts/drugsprescriptionrx)

## Street Name

- A street name is how the prescription drug is referred to when it is being abused or sold illegally. Illegal drugs have street names as well. Prescription drugs are legal medications when used exactly as prescribed. **Abuse** of prescription drugs is illegal.
- Find out the street names used for the prescription drug that you are researching.

## Purpose

- What is the prescription drug taken for? What is the intended purpose?
- Find out the intended purpose for the prescription drug that you are researching.

## How They Work

- Describe how and why the prescription drug works.
- It has to do with how the brain works and communicates. Your brain controls everything that happens in your body. It tells all the other parts what to do and when to do it.
- Once inside your brain, drugs can change the messages your brain cells are sending to each other and to the rest of your body. They do this by interfering with your brain's communication system.

## Side Effects

- Describe the side effects associated with the drug.

## Similar Rx Drugs

- List other prescription drugs that do the same thing and/or work in the same way.

## Statistics about Misuse or Abuse

- Find a statistic about the prescription drug and/or category that pertains to **misuse** and **abuse**.

## Rx for Understanding: Misuse of Prescription Drugs *(Continued)*

### Sources

- List the key reliable sources used to complete your research.

**Connect the learning:** In Lesson 1 students learned about using reliable sources.

### Warnings/Consequences of Misuse or Abuse

- List and describe special risks, warnings, or dangers associated with the prescription drug.

- 15. Assign** each student a prescription drug to research by distributing the Prescription Drug Research Cards. Evenly distribute cards from all three categories. If you have a larger class size, some cards will be repeated.
- 16. Direct** students to conduct the research and complete Student Reproducible 3. Depending on how much class time is available some of the research may be conducted outside of class or during additional technology class periods.





## Procedures (Session 2)

### Leading the Lesson (continued)

Research Project: Prescription Drug Fact Sheets  
(35 minutes)

## DISCUSS




1. **Conduct** a “Find Someone Who” people search. Have each student take out their completed Student Reproducible 3. Read each of the following statements and have students find a new partner to share with for each statement. Read one statement at a time. Have students discuss the answers with a partner and then discuss one or two responses as a whole class. Then, read the next statement and have students find a new partner.

### “Find Someone Who” Statements

- Find someone who used one of the same reliable sources as you.  
**Discuss:** Why did you choose this source? Why is it important to use reliable sources?
- Find someone who has one of the same side effects listed as you.  
**Discuss:** What is the common side effect? What are the other side effects of each of the drugs? Do you have any other side effects listed that your partner does not?
- Find someone who has researched a prescription drug that can lead to a very serious, life-threatening consequence if it is misused or abused.  
**Discuss:** What are the warnings and special concerns? Why are they important to know?
- Find someone who has researched a prescription drug with a street name that you have never heard before.  
**Discuss:** Tell each other about your assigned prescription drugs. Why is it important to be familiar with prescription drugs’ street names?



## Rx for Understanding: Misuse of Prescription Drugs *(Continued)*



Buspirone

Codeine

Zolpidem

- Find someone who has recorded a different statistic than you have.

**Discuss:** Why is it important to pay attention to the statistics and/or know where to find them and know that they are accurate? (For example, if a high percentage of youth who **abuse** prescription drugs are getting them from friends or family, then that tells us that education, awareness, and sharing of information about how dangerous prescription drug use and **abuse** can help combat prescription drug **abuse**.)

- Find someone who researched a prescription drug that works in the same way as the one you researched.

**Discuss:** Why is it important to know how prescription drugs work in your body? They are intended work a certain way in order to help your body do things like fight a disease or reduce pain. **Misuse** and **abuse** undermine the intended purpose and change the result of the medicine from helpful to harmful.

2. **Direct** students to find two other classmates who researched prescription drugs in the two other categories. Create teams of three with at least one person representing each prescription drug category (Opioids, Depressants, Stimulants).
3. **Direct** students in each team to stand next to each other and hold up their Prescription Drug Research Cards. Using the Answer Key column of the Rx Drug Names for Prescription Drug Research Cards chart to do a quick glance to make sure that students have formed the groups correctly. If you have an uneven number of students, you may have to allow one or two groups to have more than three members.
4. **Direct** teams to design a fact sheet about prescription drugs based on the information each has gained from their research. The purpose of the fact sheet is to help prevent prescription drug **misuse**. The fact sheet should provide an overview of each prescription drug category and include a message on avoiding **misuse** by being informed about and careful with prescription drugs. The fact sheet can include illustrations. Have teams begin the process by brainstorming what they feel people should know about prescription drugs in order to avoid **misuse**.



- 5. Collect** the completed fact sheets and have students to return to their seats. Circulate the fact sheets around the room to give the whole class a chance to review a few other fact sheets.
- 6. Ask** for a few volunteers to share something that they learned or will remember from one of the fact sheets.

### Closing the Lesson: **Misuse** Analogy (10 minutes)



- 7. Explain:** There are many things in our lives that are intended to help us or make our lives better but can be very dangerous when misused due to human error. **Proper use** and the avoidance of **misuse** by using caution apply to many aspects of our lives, including prescription drugs. Ask students to think of some other examples. Have a few students share with the class.  
**Possible responses:** milk is a healthy thing to drink, and to use milk properly you are supposed to store it in the refrigerator, but if you forget and leave the milk out on the counter overnight and you drink it the next morning, it can make you very sick; vehicles were designed to help us get from one place to another and make our lives more convenient, but if you are not paying attention and you **misuse** your car by driving past the recommended speed, you can get in an accident and hurt yourself or others; cleaning products are intended to help us live and work in a healthy environment, but if you do not follow the directions very carefully, you can be injured or get sick.
- 8. Ask** students to think to themselves about this question: why would you ever do something on purpose that you know could harm you? Warning labels and directions on prescription drugs are just as important as the labels on appliances, vehicles, and food products. If you know how serious an outcome can be, then you are more likely to be careful not to **misuse** the item.
- 9. Give** each student a piece of writing paper and have them write an analogy to help explain prescription drug **misuse** by comparing it to another common sense safety practice that people use in everyday life (e.g., turning off the oven or open flame on your stove, not using a hair dryer or other electrical tool near water).

## Rx for Understanding: Misuse of Prescription Drugs *(Continued)*

### ANALOGY



**10. Tell** students that in the next lesson they will be learning more about prescription drug **misuse** (if you plan to teach the next lesson). Reintroduce the topic of prescription drug **abuse** by sharing an analogy for prescription drug **misuse** and **abuse**. **Example:** **misuse** is to **abuse** as bumping into someone is to pushing someone. Accidentally bumping a person and purposefully pushing someone have the same result: the person gets hurt. Even though the behaviors of **misuse** and **abuse** are carried out for different reasons, they are equally as dangerous, and simply following all of the rules can prevent them both.

**11. Ask:** What is **misuse**? Restate the definitions and examples. How can knowing about prescription drugs help you to avoid **misuse**?

### Modification Ideas

- Incorporate technology by having teams design their fact sheets using a publishing software program on the computer. Consider working with the technology teacher to co-teach this lesson.
- Extend the lesson and integrate Social Studies by conducting a career study to investigate professions having to do with medical and prescription drug research.
- Extend the lesson with a real or virtual field trip to the Drug Enforcement Agency (DEA) Museum (located in Arlington, Virginia, or online). The museum's mission is to educate the American public on the history of drugs, drug addiction, and drug law enforcement in the United States. The museum has an interactive exhibit about prescription drugs called "Good Medicine, Bad Behavior: Drug Diversion in America." Admission is free; for more information visit [www.goodmedicinebadbehavior.org](http://www.goodmedicinebadbehavior.org).
- Use this lesson during NIDA National Drug Facts Week. Post the fact sheets around the school to build awareness about prescription drugs. (To find out more information about National Drug Facts Week visit [drugfactsweek.drugabuse.gov](http://drugfactsweek.drugabuse.gov).)



- Extend the lesson and integrate Visual Arts by having students draw pictures or create collages with cutout pictures of prescription drugs to incorporate into their prescription drug fact sheets.
- Extend the lesson and integrate science by including experiments and/or demonstrations involving chemical interactions to show students why drug interactions are dangerous.
- Extend the lesson and integrate science by building on what has been learned about the way the brain works. Consider collaborating with a science teacher to complete this lesson.

### Assessment Suggestions

- **Formal assessment:** Assign students a quick quiz. Have students fold a blank piece of paper into thirds (creating three columns). Label each column with one of the three prescription drug categories. Under each column header have the students write the numbers 1, 2, 3. Have students address the following points under each column:

1. Name one Rx in this category.
2. What are drugs in this category intended for and, how do they help?
3. Name a consequence of **misuse** or **abuse**.

