



RX FOR UNDERSTANDING:

Preventing Prescription Drug Abuse



Educator's Resource Guide



PRESCRIPTION DRUGS:  Proper Use  Misuse  Abuse

Easy to use, standards-based, cross-curricular lesson plans for grades 9-12



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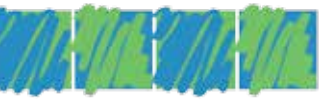


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Welcome



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.

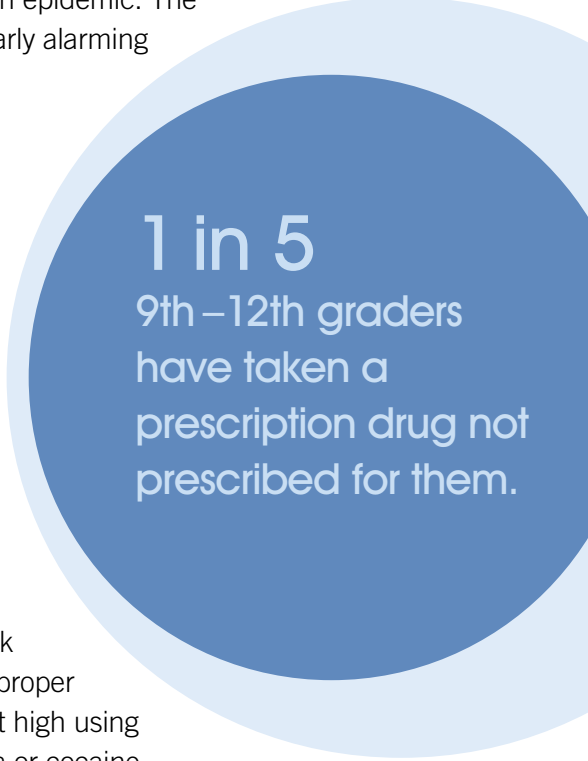
Prescription and over-the-counter (OTC) drugs, after marijuana, alcohol, and tobacco, are the most commonly abused substances by Americans 14 and older. In fact, more teenagers are abusing prescription drugs than cocaine, heroin, and methamphetamine combined. Every day in the United States, an average of 2,000 teenagers use prescription drugs without a doctor’s guidance for the first time. Nearly 15 percent of high-school seniors reported that they have used a prescription drug for reasons other than prescribed in the past year. We must act now!

One of the most significant (and preventable) causes of prescription drug misuse and abuse among youths 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 doctors give prescription drugs, 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 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 Purdue Pharma L.P. for its support of this project through an educational grant.

Sincerely,

NEA Health Information Network



1 in 5
9th – 12th graders
have taken a
prescription drug not
prescribed for them.



How To Use This 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 and Resource section included with this resource. We also provide additional sources to help you and your students learn even more.

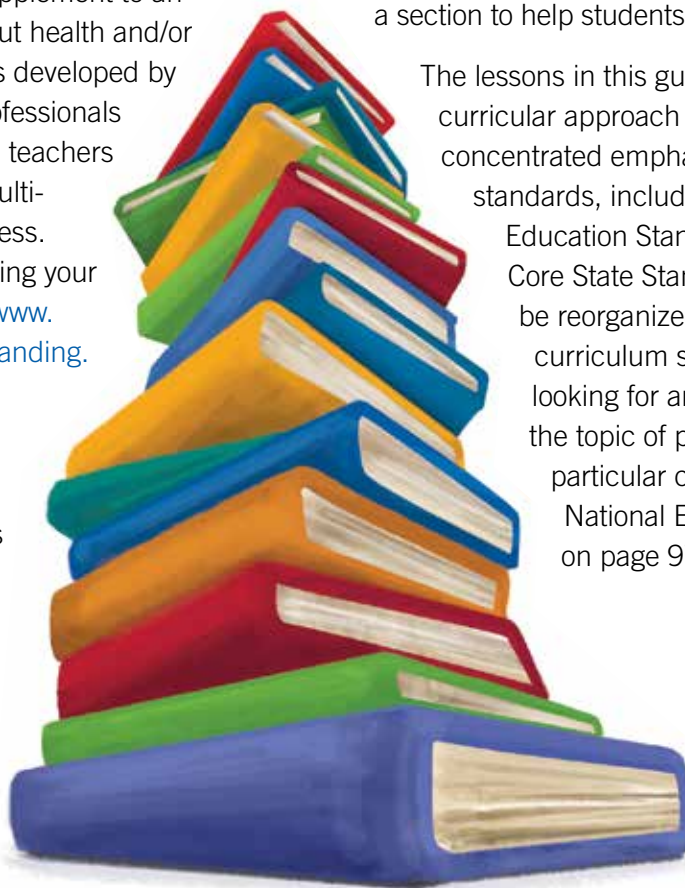
STEP 2: **Know the resource guide.**

Become familiar with the structure of this resource guide. The need 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 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.

The guide contains 10 sequenced lessons geared for grades 9-12. The entire set of lessons is structured to function as a project-based mini-unit. There are

lessons that provide direct instruction related to our three key themes: proper use, misuse, and abuse of prescription drugs. There are inquiry-based lessons that help the teacher lead students through the learning process. Finally, there are project-based lessons that help the teacher apply what they have learned by developing a communication technique/messaging campaign around the issue of prescription drug abuse that will ultimately lead students to take action. Students are led through a process where they will research the needs for prescription drug education in their community and match those needs to the most effective, technology-inspired communication technique. The entire project comes together in the reflective student journal and action guide. In conjunction with each lesson, students will record ideas and information in the journal. Each lesson features usage of the journal and each journal entry features a section to help students track their project steps.

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. 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 97 can help you do so.





STEP 3:
Determine your implementation method and prepare the lessons.

No matter how you intend to address the topic of Prescription Drug Proper Use, Misuse, and Abuse, we have you covered. Each lesson in this resource guide is built using the same formula. The At a Glance and teacher preparations 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/activities to open, lead, and close the lesson. Each turnkey lesson provides step-by-step teaching procedures. Modification ideas and assessment suggestions are provided.

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. In this case, you may choose to omit and/or modify usage of the student journal as you see fit.

STEP 4:
Take action and spread the word.

Collaborate with your peers around this issue by sharing this complementary teaching tool. There are several ways that you can address this issue that extend beyond the classroom. Consider starting a school-wide initiative. Use 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. This resource is designed to empower students and provide them with the knowledge and skills necessary to take ownership of this important health topic.



Teacher Background Information and Resources

Prescription Drug Abuse and Our Nation's Youth

- ▶ More than 2,000 teens begin abusing prescription drugs each day.
- ▶ When asked if they had ever taken a prescription drug without a doctor's prescription, 21 percent of high school students said yes.
- ▶ Seven percent of 12th graders reported using prescription drugs without being told to by a doctor in the past year.
- ▶ Prescription and over-the-counter drugs are among the most commonly abused drugs by 12th graders, after alcohol, marijuana, and tobacco.
- ▶ Teenagers who abuse prescription medications are more likely to report use of other drugs.
- ▶ There are as many new prescription drug abusers ages 12 to 17 as there are of marijuana.
- ▶ The majority of teens abusing prescription drugs get them easily and for free.



- ▶ 65 percent of teens who report abuse of prescription drugs are getting them from friends, family and acquaintances.
- ▶ 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.

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 people take 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.

How Can I Learn More?

- ▶ Centers for Disease Control and Prevention
www.cdc.gov/healthyouth/index.htm
- ▶ KidsHealth
www.kidshealth.org/classroom
- ▶ National Institute on Drug Abuse
www.drugabuse.gov/drugs-abuse/prescription-drugs
- ▶ National Institute on Drug Abuse for Teens
www.teens.drugabuse.gov/facts/facts_rx1.php
- ▶ National Youth Anti-Drug Media Campaign
www.abovetheinfluence.com
- ▶ Office of National Drug Control Policy
www.whitehousedrugpolicy.gov
- ▶ Partnership at Drugfree.org
www.drugfree.org
- ▶ Substance Abuse and Mental Health Services Administration
www.samhsa.gov/prevention
www.samhsa.gov/treatment/index.aspx
- ▶ U.S. Drug Enforcement Administration
www.justice.gov/dea
www.getsmartaboutdrugs.com
www.dea diversion.usdoj.gov/drug_disposal/takeback

Introductory Lesson

What Should We Know About Prescription Drug Abuse?

Topic

Prescription Drug Awareness

Estimated Class Time

One 45-minute class session



At a Glance

- ✓ **Opening Activity:**
In the News Today
- ✓ **Learning Activity:**
Terminology Two-Step
- ✓ **Closing Activity:**
Student Learning Guide
and Action Journal

Objectives

- ▶ Students will explain the connection between proper and safe use of prescription drugs and overall health.
- ▶ Students will 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, English Language Arts, Science, and Social Studies

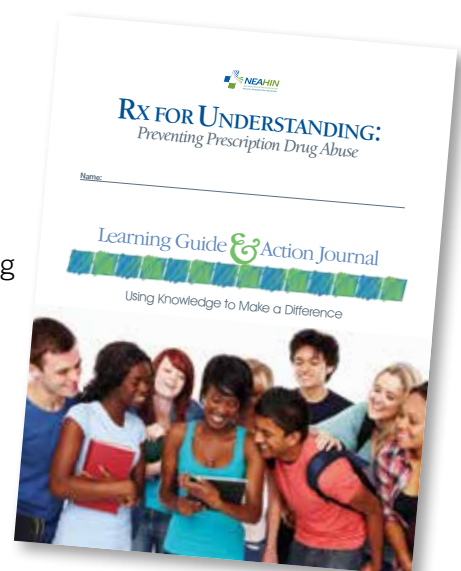
Materials and Preparation

What you will need:

- ▶ Chart paper or board
- ▶ Basic classroom supplies (markers, pencils, writing paper)

Before the lesson:

- ▶ Copy and staple Learning Guide and Action Journals (one journal/student).
- ▶ Copy and cut Teaching Resource 1, In the News Today
Headline Cards (one card/small-group).



Procedures

Opening the Lesson: In the News Today

(15 minutes)

- 1. Tell** students that they are about to begin investigating an issue of great importance to their health and future and that of their friends and families. The issue has to do with prescription drugs.
- 2. Ask** students to think for a moment about their own experience with and knowledge of prescription drugs. Do they know why some medicines are provided over the counter and some are only available through a prescription? Do they know who can write prescriptions? Do they know that there are guidelines that must be followed in order to ensure that prescription drugs can work as intended? Provide a few minutes for silent reflection about these questions.



Misinformation and Miscommunication Lead to Trends in Increasing Teen Prescription Drug Abuse

- ▶ Almost one in four teens (23 percent) say their parents don't care as much if they are caught using Rx drugs without a doctor's prescription, compared to getting caught with illegal drugs.
- ▶ More than a quarter of teens (27 percent) mistakenly believe that misusing and abusing prescription drugs is safer than using street drugs.
- ▶ One-third of teens (33 percent) say they believe "it's okay to use prescription drugs that were not prescribed to them to deal with an injury, illness or physical pain."

Source: 2012 Partnership Attitude Tracking Study, The Partnership at Drugfree.org and MetLife Foundation.

- 3. Tell** students that you have a few headlines that have to do with prescription drugs. You would like to gauge their perception about whether or not the stories are actual news headlines.
- 4. Divide** the class into small-groups and give each group an In the News Today Headline Card. Have students read the headlines and discuss within their small-groups.
 - ▶ Decide if your group thinks the headline is real and why or why not.
 - ▶ Determine who your group reporter will be.
 - ▶ Read your headline and share your decision with the whole group.
- 5. Reveal** the answers.
 - ▶ All of the headlines are adapted from true headlines.
- 6. Explain** the implications of the headlines and the multi-faceted issue of prescription drugs.
 - ▶ 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.



7. **Discuss** the notion that the positive titles are important to understanding the issue. Were the students surprised that the positive titles about prescription drugs were accurate?
8. **Share** the additional statistics with students.
9. **Ask** students how misinformation and miscommunication are contributing to the problem of prescription drug abuse and discuss.

Leading the Lesson: Terminology Two-Step

(15 minutes)

10. **Explain** to students that in order to fully understand the issues surrounding prescription drugs, we have to understand the difference between misuse and abuse and we must understand the role that knowing about proper use plays in thwarting both abuse and misuse.
11. **Assign** each small-group one of the vocabulary terms. Ask students to decide as a group what they think their assigned term means and record it on a sticky note.
12. **Ask** each group to share their definition, followed by you presenting the given definition.
 - ▶ **Explain** that they must also understand the difference between over-the-counter drugs and prescription drugs, that there are important safety measures, and that abuse and misuse are also a problem for OTC drugs.

Vocabulary Terms

Prescription Drug:

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

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.

Over-the-Counter (OTC) Drug:

Medication available without a prescription.

Illegal Drug: A drug whose production or use is prohibited by law.

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.



- ▶ **Explain** to students that they must also know the difference between prescription and illegal drugs. Even though prescription drugs themselves are legal, abuse of prescription drugs can lead to legal consequences.