<p>1. Name one Rx in this category.</p>	<p>2. What are drugs in this category intended for and, how do they help?</p>	<p>3. Name a consequence of misuse or abuse.</p>
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## Rx for Understanding: Misuse of Prescription Drugs *(Continued)*

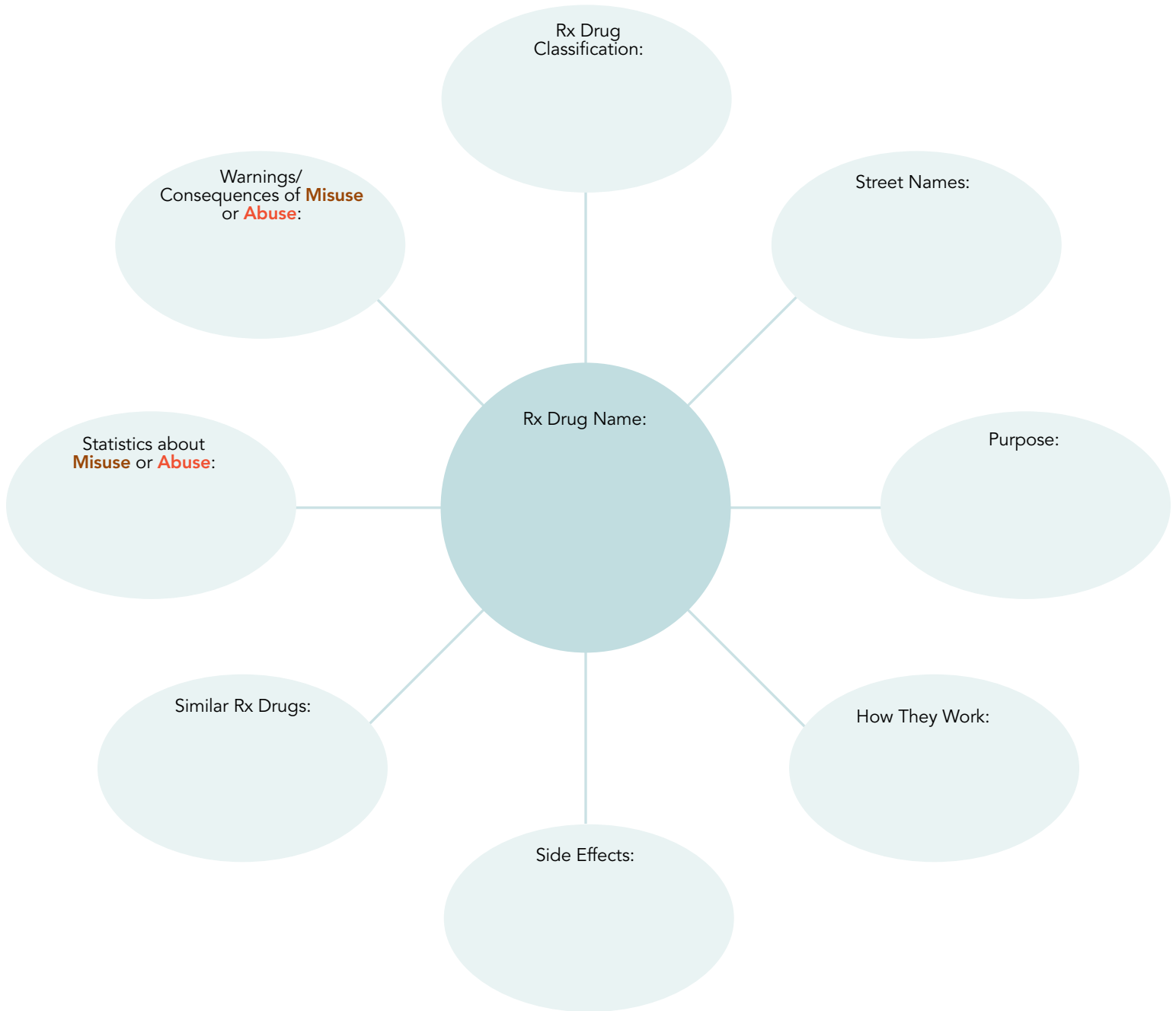
- **Informal assessment:** Evaluate Student Reproducible 3 and fact sheets. Did the students find accurate and detailed information for each section of the web? Did the teams accurately communicate the main points about why to be careful and responsible when using prescription drugs?
- **Key message: Did they get it? Did you teach it?** Prescription drugs are intended to cause a specific reaction in our bodies. Taking too little or too much will cause the prescription drug to work differently or not work at all. Combining a prescription drug that you have been given by your doctor with another prescription, OTC, or illegal drug could interfere with the prescription drug's ability to work in your body, increase the risks of the side effects, and/or cause an adverse reaction (and in some cases be deadly). By understanding what prescription drugs are and how they work in our bodies, we can understand the importance of avoiding prescription drug **misuse**. **Misuse** and **abuse** of prescription medications is a health risk with very serious consequences. Knowing about commonly misused and abused prescription drugs is an important part of avoiding **misuse**. If we know what the risks are we can be more cautious.





Name \_\_\_\_\_

## Prescription Drug Information Web



How do you know the sources that you used are trusted and reliable sources of accurate information?

**Family Connection:** How can you tell if your child may be misusing or abusing prescription drugs? Physical and behavioral changes can be typical of any adolescent or teenager, but could also mean your child is abusing prescription drugs. Learn more from the National Institute on Drug Abuse (NIDA) at [www.drugabuse.gov/drugs-abuse/prescriptionmedications](http://www.drugabuse.gov/drugs-abuse/prescriptionmedications).

# Rx for Understanding: Abuse of Prescription Drugs—Consequences and Support

## Topic

Understanding **Abuse** of Prescription Drugs, the Scope of the Issue, the Consequences, and Where to Turn for Help for Yourself and Others

## Estimated Time

Two 45-minute class sessions



## At-A-Glance

- **Opening Activity:** Similarities and Differences Between Prescription and Illegal Drug **Abuse**
- **Research Activity:** Brainstorm Around the Room and Tackling Prescription Drug **Abuse**
- **Closing Activity:** Class Pledge

## Objective(s)

Students will:

- Compare prescription drug **abuse** to illegal drug **abuse**.
- Examine how and why prescription drugs are being abused.
- Examine the short- and long-term consequences of prescription drug **abuse**.
- Describe how **abuse** of prescription drugs leads to addiction.
- Describe how prescription drug **abuse** affects the body systems.
- Apply refusal and resistance skills to prescription drug scenarios.

## Integrated Subjects

Health, English Language Arts, and Technology

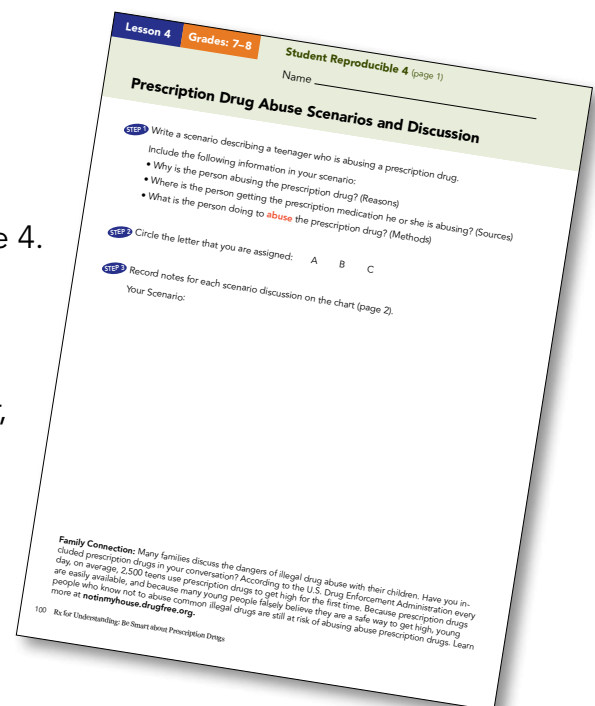
## Materials and Preparation

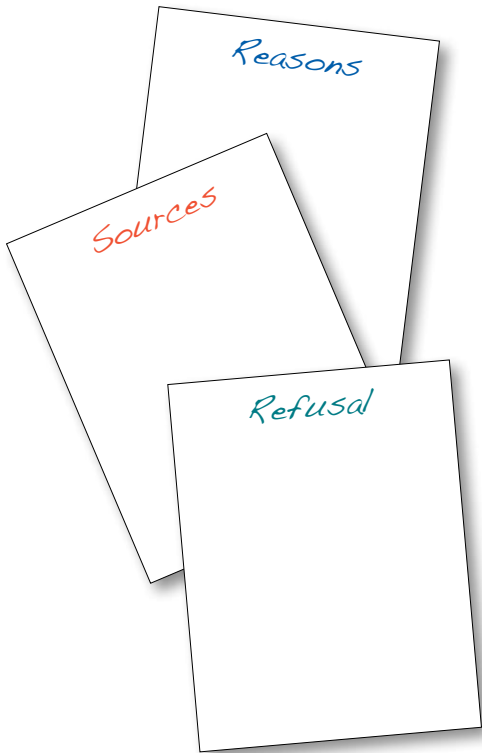
### What you will need:

- Scrap paper or sticky note (one per student)
- Student Reproducible 4 (one per student)
- Chart paper (two pieces, optional)
- Chart paper (six pieces)
- Six chart markers
- Masking tape

### Before the lesson:

- Copy Student Reproducible 4.
- Set up for the “Brainstorm Around the Room” activity: number, label, and post six posters on the wall in order, in various spaces throughout the classroom (with





enough room for a small group of students to stand around each poster to discuss and write). Place a marker at each poster for students to write with:

Poster headings:

1. Reasons
2. Methods
3. Sources
4. Consequences and Concerns
5. Refusal
6. Support

### Procedures (Session 1)

**Opening the Lesson:** Similarities and Differences between Prescription and Illegal Drug **Abuse**  
(15 minutes)

1. **Write** the term “drug **abuse**” on the board. Ask students to think about what the term means and share with the person sitting beside them. Have a few students share their answers with the whole class.
2. **Explain** to students how drug **abuse** is commonly defined. Remind students of the definition of prescription drug **misuse** and **abuse**.

**Connect the learning:** In Lesson 1 students learned the definitions of the terms **proper use** of prescription drugs, prescription drug **misuse**, prescription drug **abuse**, and illegal drug.

3. **Ask:** What are the differences and similarities between illegal drug **abuse** and prescription drug **abuse**?

## Rx for Understanding: Abuse of Prescription Drugs—Consequences and Support *(Continued)*

### Note:

When discussing illegal versus prescription drugs with your class, students may question the topic of medical marijuana. This is a good opportunity to address the role that federal and state laws and regulations play in establishing guidelines for **proper use** of prescription drugs. Explain to students that in some states marijuana is a legal drug when prescribed by a doctor for medical purposes (for example, medical marijuana is often used in the treatment of certain cancers in order to help patients battle the side effects of cancer medications). If medical marijuana is not prescribed by a doctor, then it is still considered an illegal drug.

4. **Explain** to students that **abuse** of prescription drugs is of particular concern among youth due to their misperceptions that prescription drugs are safer to **abuse** than illegal drugs.

5. **Ask** students to think about the consequences of drug **abuse** and record responses on chart paper or on the board. Read through the list as a whole class and ask students if each instance also applies to prescription drug **abuse**. If it does, place a check mark next to the consequence. Ask students what they notice and discuss.

6. **Read** each of the following statements to the class. Ask students if they are surprised by the information. Have students share responses with the person sitting next to them.

### Statements:

- More teens **abuse** prescription drugs than any other illegal drug, except marijuana.
- More teens **abuse** prescription drugs than cocaine, heroin, and methamphetamine combined.
- Seventy percent of people age 12 and older that **abuse** prescription painkillers say they get them from relatives and friends.
- Every day for the first time, an average of 2,000 teenagers use prescription drugs without a doctor's guidance.
- One in four teenagers report that they have taken a prescription medication that was not prescribed for them by a doctor.

7. **Tell** students that they will be learning more about the consequences and implications of prescription drug **abuse**. They will have a chance to discuss how to get help for a family member or friend who may be abusing prescription drugs.



## What is a Pharming Party?

A pharming party is a get-together where teenagers bring prescription drugs and exchange them with each other (often by placing them into a bowl and randomly taking an unknown combination of prescription drugs) in order to get high.

**Leading the Lesson:** Brainstorm Around the Room  
(20 minutes)

8. **Introduce** the topic on each poster and explain the questions that you want students to think about and discuss at each of the posters.

**Connect the learning:** If you taught Lesson 3, then encourage students to recall what they have learned about the most commonly misused and abused prescription drugs.

9. **Assign** each student to a starting poster by having the students count off from one to six. Have students report to the poster for the number that they were given.
10. **Provide** directions for the brainstorming activity.
- Appoint a small group reporter.
  - Groups will rotate (in order and upon your signal) to each poster.
  - At each poster groups will address the topic, review the responses that have already been posted, indicate agreement with a check mark, and list all new responses.
  - Students will get about two minutes at the first poster and one minute at each poster thereafter.
  - Upon your signal, have groups travel to the next poster (clockwise).
  - Repeat process and have groups continue traveling and discussing the posters until each small group has visited every poster.
11. **Direct** students to take a “poster tour.” Have students walk around the room to see the final outcome of each poster and return to seats when finished.
12. **Process** the posters. Lead a class discussion about each poster and supplement the information provided by students as necessary.



# Rx for Understanding: Abuse of Prescription Drugs—Consequences and Support *(Continued)*

## Drug Addiction

### What is drug addiction?

Addiction is defined as a chronic, relapsing brain disease that is characterized by compulsive drug seeking and use, despite harmful consequences. It is considered a brain disease because drugs change the brain—they change its structure and how it works. These brain changes can be long lasting, and can lead to the harmful behaviors seen in people who **abuse** drugs.

### Is continued drug **abuse** a voluntary behavior?

The initial decision to take drugs is mostly voluntary. However, when drug **abuse** takes over, a person's ability to exert self-control can become seriously impaired. Brain imaging studies from drug-addicted individuals show physical changes in areas of the brain that are critical to judgment, decision making, learning and memory, and behavior control. Scientists believe that these changes alter the way the brain works, and may help explain the compulsive and destructive behaviors of addiction.

### Why do some people become addicted to drugs, while others do not?

As with any other disease, vulnerability to addiction differs from person to person. In general, the more risk factors an individual has, the greater the chance that taking drugs will lead to **abuse** and addiction. No single factor determines whether a person will become addicted to drugs.

Although we know what happens to the brain when someone becomes addicted, we can't predict how many times a person must use a drug before becoming addicted. A person's genetic makeup, the genes that make each of us who we are, and the environment each play a role. What we do know is that a person who uses drugs risks becoming addicted, craving the drug despite its potentially devastating consequences.

Source: National Institute on Drug Abuse  
"Drugs, Brains, and Behavior: The Science of Addiction"  
For more information visit [www.drugabuse.gov](http://www.drugabuse.gov)

## Understanding the Potential Signs of Prescription Drug Abuse

Physical and behavioral changes can be typical of any adolescent or teenager, but could also be a potential sign of prescription drug **abuse**.

- Abdominal cramps
- Bloodshot eyes
- Changes in appetite or sleep patterns
- Clumsiness or impaired coordination
- Constipation
- Constricted (smaller) pupils
- Decreased rate of breathing
- Dilated (larger) pupils
- Drop in attendance and performance at work or school
- Drowsiness
- Elevated blood pressure
- Excessive energy
- Fear and/or anxiety (for no apparent reason)
- Flushed skin
- Forgetfulness
- Inability to concentrate
- Increased heart rate
- Lowered inhibitions
- Nausea/vomiting
- Personality or attitude changes, mood swings, or irritability
- Secretive or suspicious behaviors
- Sleepiness
- Slurred speech
- Sudden change in friends, leisure activities, and/or hobbies
- Sudden weight loss or weight gain
- Suicidal and/or homicidal tendencies
- Sweating
- Tremors
- Unexplained need for money



## Brainstorm Around the Room – Teacher Talking Points

### REASONS

#### Question(s) for students to brainstorm:

Why do you think young people are abusing prescription drugs? What are some reasons why a young person might choose to **abuse** prescription drugs?

#### Possible examples of what students might put on the poster:

- To party
- To get high
- To do better in school
- To do better at sports
- To lose weight
- Boredom
- Curiosity
- Lack of information about the risks

#### Follow-up questions and discussion:

Is **abuse** of a prescription drug less dangerous if it is done to perform better in school than if it is done to get high? (No.) Does it make it okay to do? (No.) Is it still **abuse**? (Yes.)

### SOURCES

#### Question(s) for students to brainstorm:

Where are young people getting the prescription drugs that they are abusing?

#### Possible examples of what students might put on the poster:

- They are taking them from a person without their knowledge
- They get them from a friend who has taken them from an adult without the adults knowledge
- From a friend
- From a relative
- From an older sibling

- From grandparents
- From parents
- Buying them from a person who sells drugs illegally
- At a party (e.g., a pharming party)

#### Follow-up questions and discussion:

What makes it dangerous to use a prescription drug prescribed for someone else?

### METHODS

#### Question(s) for students to brainstorm:

How are the prescription drugs being abused? What are young people doing with the prescription drugs in order to achieve the results they are looking for?

#### Possible examples of what students might put on the poster:

- Increasing the dosage of a prescription drug that is yours or that belongs to someone else
- Increasing the frequency of a prescription drug that is your own or that belongs to someone else
- Continuing to take a prescription drug that is yours after the expiration date or after the medicine is no longer needed, for a purpose other than what was intended
- Combining a prescription drug with alcohol or other prescription or illegal drugs
- Altering the form of the prescription drug (e.g., crushing the pill or capsule in order to swallow, sniff, or turn it into liquid to ingest or inject it)

#### Follow-up questions and discussion stems:

Why is it dangerous to self-medicate, or combine, and/or alter the form of a prescription drug?

*Continues on the next page*

# Rx for Understanding: Abuse of Prescription Drugs—Consequences and Support *(Continued)*

## Brainstorm Around the Room – Teacher Talking Points *Continued*

### CONSEQUENCES AND CONCERNS

#### Question(s) for students to brainstorm:

What can happen to a person who abuses a prescription drug? What can happen to the abuser’s family and friends?

#### Possible examples of what students might put on the poster:

- Negative impact on relationships with family and friends
- Negative short- and long-term health consequences
- Death
- Legal consequences
- Impaired judgment and elevated risk of HIV and other dangerous sexually transmitted diseases
- Impaired brain growth development of young people
- Poor academic performance and school attendance
- Physical dependence
- Addiction

**Note:** The risks for addiction to prescription drugs increase when they are used in ways other than as prescribed (e.g., at higher doses, by different routes of administration, or combined with alcohol or other drugs).

#### Follow-up questions and discussion stems:

Why is it important to be aware of the consequences of prescription drug **abuse**? Are consequences also symptoms that may help you to recognize that a friend or family member could be struggling with prescription drug **abuse** or addiction?

### REFUSAL

#### Question(s) for students to brainstorm:

What can you say or do to refuse an offer to **abuse** prescription drugs?

#### Possible examples of what students might put on the poster:

- Tell a trusted adult
- Ignore the request
- Walk away
- Say that it is very dangerous and against the law to take a prescription drug that was not prescribed for you
- Say, “No”
- Avoid the use of alcohol and other substances that will impair your judgment and put you at higher risk for abusing prescription drugs
- Be knowledgeable about the serious risks involved with prescription drug **misuse** and **abuse**; use and share this knowledge with others
- Take a pledge or join an anti-drug campaign

#### Follow-up questions and discussion stems:

How does being prepared with refusal skills help you to avoid **abuse** of prescription drugs? How can knowing what to do also help you to help your friends and community? How can being knowledgeable about prescription drug **misuse**, **abuse**, and **proper use** be a useful refusal skill?

### ASSISTANCE

#### Question(s) for students to brainstorm:

What are some resources (who to ask for help or where to look for information) about refusing a prescription drug? How do you know when a person needs assistance (what are the symptoms)?

#### Possible examples of what students might put on the poster:

- Parent
- Teacher
- Principal
- Guidance counselor
- Faith leader
- Coach
- School nurse



## Brainstorm Around the Room – Teacher Talking Points

- Your own doctor or pharmacist
- Other trusted adults
- Community agencies and organizations
- Anonymous resources such as the Substance Abuse and Mental Health Services Administration’s Treatment Referral Helpline (1-800-662-HELP) and websites such as [www.findtreatment.samhsa.gov](http://www.findtreatment.samhsa.gov)

### Follow-up questions and discussion stems:

Why is it important to know and remember who to turn to or where to go when you need assistance? How can you be sure that the source you turn to for help is trusted and reliable?