Journal Assignment 1

What Should We Know About Prescription Drug Abuse?

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

Proper Prescription Drug Use: When someone takes a prescription medication exactly as directed.

Prescription Drug Misuse: When someone does not take a prescription medication as directed or intended, either unknowingly or carelessly.

Prescription Drug Abuse: When someone purposely takes a prescription medication in a manner or dosage other than how it was prescribed for the purpose of experiencing a desired effect.

In your own words, describe something a person would do as an example of each of the following:

Proper use of a prescription drug

Misuse of a prescription drug

Abuse of a prescription drug

Why does learning about the misuse, abuse, and proper use of prescription drugs matter to you?

Why do you think teenagers might abuse and/or misuse prescription drugs?

66 STUDENT JOURNAL Page 1

Closing the Lesson

(15 minutes)

13. Direct students to independently complete Learning Guide and Action Journal: Assignment 1.

14. Discuss answers to journal question 4.

15. Review What's Next.

- ▶ In the next session, we will work together as a class to create a road map for learning about prescription drug abuse and carrying out a project to help with prescription drug abuse prevention.

Modification/Extension Ideas

- ▶ Extend the lesson by using actual news and research articles for the opening activity. After students determine if the headlines are real, then have them read the articles. Each small-group can read the article and then students can jigsaw with new small-groups representing one or two students who have read each of the articles and share with the small-group what each article was about.

- ▶ Extend the lesson by having students write Letters to the Editor in response to the article for their group. The letter should express their opinions about prescription drug abuse and how the issue should be addressed.
- ▶ What if you don't have enough instructional time to teach all 10 lessons? Use the opening and leading activities in this lesson as a stand-alone lesson rather than as a part of a comprehensive unit. Omit the Learning Guide and Action Journal. Use the opening activity to introduce the issue of prescription drug abuse and the leading activity to teach students key terminology.

A Note About Illegal Drugs

When discussing illegal versus prescription drugs with your class, students may have questions about 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 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.

Assessment Suggestions

- ▶ Review journals to check for understanding.
- ▶ Evaluate whole and small-group participation.
- ▶ Give a written pre-test prior to starting the lesson.
 - Pre-record the Pretest Questions on the board.
 - Have students number a blank piece of paper and answer each question as “true” or “false.”

Pretest Questions

True or False

1. Prescription drug abuse and prescription drug misuse mean the exact same thing.
2. It is safer to abuse prescription drugs than street drugs.
3. It is safe to share your prescription drugs with others or take another person’s prescription drugs if it is for medical purposes.
4. It is considered drug abuse if you take your own prescription drugs for any purpose other than what they were intended for.
5. If you think that you need to take a different amount of your prescription medication or take it more often because you still are not getting better, it is safe to do so without a doctor’s guidance.
6. It is safe to take a prescription medicine that has expired as long as it is your own prescription.
7. It is safe to take any over-the-counter medication along with your prescription medication since over-the-counter drugs do not require a prescription from a doctor.
8. Prescription drug abuse can lead to addiction.
9. Prescription drug abuse is against the law.
10. Misuse or abuse of prescription drugs can be deadly.

Answer Key

- | | |
|----------|----------|
| 1. False | 6. False |
| 2. False | 7. False |
| 3. False | 8. True |
| 4. True | 9. True |
| 5. False | 10. True |



Teaching Resource 1

In the News Today, Headline Cards

New prescription drug for cancer strengthens power of immune system

Governor encourages residents to participate in national prescription drug take back day, aids community in disposal of unused medications

Prescription drug abuse: a serious and growing problem - 20 percent of people in the United States have used prescription drugs for nonmedical reasons

Approximately 1 million emergency room visits in 2009 attributed to prescription drug abuse

Study finds promise for experimental alzheimer's medication

Prescription drug abuse is the fastest growing drug problem in the United States

National study finds misuse and abuse of prescription drugs by teenagers is up 33 percent since 2008

One death occurs every 19 minutes from unintentional drug overdose in the United States

Lesson 2

Creating a Learning and Action Road Map

Topic

Establishing and Discussing Goals for Learning About Prescription Drug Abuse

Estimated Class Time

One 45-minute class session



At a Glance

- ✓ Opening Activity:
Think-Pair-Share
- ✓ Learning Activity:
Learning Markers
- ✓ Closing Activity:
Student Learning Guide
and Action Journal

Objectives

- ▶ Students will analyze the potential to promote healthy behaviors among their peers by educating and advocating others to prevent prescription drug abuse.
- ▶ Students will establish goals for learning about the misuse, abuse, and proper use of prescription drugs.

Integrated Subjects

Health, English Language Arts, Science, and Social Studies

Materials and Preparation

What you will need:

- ▶ Chart paper (eight pieces)
- ▶ Sticky notes (several/student)
- ▶ Basic classroom supplies (markers, pencils, writing paper)
- ▶ Learning Guide and Action Journals (one journal/student)

Before the lesson:

- ▶ Copy and cut Teaching Resource 2, Learning Marker Title Cards.
- ▶ Glue each title card onto the top of a piece of chart paper and post around the classroom (one card/poster).



A Note About Preserving Privacy

The abuse of prescription drugs and/or illegal substances may be a sensitive topic for some students. Be prepared to adjust the amount of whole group instruction as needed to reflect the needs of your students. You can ensure student comfort levels by keeping the conversations in the context of “peer education” about prescription drug abuse, an important health topic impacting youth, rather than about addressing personal situations publicly.

Procedures

Opening the Lesson: Think-Pair-Share

(5 minutes)

1. **Ask** students to take out their Learning Guide and Action Journals.
 - ▶ Remind students that Lesson 1 closed with a discussion about why learning about the misuse, abuse, and proper use of prescription drugs mattered to them. Give students a moment to independently reflect about their answer. Remind students that a result of that discussion was the idea that they, as a class, could do something to help prevent prescription drug abuse in their own community.
 - ▶ Re-read and **think** about their answers to question 8, “What do you need to know and understand about this topic in order to be able to help others?”
 - ▶ Turn and **pair** with a partner and **share** your answers.

2. **Discuss** the importance of setting goals. Explain to students that it is important to think about what they want to learn about prescription drugs through the lens of what they would want to know to be able to help others. Doing this will help to clarify the purpose of our learning.

Leading the Lesson: Learning Markers

(25 minutes)

3. **Tell** students that in today’s lesson they will have a chance to establish goals, identify their key questions, and clarify what information they need to know in order to be able to help prevent prescription drug abuse.

A Note About the Lesson Order

When the class creates the Road Map, students may suggest a different order for learning about the topics other than what is presented in this guide. Based on the discussion and their reasoning, you may choose to adjust the order of the lessons. You can provide input and suggest an order as well.