## Understanding Dependence vs. Addiction

Physical dependence occurs because of normal adaptations to chronic exposure to a drug and is not the same as addiction. Addiction, which can include physical dependence, is distinguished by compulsive drug seeking and use despite sometimes devastating consequences.

Someone who is physically dependent on a medication will experience withdrawal symptoms when use of the drug is abruptly reduced or stopped. These symptoms can be mild or severe (depending on the drug) and can usually be managed medically or avoided by using a slow drug taper. Dependence is often accompanied by tolerance, or the need to take higher doses of a medication to get the same effect.

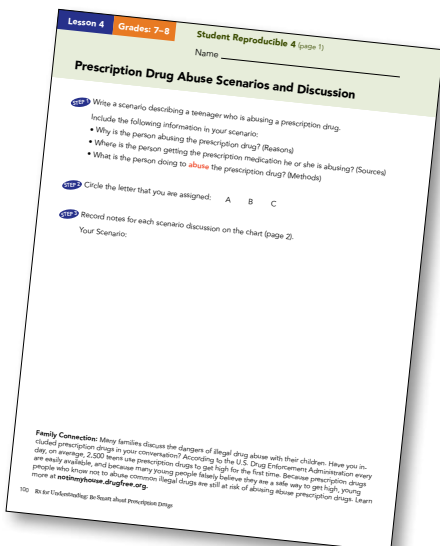
Source: National Institute on Drug Abuse “Prescription Drugs Abuse and Addiction”  
For more information visit [www.drugabuse.gov](http://www.drugabuse.gov).

## Leading the Lesson

Tackling Trios Part 1: Writing Prescription Drug **Abuse** Scenarios (10 minutes)

**13. Tell** students that they will use the ideas generated on the poster to write scenarios and carry out the “Tackling Trios” activity.

**14. Direct** students to independently complete page one of Student Reproducible 4. Have students write a one-page scenario about a person who is struggling with prescription drug **abuse**. Have students use the ideas generated during the around the room brainstorm on the “Reasons,” “Methods,” and “Sources” posters to help them write their scenarios.



# Rx for Understanding: Abuse of Prescription Drugs—Consequences and Support *(Continued)*

## Procedures (Session 2)

### Leading the Lesson (continued):

#### Tackling Trios Part 2: Scenario Discussion

(30 minutes)



1. **Assign** students to groups of three.
2. **Designate** each group member as person A, B, and C.
3. **Explain** the roles and directions for each round of Tackling Trios. Direct students to use the recording chart on the second page of Student Reproducible 4 for notes during the activity.
4. **Conduct** three rounds of Tackling Trios.

#### Round 1

- Person A shares their scenario.
- Person B listens and summarizes consequences and concerns.
- Person C listens and provides advice for refusal and assistance.

#### Round 2

- Person B shares their scenario.
- Person C listens and summarizes consequences and concerns.
- Person A listens and provides advice for refusal and assistance.

#### Round 3

- Person C shares their scenario.
- Person A listens and summarizes consequences and concerns.
- Person B listens and provides advice for refusal and assistance.

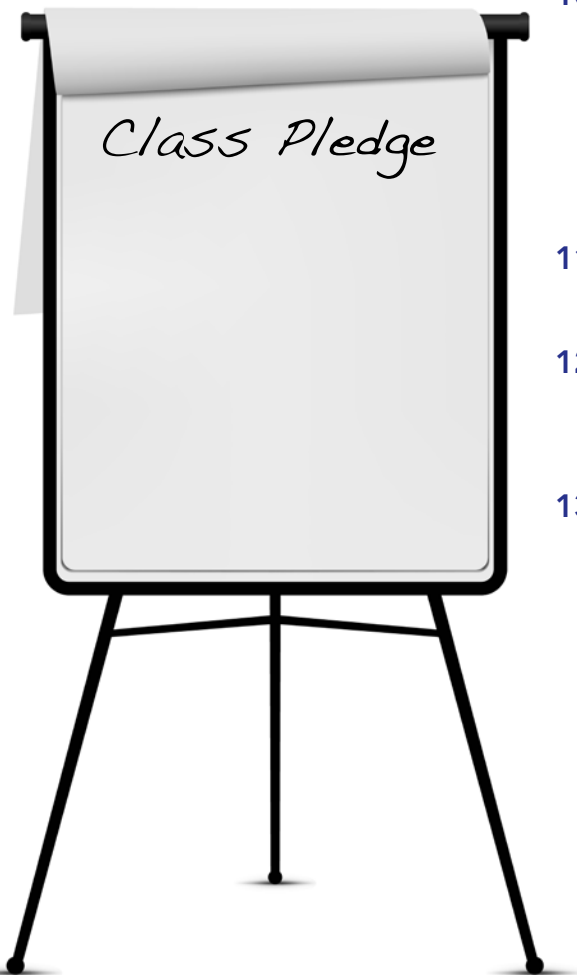
5. **Lead** a whole group discussion. Ask every person to share one thing they learned that could help himself or herself or another person.





**Closing the Lesson:** Prescription Drug **Abuse** Class Pledge  
(15 minutes)

6. **Give** each student a piece of scrap paper or sticky note.
7. **Ask:** What is one rule you can follow, action you can take, or thing that you can promise to do that will help keep you safe from the risks and consequences of prescription drug **abuse**?
8. **Direct** students to record their rule, action, or promise onto the piece of scrap paper or sticky note.
9. **Record** each student's response onto a piece of chart paper or the board as they read it aloud to the class. If a response is duplicated by a similar rule, action, or promise, then place a check mark beside it.
10. **Look** for patterns in the responses and group together like responses. Point out the grouped statements and patterns to the students and ask them to come up with promise statements for each group (e.g., "I promise to only take prescription drugs that are prescribed for me by my own doctor or other appropriate medical professional.").
11. **Record** the promise statements onto the board or poster paper in order to create the class pledge.
12. **Ask** students to look over the final pledge. Is anything missing? Is there anything they can't agree to promise? Do they understand why each of the promises is important?
13. **Direct** students to sign the poster and then hang it in the classroom. Revisit the poster to remind students about **misuse**, **abuse**, and **proper use** of prescription drugs.



## Rx for Understanding: Abuse of Prescription Drugs—Consequences and Support *(Continued)*

### Modification Ideas

- To shorten the length of the lesson, write three scenarios for students to use during the Tackling Trios activity instead of having students write their own.
- Extend the lesson by having students develop a parent or family section as well. As a homework assignment, have students take copies of the pledge home to share with their families. Their parents and caregivers can sign the pledge and return a copy to school.
- Integrate Social Studies by having students study the laws concerning prescription drugs. Students can research laws regarding controlled substances and sharing prescription drugs, as well as laws that regulate who can prescribe medications. As a class, brainstorm a list of legal questions regarding prescription drugs. Assign each student in the class one of the questions to research and answer. Have students share mini-reports and presentations with the class. Consider working collaboratively with a Social Studies teacher to conduct this lesson with students across both of your classes.
- Connect the learning to the big picture of drug **abuse**. Use the posters from the Around the Room Brainstorm activity. Have students return to the posters and discuss how the ideas on each poster pertain to illegal drug **abuse**.

### Assessment Suggestions

- **Formal assessment:** Have students write a one-paragraph explanation of prescription drug **abuse** (including a definition in their own words and at least one example). Assign a participation score for the Around the Room Brainstorm and Tackling Trios activities. Conduct an exit interview: as students prepare to leave the classroom, walk around the room and have each student tell you the answer to their choice of one of the following questions:
  - > Why do young people **abuse** prescription drugs?
  - > Where are young people getting the prescription drugs that they are abusing?



- > How do young people **abuse** prescription drugs?
- > What is one way that you can refuse an offer to **abuse** prescription drugs?
- > Who can you go to for help for yourself or a person you care about who is abusing prescription drugs?

- **Informal assessment** Use Student Reproducible 4 to gauge students' understanding of the topic of prescription drug **abuse**. Observe students as they work through the Tackling Trios activity. Evaluate participation in group work during the Around the Room Brainstorm and Tackling Trios activities. Have students self-evaluate regarding their participation level.

- **Key message: Did they get it? Did you teach it?** Prescription drug **abuse** occurs when a person misuses a prescription drug knowingly or intentionally in order to achieve a desired effect or purpose. Young people **abuse** prescription drugs for many reasons, including to get high, to perform well on a test, or to change the way they look or feel. No matter what the reason

is, it is dangerous and illegal to **misuse** and **abuse** prescription drugs. Prescription drug **abuse** can have serious and deadly consequences, is against the law, and can lead to addiction. Many young people falsely believe that it is safer to **abuse** prescription drugs over other illegal drugs because prescription drugs come from a doctor. Prescription drugs can be even more of a threat to young people than illegal drugs because of this myth. Prescription drug **abuse** is drug **abuse** and many of the same life skills that can help you make positive decisions when it comes to illegal drugs (such as marijuana or cocaine) can also help you avoid prescription drug **abuse**. In turn, the knowledge and skills that you have gained to help you avoid the **misuse** and **abuse** of prescription drugs can also help you avoid the **misuse** and **abuse** of over-the-counter medications and illegal drugs.



Name \_\_\_\_\_

## Prescription Drug Abuse Scenarios and Discussion

**STEP 1** Write a scenario describing a teenager who is abusing a prescription drug.

Include the following information in your scenario:

- Why is the person abusing the prescription drug? (Reasons)
- Where is the person getting the prescription medication he or she is abusing? (Sources)
- What is the person doing to **abuse** the prescription drug? (Methods)

**STEP 2** Circle the letter that you are assigned:      A      B      C

**STEP 3** Record notes for each scenario discussion on the chart (page 2).

Your Scenario:

**Family Connection:** Many families discuss the dangers of illegal drug abuse with their children. Have you included prescription drugs in your conversation? According to the U.S. Drug Enforcement Administration every day, on average, 2,500 teens use prescription drugs to get high for the first time. Because prescription drugs are easily available, and because many young people falsely believe they are a safe way to get high, young people who know not to abuse common illegal drugs are still at risk of abusing abuse prescription drugs. Learn more at [notinmyhouse.drugfree.org](http://notinmyhouse.drugfree.org).

Discussion Recording Chart

Round <b>1</b>	<b>A</b> Share Your Scenario	<b>A:</b> <b>B:</b> <b>C:</b>
	<b>B</b> Give "A" Advice: Consequences & Concerns	<b>A:</b> <b>B:</b> <b>C:</b>
	<b>C</b> Give "A" Advice: Refusal & Support	<b>A:</b> <b>B:</b> <b>C:</b>
Round <b>2</b>	<b>A</b> Give "B" Advice: Refusal & Support	<b>A:</b> <b>B:</b> <b>C:</b>
	<b>B</b> Share Your Scenario	<b>A:</b> <b>B:</b> <b>C:</b>
	<b>C</b> Give "B" Advice: Consequences & Concerns	<b>A:</b> <b>B:</b> <b>C:</b>
Round <b>3</b>	<b>A</b> Give "C" Advice: Consequences & Concerns	<b>A:</b> <b>B:</b> <b>C:</b>
	<b>B</b> Give "C" Advice: Refusal & Support	<b>A:</b> <b>B:</b> <b>C:</b>
	<b>C</b> Share Your Scenario	<b>A:</b> <b>B:</b> <b>C:</b>



# Rx for Understanding: Creating a Healthy Future

## Topic

Culminating Activity:  
**Proper Use**, **Misuse**, and  
**Abuse** of Prescription Drugs

## Estimated Time

Two 45-minute class sessions

## Objective(s)

Students will explain **proper use**, **misuse**, and **abuse** of prescription drugs.

## Integrated Subjects

Health, English Language Arts, and Technology

## Materials and Preparation

### What you will need:

- Student Reproducible 5 (one per student)
- Chart paper (four pieces)
- Blank writing and drawing paper (several pieces per group)
- Basic classroom supplies (masking tape, glue, scissors, markers, crayons, and pencils)

### Before the lesson:

- Copy Student Reproducible 5.
- Create and post charts with the following labels: The Event Plan Should Include; The Proposal Should Include; The Pitch Should Include.



## At-A-Glance

- **Opening Activity:**  
Building Character
- **Culminating Project:**  
Plan an Advocacy and Awareness Event
- **Closing Activity:**  
Prescription for Change





## Procedures (Session 1)

**Opening the Lesson:** Building Character  
(10 minutes)

1. **Write** the phrase “life skill” on the board. Ask students to think about how they would define the phrase. Give students a moment to think independently. Ask them to share their thoughts with the person next to them, and then discuss thoughts as a whole group.

**Possible responses:** life skills are also known as character traits; life skills are problem solving behaviors; life skills give you the ability to deal with the challenges of life.

2. **Ask** students to name some character traits or life skills and record their answers on the board.

**Possible responses:** responsibility; perseverance; caring; self-discipline; citizenship; honesty, courage; fairness; respect; integrity; advocacy; decision making; goal setting; intra- and interpersonal communication.

3. **Assign** students to small groups and assign each group one of the character traits on the list. Have students discuss within their groups what the life skill means and identify examples of how they use the life skill in their day-to-day lives.
4. **Ask** each group to share their agreed upon definition and one of the examples of how the life skill is used.
5. **Listen** to the examples and focus on responses having to do with drugs (illegal, prescription, or over-the-counter drugs).
6. **Reinforce** to students that we use many life skills when we make good choices with regard to alcohol, tobacco, and other drugs. Remind students about the importance of avoiding **abuse** of prescription drugs as well.

**Connect the learning:** In Lessons 1 – 4 students learned about the **misuse**, **abuse**, and **proper use** of prescription drugs.



## Rx for Understanding: Creating a Healthy Future *(Continued)*

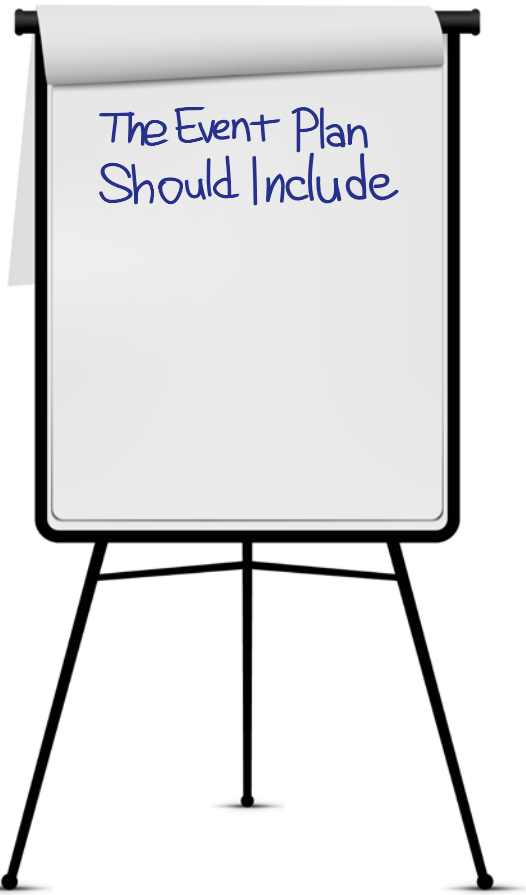
7. **Discuss** and **record** a list of skills for **proper use** of prescription drugs on the board.
8. **Direct** students to continue working in their small groups. Have students discuss what their group's chosen life skill has to do with the list of skills for **proper use**. Allow a few minutes for small group discussion, and then share with the whole group.
9. **Listen** to responses and focus in on advocacy. Define advocacy and explain why it is important.
10. **Tell** students that they will be working in teams to plan an advocacy event about **abuse**, **misuse**, and **proper use** of prescription drugs. The project will include an event plan, an event proposal, and an event pitch. The pitch is a mock presentation to classmates, who will be acting as the review panel that would approve your event proposal.

### **Leading the Lesson:** Culminating Project (35 minutes)

11. **Assign** students to teams. Have students rearrange themselves to be seated with their team.
12. **Discuss** possible audiences as a whole class and record a list on the board (e.g., fellow students; younger students; parents).
13. **Discuss** possible event types as a whole class and record a list on the board (e.g., information session/workshop; family night; assembly).
14. **Direct** teams to choose a specific type of event to plan, using the list recorded on the board. Students should have an event chosen prior to hearing the event plan criteria.
15. **Explain** the project guidelines (using the charts posted prior to the lessons).

#### **The Event Plan Should Include**

- Purpose of the event
- General description of the event





- A list of the key messages for the event
- Proposed audience and size, date, time, location, duration
- Materials and resources needed
- Draft schedule for the event
- Theme or slogan for the event (being creative helps your audience remember your message)

### **The Event Proposal Should Include**

- A copy of the event plan
- One sample of the marketing material for your event (e.g., poster, flyer) with your slogan
- One sample of a handout or other piece of printed material that participants will receive when attending your event
- A cover letter to the review board

### **The Event Pitch Should Include**

- A visual aid explaining the event
- The proposal as a handout
- Reminder: Everyone on your team must have a role in the presentation and be prepared to answer questions

**Tip:** If you completed Lessons 2-4, then students can incorporate the products and knowledge from each of those lessons into this project, to be used as one of the event elements (e.g., handouts, sessions, resources, etc.).

- From Lesson 2 – **Proper Use** Informational Essays
- From Lesson 3 – Commonly Abused Prescription Drugs Fact Sheets
- From Lesson 4 – Class Pledge to Not **Abuse** Prescription Drugs

## Rx for Understanding: Creating a Healthy Future *(Continued)*

### Procedures (Session 2)

#### Leading the Lesson (continued):

Culminating Project – Work Session and Presentations  
(35 minutes)

1. **Give** students time to continue to create event proposal and pitch.
2. **Arrange** the class to be seated as a mock review panel. Have each team present their event pitch.
3. **Give** each student a sticky note or piece of scrap paper. Have the students vote anonymously for which event proposal to accept.
4. **Tally** the results and reveal to the class.

#### Closing the Lesson:

Prescription for Change  
(10 minutes)

5. **Direct** students to write letters to themselves, stating their goals (what they want to do personally to change the future) regarding prescription drug **abuse**. How do they plan to keep themselves and the people they care about safe from the dangers of prescription drug **abuse**?
6. **Collect** the letters and save them to be addressed and mailed to students at a later time (possibly the end of the school year or the beginning of the following school year). At whatever time you determine, mail the letters to the students at their home addresses.

### Modification Ideas

- Work together as a class to conduct the event that the students vote for.
- Conduct the event during the National Institute on Drug Abuse's (NIDA) National Drug Facts Week (NDFW). This is a health observance week for teens that aims to shatter the myths about drugs and drug **abuse**. For more information go to [drugfactsweek.drugabuse.gov/planyourent.php](http://drugfactsweek.drugabuse.gov/planyourent.php).





- Give students a choice of working alone or with partners/small group teams. If time for the extra pitch presentations is available to you, some students may appreciate the opportunity to process their learning and develop this project independently.
- Repeat the “Moved to Answer” activity from the beginning of Lesson 2. If you are conducting this lesson in isolation, then use the “Moved to Answer” activity as the opening and closing activity for this lesson.



### Assessment Suggestions

- **Formal post-assessment:** Use the post-assessment included with Lesson 5.

#### Possible responses:

#### Describe two examples of **proper use** of prescription drugs.

- > Taking a prescription drug prescribed for you by your doctor or other appropriate medical professional
- > Taking your prescription drug exactly as instructed
- > Taking your prescription drug with adult supervision
- > Not using another family member’s or friend’s prescription drug
- > Throwing leftover prescription drugs in the trash when you are done taking your medication (unless the label says otherwise)
- > Consulting the pharmacist, doctor, or other appropriate medical professional if you have questions about your prescription

#### Do you agree or disagree with the following statement?

#### Explain your answer.

*The person for whom the prescription is written must be the only one to take the prescription drug.*

Yes, doctors (or other appropriate medical professionals) write prescriptions for individuals based on a number of factors like age, size, symptoms, medical history, allergies, etc.