4. **Give** each student several sticky notes. Direct students to use the sticky notes to record specific questions they have about prescription drug abuse. The questions can be anonymous.
5. **Direct** students to determine the category that each of their questions belongs to. Have students walk around the room and post their sticky notes on one of the Learning Marker posters. Students may seek input from other classmates if desired.
6. **Discuss** and summarize the questions that are placed on each poster. As a class, make a determination as to which poster the “undecided” questions belong. Establish the importance of learning the answers to each of the questions.

7. **Ask** students to share examples of possible learning methods that could be used to answer the questions on each of the poster. Record their ideas in the right-hand column of each poster.
8. **Discuss** the final “destination” or goal for learning about this topic. What is the reason for taking the time to answer these questions and meet each “marker” on the Road Map?
9. **Post** a blank piece of chart paper and create a sample Road Map showing the order of each of the learning topics. Seek input about the order of the learning topics.

Closing the Lesson: Learning Guide and Action Journal
(15 minutes)

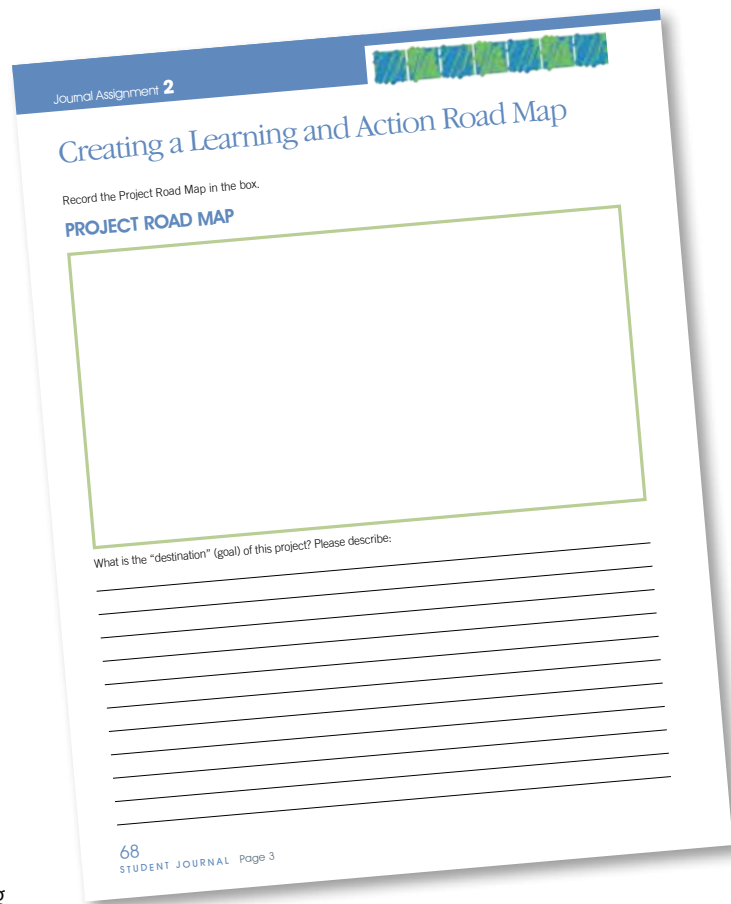
10. **Direct** students to independently complete Learning Guide and Action Journal: Assignment 2.
11. **Discuss** answers to journal question 4, “Why is advocacy important?” Ask students why peer advocacy is a necessary action for the prevention of prescription drug abuse.
12. **Review** What’s Next.
 - ▶ In the next session, we will learn about the safe and proper use of prescription medications.

Modification/Extension Ideas

- ▶ Make the activity more independent by collecting the students’ anonymous questions, sorting them yourself and presenting the information to the class rather than having the groups sort the question.
- ▶ Extend the lesson by having small-groups share the project road maps (created in the journal) with each other. Small-groups can collaborate to create one project road map based on the individual versions. Post the road maps and utilize them as a point of reference throughout the unit.

Assessment Suggestions

- ▶ Review journals to check for understanding and thoughtful planning of how to address each learning marker.
- ▶ Observe and keep anecdotal records on students’ participation in the process of formulating questions and determining which category they belong to.
- ▶ Review journals for comprehension of advocacy and their ability to influence the health-related behaviors of their peers in a positive way.





Teaching Resource 2

Learning Markers, Title Cards

Proper use

Misuse

Abuse

Information gathering

Communication techniques and
messaging campaigns

Project planning

Project implementation

Project evaluation

Lesson 3

Understanding Proper Use of Prescription Drugs

Topic

Prescription Medications Proper and Safe Use Practices

Estimated Class Time

One 45-minute class session



At a Glance

- ✓ **Opening Activity:**
RX/OTC Sort
- ✓ **Learning Activity:**
For What You Need to Know, The Label Is Where to Go
- ✓ **Closing Activity:**
Student Learning Guide and Action

Objectives

- ▶ Students will explain the practices of proper use of prescription medications.
- ▶ Students will describe how proper use of prescription drugs relates to prevention of prescription drug misuse and abuse.
- ▶ Students will determine which tenets of prescription drug proper use should be taught to others.

Integrated Subjects

Health, English Language Arts, Science, and Social Studies

Materials and Preparation

What you will need:

- ▶ Chart paper or board
- ▶ Basic classroom supplies (markers, pencils, writing paper)
- ▶ Learning Guide and Action Journals (one journal/student)

Before the lesson:

- ▶ Copy and cut Teaching Resource 3, RX/OTC Sorting Cards (one card/small-group).



Procedures

Opening the Lesson: RX/OTC Sort

(10 minutes)

1. **Write** the abbreviations “Rx” and “OTC” on the board or chart paper. Ask for volunteers to stipulate what each abbreviation stands for.
2. **Remind** students that they discussed the meaning of prescription (Rx) and over-the-counter (OTC) medications in the first lesson.
3. **Tell** students you want to see how well they remember the difference between the two types of medications.

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.

RX/OTC Sorting Cards Answer Key

Medicine for one specific person only.

Answer: Rx

Recommended by doctor, dentist, or other appropriate medical professional.

Answer: Both

Can only be purchased with a doctor’s or other appropriate medical professional’s written order.

Answer: Both

Okay to buy more when needed.

Answer: OTC

Okay to take a different amount than instructed on the label.

Answer: Neither

Can use after expiration date.

Answer: Neither

Special instructions are provided on the label.

Answer: Both

Warnings and side effects are printed on the label.

Answer: Both

4. **Divide** students into small-groups. Give each group an RX/OTC Sorting Card. Have groups decide which of the four categories the statement belongs to.

- ▶ Over-the-Counter Drugs
- ▶ Prescription Drugs
- ▶ Both
- ▶ Neither

5. **Reveal** the correct answers and discuss.

6. **Review** the definitions for prescription and over-the-counter drugs. Explain the background of the notation “Rx” and the word “prescription.”

Leading the Lesson: For What You Need to Know, The Label Is Where to Go

(15 minutes)

7. **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.

8. **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.
9. **Explain** that the guidelines for proper use of prescription drugs can be conveniently remembered by referencing the prescription drug label and instructions. The same is true for over-the-counter drugs. Tell students that they will be learning the parts of the label and what each part reminds the user.

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.

Journal Assignment 3

Understanding Proper Use of Prescription Drugs

1. Write the correct name for each section of the prescription drug label.

Knowing how to read and interpret a prescription drug label is a very important skill for properly and safely using prescription medications. A prescription drug label also serves as a reminder of what proper use means.



2. Complete the chart.

Label Sections	What is the purpose of this part of the label? What does it tell us about proper use?

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10. **Distribute** the Learning Guide and Action Journals.
11. **Explain** the sections of a prescription drug label and discuss how each section relates to proper use. As you discuss each section, have students take notes in their journals for questions 1 and 2.
12. **Direct** students to complete Learning Guide and Action Journal, Design a peer-to-peer “warning sticker.”
13. **Ask** for a few volunteers to share their “warning sticker” designs with the whole class.



Understanding Rx Labels Talking Points

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.

Doctor/Prescriber Information

- Includes the name of the doctor or other appropriate medical professional that 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).

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.

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.

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.

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.

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.



Closing the Lesson: Learning Guide and Action Journal

(15 minutes)

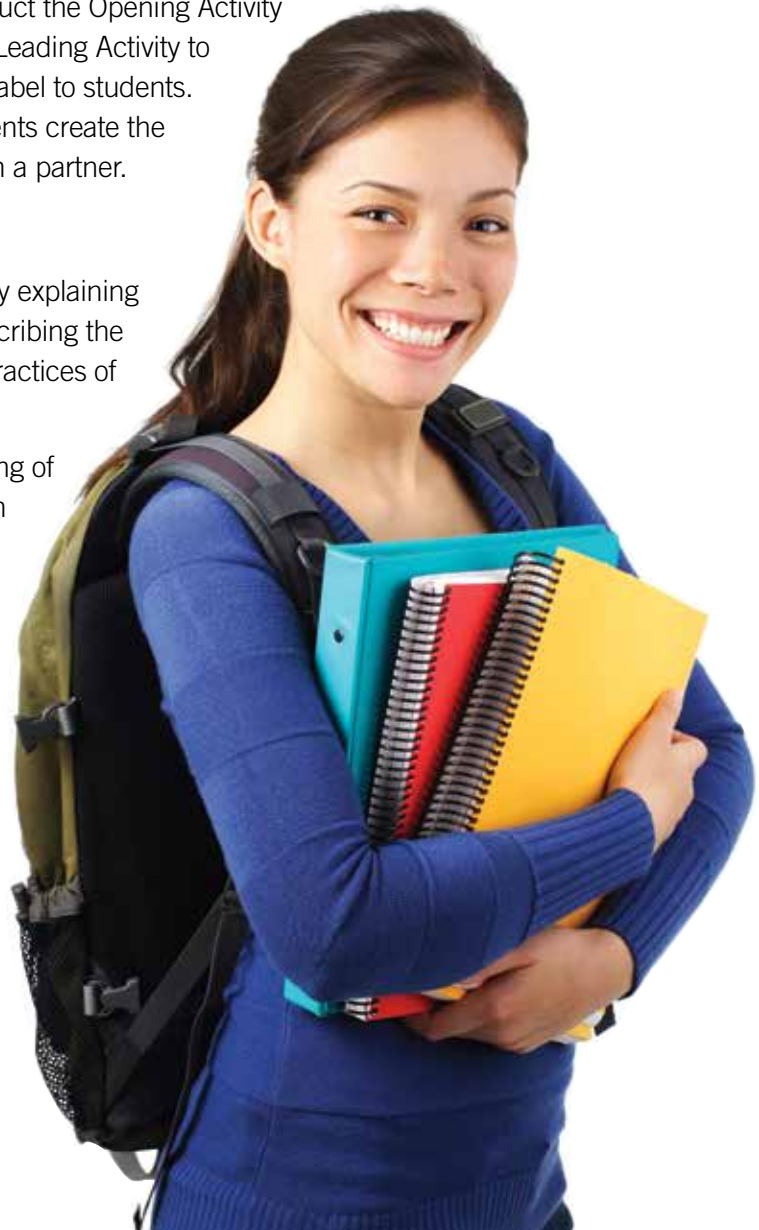
14. **Direct** students to independently complete Learning Guide and Action Journal: Assignment 3, Questions 4 – 7.
15. **Discuss** answers to journal question 4.
16. **Review** What's Next.
 - ▶ In the next session, we will learn about the commonly misused and abused prescription drugs and the risks of unintentional misuse.

Modification/Extension Ideas

- ▶ If you have more time to conduct the opening activity, then have each small-group sort all eight RX/OTC Sorting Cards.
- ▶ Extend the lesson by having students design and deliver a presentation about their “warning sticker” design.
- ▶ To reduce the length of the lesson, conduct the Opening Activity to introduce the topic and then use the Leading Activity to explain the parts of a prescription drug label to students. Omit the student journal and have students create the “warning sticker” in small-groups or with a partner.

Assessment Suggestions

- ▶ Have students write an explanatory essay explaining each of the parts of an Rx label and describing the connection between the label and the practices of proper use.
- ▶ Have students re-create their own drawing of a prescription drug label and name each section without using their journals as a reference.





Teaching Resource 3

RX/OTC, Sorting Cards

Can only be used by one person.

Recommended by doctor, dentist, or other appropriate medical professional.

Medication filled by a pharmacist.

Can only be purchased with a doctor or other appropriate medical professionals written order.

Okay to buy more when needed.

Can use after expiration date.

Special instructions are provided on the label.

Warnings and side effects are provided on the label.

Lesson 4

Understanding Misuse of Prescription Drugs

Topic

Commonly Misused and Abused Prescription Drugs and Their Health Consequences

Estimated Class Time

Two 45-minute class sessions



At a Glance

- ✓ **Opening Activity:**
Where Is the Line
(and Why Does It Matter)?
- ✓ **Learning Activity:**
Inquiry into Commonly
Misused and Abused
Prescription Drugs
- ✓ **Closing Activity:**
Student Learning Guide
and Action Journal

Objectives

- ▶ Students will analyze the health consequences of prescription drug misuse.
- ▶ Students will identify the most commonly misused and abused prescription drugs.
- ▶ Students will describe how knowing about commonly misused and abused prescription drugs relates to prevention of prescription drug misuse and abuse.
- ▶ Students will determine which tenets of misuse of prescription drugs should be taught to others.