#### Describe two examples of prescription drug **misuse**.

- > Taking your prescription drug with food when the label says otherwise because you misunderstood the label



## Rx for Understanding: Creating a Healthy Future *(Continued)*

- > Unknowingly leaving a prescription drug in a place that is easy for a younger child to reach
- > Taking your prescription drug at any time that you want because you did not read the label
- > Unintentionally using your own prescription drug after the prescription has expired

### Describe two examples of prescription drug **abuse**.

- > Using another family member's or friend's prescription drug
- > Deciding on your own to take more than the prescribed dosage of a prescription drug, because you think that it isn't working well enough
- > Knowingly using your own prescription drug after the prescription has expired
- > Using another person's prescription drug because you are ill
- > Using your own prescription drug for any reason other than for what was prescribed
- > Using another person's prescription drugs to get high
- > Giving or selling your prescription drugs (or a family member's prescription drugs) to someone else for the purpose of getting high



### What are three main categories of prescription drugs that are most commonly misused or abused?

Stimulants, Depressants, and Pain Relievers (Opioids)

### Why are young people abusing prescription drugs?

- > To party
- > To get high
- > To do better in school
- > To do better at sports
- > To lose weight
- > Boredom
- > Curiosity
- > Lack of information about the risks



### **Where are young people getting the prescription drugs that they are abusing?**

- > They are taking them from a person without their knowledge
- > They get them from a friend who has taken them from an adult without the adult's knowledge
- > From a friend
- > From a relative
- > From an older sibling
- > From grandparents
- > From parents
- > Buying them from a person who sells drugs illegally
- > At a party (e.g., a pharming party)

### **Describe one consequence of prescription drug abuse.**

- > Negative impact on relationships with family and friends
- > Negative short- and long-term health consequences
- > Death
- > Legal consequences
- > Impaired judgment and elevated risk of HIV and other dangerous sexually transmitted diseases
- > Impaired brain growth development of young people
- > Poor academic performance and school attendance
- > Physical dependence
- > Addiction

### **What advice would you give a younger family member or friend who was offered a prescription drug by one of their friends?**

I would tell my friend to say "no," that taking another person's prescription drug for any reason is drug **abuse**; that abusing prescription drugs is very dangerous and potentially life threatening; that I would be sad if he or she risked her life; that it is against the law to **abuse** prescription drugs; that they should report the situation to a trusted adult or anonymous resources such as the

## Rx for Understanding: Creating a Healthy Future *(Continued)*



Substance Abuse and Mental Health Services Administration's Treatment Referral Helpline (1-800-662-HELP); that I know he or she will make the right decision; that I am here to help.

**List one place to get help and information about prescription drug abuse for yourself or a friend/family member.**

- > Parent
  - > Teacher
  - > Principal
  - > Guidance counselor
  - > Faith leader
  - > Coach
  - > School nurse
  - > Your own doctor or pharmacist
  - > Other trusted adults
  - > Community agencies and organizations
  - > Anonymous resources such as the Substance Abuse and Mental Health Services Administration's Treatment Referral Helpline (1-800-662-HELP); websites such as **www.findtreatment.samhsa.gov**
- **Informal post-assessment:** Have students develop a project rubric prior to beginning the assignment. Evaluate students for their team participation. Observe for evidence of understanding throughout project work. Read the goal setting letters.
  - **Key message: Did they get it? Did you teach it?** Prescription drugs help keep us healthy and serve an important purpose in our lives. **Misuse** and **abuse** of prescription drugs is a health risk with very serious consequences, and can even be deadly. Knowing how to safely and properly use prescription drugs is an important part of being healthy. Being an advocate and helping others not only helps your friends, school, and community, but it is also a way to help yourself.

Name \_\_\_\_\_

## Rx for Understanding: Be Smart About Prescription Drugs

### Unit Assessment

1. Describe two examples of **proper use** of prescription drugs.
2. Do you agree or disagree with the following statement? Explain your answer.  
*The person for whom the prescription is written must be the only one to take the prescription drug.*
3. Describe two examples of prescription drug **misuse**.
4. Describe two examples of prescription drug **abuse**.
5. What are three main categories of prescription drugs that are most commonly misused or abused?
6. Why are young people abusing prescription drugs?
7. Where are young people getting the prescription drugs that they are abusing?
8. Describe one consequence of prescription drug **abuse**.
9. What advice would you give a younger family member or friend who was offered a prescription drug by one of their friends?
10. List one place to get help and information about prescription drug **abuse** for yourself or a friend/family member.



# An Important Message about Prescription Drug Education

Dear Parents and Families,

The Office of National Drug Control Policy calls prescription drug **abuse** “the Nation’s fastest growing drug problem.” The U.S. Centers for Disease Control and Prevention has classified prescription drug **abuse** as an epidemic. Unintentional drug poisoning is now the second leading cause of accidental death in the United States, after car crashes. The problem of prescription drug **misuse** and **abuse** is particularly alarming with young people. More teenagers are abusing prescription drugs than cocaine, heroin, and methamphetamine combined. One in four teens report that they have taken a prescription medication that was not prescribed for them. Sixty percent of teens who have reported abusing prescription pain medications did so before age fifteen.

Perhaps the most important statistic to note is this: **kids who learn about the risks of drugs and alcohol from their parents are up to 50% less likely to use than those who do not.** Understanding prescription drug **misuse**, **abuse**, and **proper use** is vital at home and school alike. Your child has been learning about these important topics at school through learning activities brought to us by the National Education Association Health Information Network (NEA HIN) with the support of Purdue Pharma L.P. through an educational grant. We encourage you to continue learning together as a family at home. As parents and caring adults you have a unique opportunity to help your children make the healthiest choices in life. That includes helping them understand the importance of the **proper use** of prescription medication and helping them build the skills to avoid **misuse** and **abuse**. NEA HIN is pleased to be able to help you with this critical task.

One of the most significant (and preventable) causes of prescription drug **misuse** and **abuse** among youth is a lack of knowledge and understanding about the importance of **proper use**. Forty-one percent of teens believe that it is safer to get high using a prescription drug instead of a drug such as marijuana or cocaine. Teenagers believe that since prescription drugs are given by doctors, they must be safe. We need to help build an understanding that this perceived safety is predicated on **proper use**.

**What is Proper Use?** It is when a person takes their own prescription drug exactly as directed. **Proper use** includes: taking the medication at the right time, taking the right amount, not sharing the medication with anyone, adhering to the expiration date, and disposing of the medication appropriately. For young people, parent supervision when taking prescription drugs is a part of **proper use**.

**What is Misuse?** It is when a person does not take a prescription drug as directed or intended either unknowingly or mistakenly. **Misuse** includes: misreading the label, taking the wrong amount, unintentionally mixing medications that should not be taken together, using an expired medication, or unknowingly taking a medication that was prescribed for someone else.

**What is Abuse?** Prescription drug **abuse** is the use of a medication without a prescription, in a way other than as prescribed, or for the experience or feelings elicited. It is when someone purposely takes prescription medication in a manner or dosage other than what was prescribed for the purpose of experiencing a desired effect.

*Continues on the back*



## Centers for Disease Control and Prevention

[www.cdc.gov/healthyyouth/index.htm](http://www.cdc.gov/healthyyouth/index.htm)

## Drug Enforcement Administration

[www.justice.gov/dea](http://www.justice.gov/dea)  
[www.getsmartaboutdrugs.com](http://www.getsmartaboutdrugs.com)  
[www.deadiversion.usdoj.gov/drug\\_disposal/takeback/](http://www.deadiversion.usdoj.gov/drug_disposal/takeback/)

## National Institute on Drug Abuse

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

## National Institute on Drug Abuse for Teens

[www.teens.drugabuse.gov](http://www.teens.drugabuse.gov)

## National Youth Anti-Drug Media Campaign

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

## Office of National Drug Control Policy

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

## Partnership at Drugfree.org

[www.drugfree.org](http://www.drugfree.org)

## Partnership at Drugfree.org Parent Resource Center

[theparenttoolkit.org](http://theparenttoolkit.org)

## Substance Abuse and Mental Health Services Administration

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

## KidsHealth.org

[kidshealth.org/parents](http://kidshealth.org/parents)

## NEA Health Information Network

[www.neahin.org](http://www.neahin.org)

## STEPS YOU CAN TAKE RIGHT NOW

- Safeguard prescription drugs in your home (39% of teens who **abuse** prescription drugs obtain them from friends, or their family's medicine cabinet).
- Ask family members (especially grandparents) and friends to be alert and also safeguard prescription drugs.
- Talk to your child today; be sure that you are on the same page about prescription drugs. Be clear with your child regarding the core messages about prescription drug safety.
- Talk to other parents and friends to share this information.

## CORE MESSAGES ABOUT PRESCRIPTION DRUGS

- It is never okay to share your prescription drugs with others or take another person's prescription drugs – regardless of the reason you are doing it.
- It is never okay to take your own prescription drugs to get high or for any purpose other than what they were intended for.
- It is never okay to change the amount of a prescription drug that you are taking because you think that you need to take more or less to feel better. This is called self-medication and is very dangerous. How much of a prescription drug you should take is for your doctor to decide.
- It is never okay for your friends to be sharing prescription drugs for any reason. If you have friends that are in trouble, you should turn to a trusted adult for help.
- Prescription drug **abuse** can lead to addiction.
- Prescription drug **abuse** is illegal.
- Prescription drug **abuse** can have serious health implications.
- Just one instance of accidental **misuse** or intentional **abuse** of prescription drugs can be deadly.
- Knowledge and understanding of these concepts will help prevent the **misuse** and **abuse** of prescription drugs and the potentially grave and unnecessary consequences.