Integrated Subjects

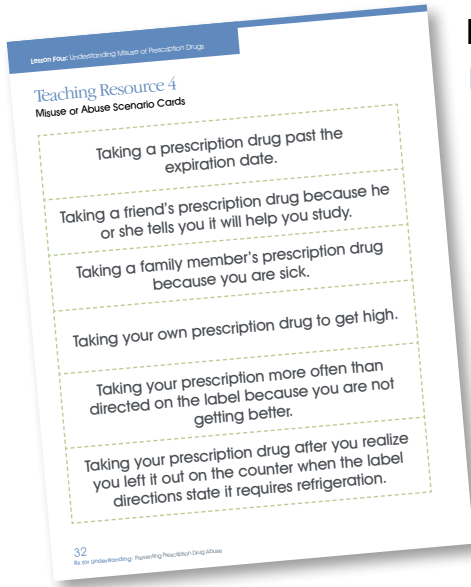
Health, English Language Arts, Science, and Social Studies

Materials and Preparation

What you will need:

- ▶ Chart paper or board (six pieces)
- ▶ Basic classroom supplies (markers, pencils, writing paper)
- ▶ Learning Guide and Action Journals (one journal/student)
- ▶ Construction paper (two sheets)





Before the lesson:

- ▶ Copy and cut Teaching Resource 4, Misuse or Abuse Scenario Cards (one card/student).
- ▶ Create two signs. Label sign 1, “Misuse,” and sign 2, “Abuse.” Post signs on separate sides of the classroom with enough space around the sign for students to stand.
- ▶ Copy and cut Teaching Resource 5, Prescription Drug Research Cards (one card/student).

Procedures (Session 1)

Opening the Lesson: Where Is the Line (and Why Does It Matter)?

(15 minutes)

1. **Give** each student a Misuse or Abuse Scenario Card.
2. **Direct** students to think, for a moment, about the scenario described on their card and determine if the scenario is an example of prescription drug misuse or abuse.
3. **Direct** students to stand in front of the “Misuse” or “Abuse” signs posted in the classroom, depending on their decision. Once in front of the sign, have students form a pair (or trio) with other students standing at the same sign. Have pairs (or trios) share the scenarios on their assigned cards and discuss why they decided to label the scenario as “Misuse” or “Abuse.”

Vocabulary Terms

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.

4. **Read** each scenario to the class and ask for a few volunteers to share if they think it is an example of “Misuse” or “Abuse” and why. After a brief discussion of each scenario, provide the correct answer.
5. **Review** the definitions for “Misuse” and “Abuse.”
6. **Ask** students why determining the difference between misuse and abuse matters.
 - ▶ Possible responses: The health consequences of intentional prescription drug abuse and unintentional misuse can be of the same severity; Referring to all behaviors as “abuse” can lead to a false perception that learning about prescription drug safety does not apply to them because they are not abusing prescription drugs in order to get high or for some other purpose; Mistakenly believing it is safe to use a drug after an expiration date or sharing your prescription medication with another person who is also sick can be just as detrimental to your health.

Categories of Commonly Abused 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

- 7. Ask** students to recall from Lesson 3: Why is there a part of a prescription drug label dedicated to warnings and cautions?
 - ▶ Possible responses: Prescription drugs are strong medications and they do have side effects. The chances of experiencing side effects are lessened with proper use.
- 8. Ask** students if the list of potential side effects changes when the prescription drug has been intentionally abused versus accidentally misused.
 - ▶ Possible response: It does not because the potential consequences are the same.
- 9. Explain** to students that 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. People are more likely to pay attention and be careful if they know the risks.

Leading the Lesson: Inquiry into Commonly Misused and Abused Prescription Drugs Part 1

(30 minutes)

- 10. Tell** students that they will be learning about commonly misused and abused prescription drugs. Learning about prescription drugs, how they affect the body, and what the potential risks are will help them remember to avoid misuse and abuse of prescription drugs.
- 11. Introduce** the three categories of commonly misused and abused prescription drugs.
- 12. Explain** the research topics.

SUGGESTED WEBSITES FOR RX DRUG RESEARCH

Above the Influence

www.abovetheinfluence.com/facts/drugsprescriptionrx

DEA

U.S. Drug Enforcement Administration
www.justthinktwice.com

NIDA

National Institute on Drug Abuse (NIDA)
www.drugabuse.gov/drugs-abuse/prescription-drugs

NIDA for Teens

www.teens.drugabuse.gov/peerx/prescription-drug-facts

U.S. National Library of Medicine, NIH MedlinePlus

www.nlm.nih.gov/medlineplus/druginformation.html



Prescription Drug Research Topics

1. Rx Drug Name

- ▶ Find out how it is pronounced.

2. Rx Drug Classification

- ▶ Find out the category for the prescription drug that you are researching.

3. 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.

4. 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.

5. 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.

6. Side Effects

- ▶ Describe the side effects associated with the drug.

7. Similar Rx Drugs

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

8. Statistics about Misuse or Abuse

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

9. Sources

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

10. Warnings/Consequences of Misuse or Abuse

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



Reliable Sources Talking Points

Considerations for reliable sources:

- ▶ Can you 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?
- ▶ Are all factual claims linked to sources?
- ▶ Is there an abundance of grammatical or spelling errors? This could indicate that the content is not credible.
- ▶ Can you check to see when the web page was last updated?
- ▶ Can you check the URL to see if the information is linked to an organization? (.edu usually 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 often reliable sources of information.)

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 or dates when the page was last updated.

Just because something has made its way onto the Internet does not mean that it is credible, reliable, or even true. The same is true for any health information, not just prescription drugs. 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 manufacturer's 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 standards established by state and federal laws and regulations regarding the way they communicate and inform consumers about their products.



13. **Discuss** the importance of utilizing reliable sources of information for research.
14. **Give** each student a Prescription Drug Research Card. Have students begin to research each of the 10 topics for their assigned prescription drug.