# Meeting National Academic Standards

NATIONAL STANDARDS	LESSONS										
	Gr. 5-6 1	Gr. 5-6 2	Gr. 5-6 3	Gr. 5-6 4	Gr. 5-6 5	Gr. 7-8 1	Gr. 7-8 2	Gr. 7-8 3	Gr. 7-8 4	Gr. 7-8 5	
<b>National Health Education Standards (PK – 12)</b>											
<b>Standard 1: Students will comprehend concepts related to health promotion and disease prevention to enhance health.</b>	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	
<b>Grades 3 – 5 Performance Indicators</b>											
<ul style="list-style-type: none"> <li>Describe the relationship between healthy behaviors and personal health.</li> <li>Identify examples of emotional, intellectual, physical, and social health.</li> <li>Describe ways in which safe and healthy school and community environments can promote personal health.</li> </ul>						<ul style="list-style-type: none"> <li>Describe ways to prevent common childhood injuries and health problems.</li> <li>Describe when it is important to seek health care.</li> </ul>					
<b>Grades 6 – 8 Performance Indicators</b>											
<ul style="list-style-type: none"> <li>Analyze the relationship between healthy behaviors and personal health.</li> <li>Describe the interrelationships of emotional, intellectual, physical, and social health in adolescence.</li> <li>Analyze how the environment affects personal health.</li> <li>Describe how family history can affect personal health.</li> <li>Describe ways to reduce or prevent injuries and other adolescent health problems. Explain how appropriate health care can promote personal health.</li> </ul>						<ul style="list-style-type: none"> <li>Describe the benefits of and barriers to practicing healthy behaviors.</li> <li>Examine the likelihood of injury or illness if engaging in unhealthy behaviors.</li> <li>Examine the potential seriousness of injury or illness if engaging in unhealthy behaviors.</li> </ul>					
<b>Standard 2: Students will analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors.</b>	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	
<b>Grades 3 – 5 Performance Indicators</b>											
<ul style="list-style-type: none"> <li>Describe how family influences personal health practices and behaviors.</li> <li>Identify the influence of culture on health practices and behaviors.</li> <li>Identify how peers can influence healthy and unhealthy behaviors.</li> </ul>						<ul style="list-style-type: none"> <li>Describe how the school and community can support personal health practices and behaviors.</li> <li>Explain how media influences thoughts, feelings, and health behaviors.</li> <li>Describe ways that technology can influence personal health.</li> </ul>					
<b>Grades 6 – 8 Performance Indicators</b>											
<ul style="list-style-type: none"> <li>Examine how the family influences the health of adolescents.</li> <li>Describe the influence of culture on health beliefs, practices, and behaviors.</li> <li>Describe how peers influence healthy and unhealthy behaviors.</li> <li>Analyze how the school and community can affect personal health practices and behaviors.</li> <li>Analyze how messages from media influence health behaviors.</li> <li>Analyze the influence of technology on personal and family health.</li> </ul>						<ul style="list-style-type: none"> <li>Explain how the perceptions of norms influence healthy and unhealthy behaviors.</li> <li>Explain the influence of personal values and beliefs on individual health practices and behaviors.</li> <li>Describe how some health risk behaviors can influence the likelihood of engaging in unhealthy behaviors.</li> <li>Explain how school and public health policies can influence health promotion and disease prevention.</li> </ul>					
<b>Standard 3: Students will demonstrate the ability to access valid information, products, and services to enhance health.</b>	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	
<b>Grades 3 – 5 Performance Indicators</b>											
<ul style="list-style-type: none"> <li>Identify characteristics of valid health information, products, and services.</li> <li>Locate resources from home, school, and community that provide valid health information.</li> </ul>											

NATIONAL STANDARDS	LESSONS									
	Gr. 5-6 1	Gr. 5-6 2	Gr. 5-6 3	Gr. 5-6 4	Gr. 5-6 5	Gr. 7-8 1	Gr. 7-8 2	Gr. 7-8 3	Gr. 7-8 4	Gr. 7-8 5
<b>Grades 6 – 8 Performance Indicators</b>										
<ul style="list-style-type: none"> <li>Analyze the validity of health information, products, and services.</li> <li>Access valid health information from home, school, and community.</li> <li>Determine the accessibility of products that enhance health.</li> </ul>	<ul style="list-style-type: none"> <li>Describe situations that may require professional health services.</li> <li>Locate valid and reliable health products and services.</li> </ul>									
<b>Standard 4: Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.</b>	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
<b>Grades 3 – 5 Performance Indicators</b>										
<ul style="list-style-type: none"> <li>Demonstrate effective verbal and nonverbal communication skills to enhance health.</li> <li>Demonstrate refusal skills that avoid or reduce health risks.</li> </ul>	<ul style="list-style-type: none"> <li>Demonstrate nonviolent strategies to manage or resolve conflict.</li> <li>Demonstrate how to ask for assistance to enhance personal health.</li> </ul>									
<b>Grades 6 – 8 Performance Indicators</b>										
<ul style="list-style-type: none"> <li>Apply effective verbal and nonverbal communication skills to enhance health.</li> <li>Demonstrate refusal and negotiation skills that avoid or reduce health risks.</li> </ul>	<ul style="list-style-type: none"> <li>Demonstrate effective conflict management or resolution strategies.</li> <li>Demonstrate how to ask for assistance to enhance the health of self and others.</li> </ul>									
<b>Standard 5: Students will demonstrate the ability to use decision-making skills to enhance health.</b>	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
<b>Grades 3 – 5 Performance Indicators</b>										
<ul style="list-style-type: none"> <li>Identify health-related situations that might require a thoughtful decision.</li> <li>Analyze when assistance is needed in making a health-related decision.</li> <li>List healthy options to health-related issues or problems.</li> </ul>	<ul style="list-style-type: none"> <li>Predict the potential outcomes of each option when making a health-related decision.</li> <li>Choose a healthy option when making a decision.</li> <li>Describe the outcomes of a health-related decision.</li> </ul>									
<b>Grades 6 – 8 Performance Indicators</b>										
<ul style="list-style-type: none"> <li>Identify circumstances that can help or hinder healthy decision-making.</li> <li>Determine when health-related situations require the application of a thoughtful decision-making process.</li> <li>Distinguish when individual or collaborative decision-making is appropriate.</li> <li>Distinguish between healthy and unhealthy alternatives to health-related issues or problems.</li> </ul>	<ul style="list-style-type: none"> <li>Predict the potential short-term impact of each alternative on self and others.</li> <li>Choose healthy alternatives over unhealthy alternatives when making a decision.</li> <li>Analyze the outcomes of a health-related decision.</li> </ul>									
<b>Standard 6: Students will demonstrate the ability to use goal-setting skills to enhance health.</b>	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
<b>Grades 3 – 5 Performance Indicators</b>										
<ul style="list-style-type: none"> <li>Assess personal health practices.</li> <li>Develop a goal to adopt, maintain, or improve a personal health practice.</li> </ul>	<ul style="list-style-type: none"> <li>Apply strategies and skills needed to attain a personal health goal.</li> <li>Describe how personal health goals can vary with changing abilities, priorities, and responsibilities.</li> </ul>									
<b>Grades 6 – 8 Performance Indicators</b>										
<ul style="list-style-type: none"> <li>Assess personal health practices.</li> <li>Develop a goal to adopt, maintain, or improve a personal health practice.</li> </ul>	<ul style="list-style-type: none"> <li>Apply strategies and skills needed to attain a personal health goal.</li> <li>Describe how personal health goals can vary with changing abilities, priorities, and responsibilities.</li> </ul>									

# Meeting National Academic Standards *(continued)*

NATIONAL STANDARDS	LESSONS									
	Gr. 5-6 1	Gr. 5-6 2	Gr. 5-6 3	Gr. 5-6 4	Gr. 5-6 5	Gr. 7-8 1	Gr. 7-8 2	Gr. 7-8 3	Gr. 7-8 4	Gr. 7-8 5
<b>Standard 7: Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.</b>	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
<b>Grades 3 – 5 Performance Indicators</b>										
<ul style="list-style-type: none"> <li>Identify responsible personal health behaviors.</li> <li>Demonstrate a variety of healthy practices and behaviors to maintain or improve personal health.</li> </ul>	<ul style="list-style-type: none"> <li>Demonstrate a variety of behaviors to avoid or reduce health risks.</li> </ul>									
<b>Grades 6 – 8 Performance Indicators</b>										
<ul style="list-style-type: none"> <li>Explain the importance of assuming responsibility for personal health behaviors.</li> <li>Demonstrate healthy practices and behaviors that will maintain or improve the health of self and others.</li> </ul>	<ul style="list-style-type: none"> <li>Demonstrate behaviors to avoid or reduce health risks to self and others.</li> </ul>									
<b>Standard 8: Students will demonstrate the ability to advocate for personal, family, and community health.</b>	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
<b>Grades 3 – 5 Performance Indicators</b>										
<ul style="list-style-type: none"> <li>Express opinions and give accurate information about health issues.</li> <li>Encourage others to make positive health choices.</li> </ul>										
<b>Grades 6 – 8 Performance Indicators</b>										
<ul style="list-style-type: none"> <li>State a health enhancing position on a topic and support it with accurate information.</li> <li>Demonstrate how to influence and support others to make positive health choices.</li> </ul>	<ul style="list-style-type: none"> <li>Work cooperatively to advocate for healthy individuals, families, and schools.</li> <li>Identify ways in which health messages and communication techniques can be altered for different audiences.</li> </ul>									
<b>Common Core State Standards for English Language Arts &amp; Literacy in History/Social Studies, Science, and Technical Subjects (Grades K – 12)</b>										
<b>College and Career Readiness Anchor Standards for Writing</b>										
<b>Text Types and Purposes</b>										
Standard 2: Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.							✓			
Standard 3: Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.									✓	
<b>Production and Distribution of Writing</b>										
Standard 4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.		✓			✓		✓		✓	✓
Standard 5: Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.							✓		✓	
Standard 6: Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.					✓		✓		✓	✓
<b>Research to Build and Present Knowledge</b>										
Standard 7: Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Standard 8: Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Standard 9: Draw evidence from literary or informational texts to support analysis, reflection, and research.		✓		✓	✓		✓			✓