Procedures (Session 2)

Leading the Lesson (continued): Inquiry into Commonly Misused and Abused Prescription Drugs Part 2
(30 minutes)

1. **Direct** students to continue with their research.
2. **Direct** students to form groups with other students who were assigned the same category for their prescription drug research card. There are three categories (opioids, depressants, stimulants). Have students form two groups for each category.
3. **Direct** students to work with small-groups to create a poster and presentation about the prescription drugs in their category. The presentation should synthesize the information collected for each of the prescription drugs and demonstrate commonalities and differences with the other drugs in the group.
4. **Share** small-group presentations with the whole class.
5. **Ask** follow-up questions of each small-group following their presentation. Discuss a few of the following aspects of the research and presentations with the whole class after each of the presentations. Over the course of all presentations, make sure that each aspect is discussed.
 - ▶ Why did you choose this source? Why is it important to use reliable sources?
 - ▶ Why is it important to know the side effects?
 - ▶ Are there any prescription drugs in your group that can lead to a very serious, life-threatening consequence if it is misused or abused? If so, what are the warnings and special concerns? Why are they important to know?
 - ▶ Are there any street names in your group that you had never heard before? Why is it important to be familiar with prescription drugs' street names?

RX DRUG NAME	CATEGORY (Answer Key)
Alprazolam	Depressant
Amphetamine	Stimulant
Barbiturates	Depressant
Benzodiazepines	Depressant
Benzphetamine	Stimulant
Bupirone	Depressant
Carisoprodol	Depressant
Chloral 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

- ▶ 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.)
- ▶ Why is it important to know how prescription drugs work in your body? They are intended to 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.

Closing the Lesson: Student Learning Guide and Action Journal (15 minutes)

6. Direct students to independently complete Learning Guide and Action Journal: Assignment 4.

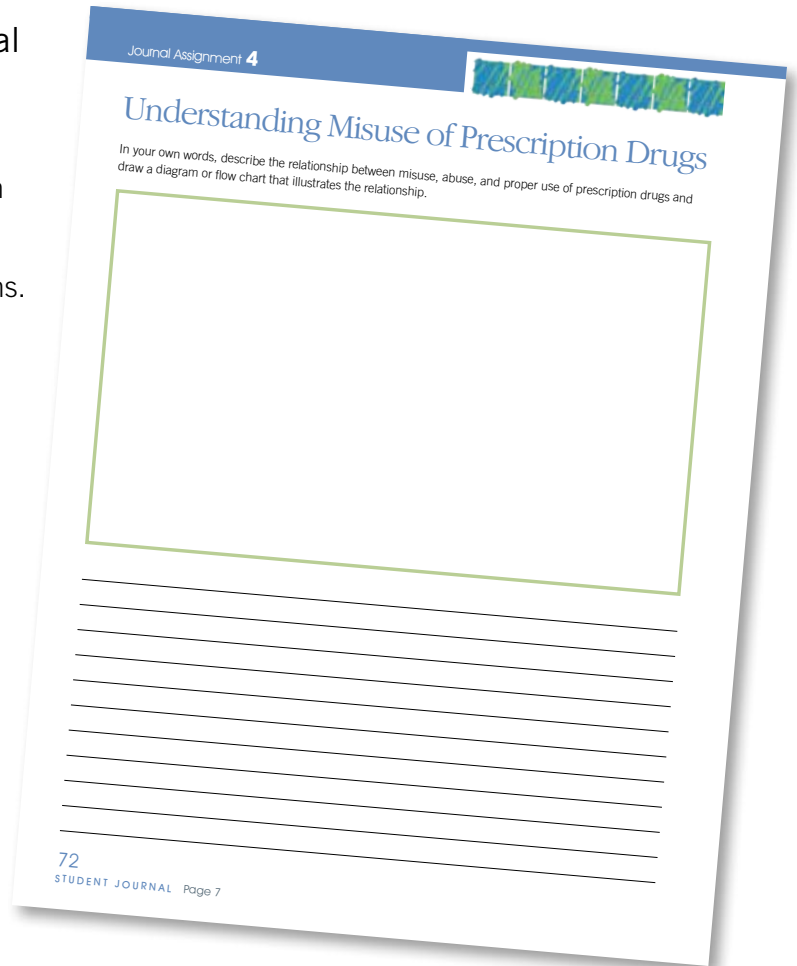
7. Discuss answers to journal questions. Remind students that the purpose of the final section, “Travel Diary,” is to help them keep key information organized for project planning and implementation.

8. Summarize Key Messages:

- ▶ 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.

9. Review What’s Next:

- ▶ In the next session, we will learn about the prescription drug abuse, the consequences (including drug addiction), refusal, and support.





Modification/Extension Ideas

- ▶ Extend the lesson by having students write explanatory essays about their assigned prescription drug categories.
- ▶ Extend the lesson with a real or virtual field trip to the Drug Enforcement Agency (DEA) Museum (located in Arlington, Virginia, or online at www.deamuseum.org). 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.
- ▶ Use this lesson during NIDA National Drug Facts Week. Post small-group posters around the school to build awareness about prescription drugs. (To find out more information about National Drug Facts Week visit drugfactsweek.drugabuse.gov.)
- ▶ Extend the lesson and integrate science by including experiments and/or demonstrations involving chemical interactions to show students why drug interactions are dangerous. Consider collaborating with a science teacher to complete this lesson.
- ▶ What if you don't have enough instructional time to teach all 10 lessons? Use the opening and leading activities in this lesson as stand-alone lesson rather than as part of a comprehensive unit. Omit the Learning Guide and Action Journal. Use the opening activity to introduce the topic of prescription drug misuse and the leading activity to teach students about the categories and consequences of the commonly misused and abused prescription drugs.

Assessment Suggestions

- ▶ Review journals to check for understanding.
- ▶ Evaluate the small-group presentations and posters.
- ▶ Observe responses during small-group discussion.
- ▶ Observe for active participation in the small-group work process.



Teaching Resource 4

Misuse or Abuse Scenario Cards

Taking a prescription drug past the expiration date.

Taking a friend's prescription drug because he or she tells you it will help you study.

Taking a family member's prescription drug because you are sick.

Taking your own prescription drug to get high.

Taking your prescription more often than directed on the label because you are not getting better.

Taking your prescription drug after you realize you left it out on the counter when the label directions state it requires refrigeration.