NATIONAL STANDARDS	LESSONS									
	Gr. 5-6 1	Gr. 5-6 2	Gr. 5-6 3	Gr. 5-6 4	Gr. 5-6 5	Gr. 7-8 1	Gr. 7-8 2	Gr. 7-8 3	Gr. 7-8 4	Gr. 7-8 5
<b>College and Career Readiness Anchor Standards for Speaking and Listening</b>										
<b>Comprehension and Collaboration</b>										
Standard 1: Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Standard 2: Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
<b>Presentation of Knowledge and Ideas</b>										
Standard 4: Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Standard 5: Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Standard 6: Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
<b>College and Career Readiness Anchor Standards for Language</b>										
<b>Conventions of Standard English</b>										
Standard 1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Standard 2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
<b>Language Acquisition and Use</b>										
Standard 6: Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
<b>College and Career Readiness Anchor Standards for Reading</b>										
<b>Reading Standards for Literacy in Science and Technical Subjects</b>										
Standard 1: Cite specific textual evidence to support analysis of science and technical texts.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Standard 2: Determine the central ideas or conclusions of a text; provide an accurate summary of the text distinct from prior knowledge or opinions.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Standard 4: Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 6–8 texts and topics.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
<b>Standards for the English Language Arts (Grades K – 12)</b>										
Standard 1: Students read a wide range of print and nonprint texts to build an understanding of texts, of themselves, and of the cultures of the United States and the world; to acquire new information; to respond to the needs and demands of society and the workplace; and for personal fulfillment. Among these texts are fiction and nonfiction, classic and contemporary works.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Standard 3: Students apply a wide range of strategies to comprehend, interpret, evaluate, and appreciate texts. They draw on their prior experience, their interactions with other readers and writers, their knowledge of word meaning and of other texts, their word identification strategies, and their understanding of textual features (e.g., sound-letter correspondence, sentence structure, context, graphics).	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Standard 4: Students adjust their use of spoken, written, and visual language (e.g., conventions, style, vocabulary) to communicate effectively with a variety of audiences and for different purposes.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓



# Meeting National Academic Standards *(continued)*

NATIONAL STANDARDS	LESSONS									
	Gr. 5-6 1	Gr. 5-6 2	Gr. 5-6 3	Gr. 5-6 4	Gr. 5-6 5	Gr. 7-8 1	Gr. 7-8 2	Gr. 7-8 3	Gr. 7-8 4	Gr. 7-8 5
Standard 5: Students employ a wide range of strategies as they write and use different writing process elements appropriately to communicate with different audiences for a variety of purposes.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Standard 6: Students apply knowledge of language structure, language conventions (e.g., spelling and punctuation), media techniques, figurative language, and genre to create, critique, and discuss print and nonprint texts.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Standard 7: Students conduct research on issues and interests by generating ideas and questions, and by posing problems. They gather, evaluate, and synthesize data from a variety of sources (e.g., print and nonprint texts, artifacts, people) to communicate their discoveries in ways that suit their purpose and audience.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Standard 8: Students use a variety of technological and information resources (e.g., libraries, databases, computer networks, video) to gather and synthesize information and to create and communicate knowledge.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Standard 12: Students use spoken, written, and visual language to accomplish their own purposes (e.g., for learning, enjoyment, persuasion, and the exchange of information).	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
<b>National Science Education Standards (Grades 5 – 8)</b>										
<b>Science in Personal and Social Perspectives</b>										
As a result of activities in grades 5-8, all students should develop understanding of personal health.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
<b>National Curriculum Standards for the Social Studies (Grades 5 – 8)</b>										
<b>Time, Continuity, and Change</b>										
Learners will be able to evaluate the impact of the values, beliefs, and institutions of people in the past on important historical decisions and developments of their times.						✓				
Learners demonstrate understanding by developing an illustrated timeline of a sequence of events representing an important historic era.						✓				
<b>Individual Development and Identity</b>										
Learners will understand that individual choices influence identity and development.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Learners demonstrate understanding by preparing and presenting visuals of an analysis of a local or national issues requiring government action.										✓
<b>Power, Authority, and Governance</b>										
Learners will demonstrate understanding by discussing current and past issues involving science and technology, and their consequences for society.				✓	✓	✓			✓	✓
<b>National Standards for Civics and Government (Grades 5 – 8)</b>										
Standard 5: What are the Roles of the Citizen in American Democracy?	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
<b>Contents of Historical Thinking Standards (Grades 5 – 12)</b>										
Standard 1: Chronological Thinking						✓				
Standard 3: Historical Analysis and Interpretation						✓				
Standard 5: Historical Issues-Analysis and Decision-Making						✓				
<b>Mid-continent Research for Education and Learning Life Skills Standards (Grades K – 12)</b>										
Working with others: Contributes to the overall effort of a group.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Working with others: Displays effective interpersonal communication skills.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Self-Regulation: Considers risks.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Thinking and Reasoning: Applies decision-making techniques.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓

NATIONAL STANDARDS	LESSONS									
	Gr. 5-6 1	Gr. 5-6 2	Gr. 5-6 3	Gr. 5-6 4	Gr. 5-6 5	Gr. 7-8 1	Gr. 7-8 2	Gr. 7-8 3	Gr. 7-8 4	Gr. 7-8 5
<b>Common Core State Standards for Mathematics (Grades 6 - 12)</b>										
<b>Standards for Mathematical Practice</b>										
Standard 4: Model with mathematics.				✓						
<b>Standards for School Mathematics (Grades PK - 12)</b>										
<b>Process Standard: Connections</b>										
Recognize and apply mathematics in contexts outside of mathematics.			✓	✓	✓	✓	✓	✓	✓	✓
<b>National Educational Technology Standards for Students (Grades K - 12)</b>										
Research and Information Fluency: Students apply digital tools to gather, evaluate, and use information.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
<b>National Standards for Arts Education (Grades K - 12)</b>										
Students use different media, techniques, and processes to communicate ideas, experiences, and stories.	✓				✓				✓	
Students use art materials and tools in a safe and responsible manner.	✓				✓				✓	

### Sources for National Standards

- Consortium of National Arts Education Associations, National Standards for Arts Education, 1994
- Joint Committee on National Health Education Standards and American Cancer Society, National Health Education Standards, 2007
- Mid-continent Research for Education and Learning, Content Knowledge: A Compendium of Standards and Benchmarks for K-12 Education, 2004
- National Academies of Sciences, National Research Council, National Science Education Standards, 1996
- National Council for the Social Studies, National Curriculum Standards for Social Studies, 2010
- National Council of Teachers of Mathematics, Standards for School Mathematics, 2001
- National Council of Teachers of English and International Reading Association, Standards for the English Language Arts, 1996
- National Governors Association Center for Best Practices and the Council of Chief State School Officers, Common Core State Standards for English Language Arts & Literacy in History/Social Studies, Science, and Technical Subjects, 2010
- National Governors Association Center for Best Practices and the Council of Chief State School Officers, Common Core State Standards for Mathematics, 2010

# Acknowledgements

## National Education Association Health Information Network [www.neahin.org](http://www.neahin.org)

As the non-profit health and safety arm of the National Education Association (NEA), the NEA Health Information Network (NEA HIN) provides health and safety information, programs, and services for the benefit of NEA's more than three million members and their 43 million students. NEA members include teachers, bus drivers, school custodians, cafeteria workers, and other school employees who make up almost 15,000 local associations throughout the U.S, and military bases in Europe and Asia. NEA HIN's mission is to improve the health and safety of the school community through disseminating information that empowers school professionals and positively impacts the lives of their students.

NEA HIN has been a leader in creating materials for educators that support the healthy development of children and young people. As part of the organization's commitment to ensuring that all children have a high quality education, it has led the way in creating easy-to-use, standards-based lesson plans and related resources. These materials align to national educational standards including the National Health Education Standards, the Common Core State Standards for English Language Arts and Mathematics and other voluntary national content standards.

NEA HIN also provides training, online learning opportunities, and informational materials that support educators in creating safe and healthy schools. The link between student health and student performance has been well documented. Student health is adversely affected by the inappropriate use of prescription drugs, and the NEA HIN-Purdue partnership is an important step in working to address the problem. By raising awareness in students, school employees, parents and the community about the need to use prescription drugs as they are intended to be used, and by translating that awareness into action, student health as well as academic achievement will benefit.



## Purdue Pharma L.P. [www.rxsafetymatters.org](http://www.rxsafetymatters.org)

Purdue Pharma L.P. ([www.purduepharma.com](http://www.purduepharma.com)) is a privately-held pharmaceutical company headquartered in Stamford, Connecticut. The company is engaged in the research, development, production, sales and licensing of prescription and over-the-counter medicines. Purdue Pharma L.P. was founded by physicians more than 50 years ago and has long been known for its pioneering work on persistent pain, a principal cause of human suffering. Today, Purdue Pharma and its independent associated companies have a presence in more than 30 countries with more than 5,000 employees.

As part of the company's mission to help improve patient care and quality of life through education, Purdue has been providing healthcare professionals, patients, and caregivers with free comprehensive resources for more than a decade. Educational and advocacy forums foster and support a collaborative network of healthcare professionals with the common goal of improving patient outcomes and removing barriers to appropriate and effective care.

Purdue has taken a leading role in addressing the serious public health issue of prescription drug diversion and abuse by supporting programs intended to help stem this problem. Efforts include educational programs for the healthcare and law enforcement communities and public awareness and education programs for teenagers, parents, and educators on the dangers of prescription drug abuse. Additionally, Purdue has supported the implementation of prescription monitoring programs to help reduce prescription fraud.





Rx for Understanding: Be Smart About Prescription Drugs was produced by NEA HIN supported by an educational grant from Purdue Pharma L.P.