Teaching Resource 5

Prescription Drug Research Assignment Cards

Alprazolam	Flunitrazepam
Amphetamine	Hydrocodone
Barbiturates	Hydromorphone
Benzodiazepines	Meperidine
Benzphetamine	Methadone
Bupirone	Methaqualone
Carisoprodol	Methylphenidate
Chloral Hydrate	Morphine
Codeine	Oxycodone
Dextroamphetamine	Pentobarbital Sodium
Diazepam	Phendimetrazine
Diphenoxylate	Phentermine
Fentanyl	Zolpidem

Lesson 5

Understanding Prescription Drug Abuse

Topic

Prescription Drug Abuse Consequences and Support

Estimated Class Time

Two 45-minute class sessions



At a Glance

✓ Opening Activity:
Drug Abuse Brainstorm

✓ Learning Activity 1:
Prescription Drug Abuse
Is Drug Abuse

✓ Learning Activity 2:
Understanding Drug
Addiction

✓ Closing Activity:
Student Learning Guide
and Action Journal

Objectives

- ▶ Students will analyze the short- and long-term health consequences of prescription drug abuse.
- ▶ Students describe how abuse of prescription drugs can lead to addiction.
- ▶ Students will determine which components of prescription drug abuse should be taught to others.
- ▶ Students will analyze the effectiveness of refusal and resistance skills when applied to prescription drug abuse.

Integrated Subjects

Health, Science, English Language Arts, and Social Studies

Materials and Preparation

What you will need:

- ▶ Chart paper or board (six pieces)
- ▶ Basic classroom supplies (markers, pencils, writing paper, tape)
- ▶ Sticky notes (one stack/small-group)
- ▶ Learning Guide and Action Journals (one journal/student)

Drug Abuse Brainstorm Posters

- ✓ Reasons
- ✓ Methods
- ✓ Sources
- ✓ Consequences and Concerns
- ✓ Refusal
- ✓ Support



Before the lesson:

- ▶ Copy and cut Teaching Resource 6, Drug Abuse Brainstorm Poster Headers (one card/poster); Affix each header to a piece of chart paper and post around the classroom.
- ▶ Prepare to use Teaching Resource 7, Brain Diagrams as some type of visual aid (e.g., overhead transparency, poster, Power Point slide) or copy for each student for use as a handout.

Procedures (Session 1)

Opening the Lesson: Prescription Drug Abuse Is Drug Abuse

(15 minutes)

1. **Write** the term, “Drug Abuse” onto the board. Ask students to think for a moment about what comes to mind when they see the term drug abuse.
2. **Divide** students into small-groups. Give each small-group a stack of sticky notes. Have each small-group share their thoughts and record each idea onto a sticky note.
3. **Remove** the slip of paper covering the header on each piece of posted chart paper and read the label of each poster to students.

What is a Pharming Party?

Prescription drugs are also referred to as pharmaceuticals, hence the term “Pharming.” 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. Pharming parties are very dangerous and a definite example of prescription drug abuse.

4. **Direct** small-groups to determine to which category the idea on each of their group’s sticky notes belongs and post the sticky note onto the poster.
 5. **Tell** students that you will discuss the posters again in a moment and ask them to return to their seats.
 6. **Review** the terms “prescription drug misuse” and “prescription drug abuse.”
 - ▶ 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 have the same result.
 - ▶ If someone takes a parent’s prescription pain medication to a party to share with friends to get high, this is prescription drug abuse. People can die from taking too much of this prescription drug.
- ▶ If someone takes too much of their own prescription pain medication because they misread the label, this is prescription drug misuse. People 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.

- ▶ 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: Prescription Drug Abuse Is Drug Abuse

(30 minutes)

- 7. Comment** on each poster. With students back at their seats, review each poster. Tell students the poster label and a few key examples of sticky notes posted. Ask students if the topics on the poster could also pertain to prescription drugs and discuss using the Prescription Drug Abuse Talking Points.
- 8. Ask** students if they feel prescription drug abuse is as serious an issue among teens as the abuse of other drugs.
- 9. Ask** students if they are surprised by the following statistics:
 - ▶ Prescription and over-the-counter drugs are among the most commonly abused drugs by 12th graders, after alcohol, marijuana, and tobacco.
 - ▶ Teenagers who abuse prescription medications are more likely to report use of other drugs.
 - ▶ More than 2,000 teens begin abusing prescription drugs each day.
 - ▶ More teenagers are abusing prescription drugs than cocaine, heroin, and methamphetamine combined.
- 10. Explain** to students that abuse of prescription drugs is of particular concern among youths due to their misperceptions that prescription drugs are safer to abuse than illegal drugs. Ask students if they believe this is true and how their perceptions have changed since learning more about proper use and misuse.





Prescription Drug Abuse Talking Points

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.

Connecting to Drug Abuse Brainstorm:

Are the ideas posted on the “Sources” chart from the “Drug Abuse Brainstorm” similar to the sources of prescription drugs of abuse? Do you think it is easier or more challenging for teens to access prescription drugs for purposes of abuse?

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).

Connecting to Drug Abuse Brainstorm:

Are the ideas posted on the “Reasons” chart from the “Drug Abuse Brainstorm” similar to the reasons for abuse of prescription drugs?

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.

Connecting to Drug Abuse Brainstorm:

Are the ideas posted on the “Methods” chart from the “Drug Abuse Brainstorm” similar to the methods for abuse of prescription drugs?

Understanding 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”



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.

LEARN MORE ABOUT DRUGS AND THE BRAIN

www.drugabuse.gov/publications/science-addiction/drugs-brain

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 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 judgment and lead to an elevated risk of HIV and other dangerous sexually transmitted diseases.

Connecting to Drug Abuse Brainstorm:

Are the ideas posted on the “Consequences” chart from the “Drug Abuse Brainstorm” similar to the consequences of prescription drug abuse?

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 needing 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.

Connecting to Drug Abuse Brainstorm: Are the ideas posted on the “Refusal” chart from the “Drug Abuse Brainstorm” similar to the ways to refuse offers to abuse prescription drugs?

ASSISTANCE

Who can you turn to if you need help for yourself or a friend or a 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.



Connecting to Drug Abuse Brainstorm:

Are the ideas posted on the “Assistance” chart from the “Drug Abuse Brainstorm” similar to the ways to get assistance when someone you know is abusing prescription drugs? Do you think it is easier or more challenging to get help for prescription drug abuse?

Procedures (Session 2)

Leading the Lesson (continued): Understanding Drug Addiction

(25 minutes)

1. **Focus** on the drug abuse consequence of addiction and the interaction of drugs and the brain.
 - ▶ 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.
 - ▶ Explain the areas of the brain affected by drug abuse using the Teaching Resource 7, Brain Diagram.
 - ▶ Brain cells communicate through a process called neurotransmission.
 - ▶ Explain neurotransmission using the Teaching Resource 7, Neurotransmission Diagrams.
2. **Discuss** the ways in which drugs interfere with the brain’s communication system. Use Neurotransmission Diagram on Teaching Resource 7 to aid the discussion.

Drugs and the Brain

Drugs can alter important brain areas that are necessary for life-sustaining functions and can drive the compulsive drug abuse that marks addiction.

Brain Areas Affected by Drug Abuse

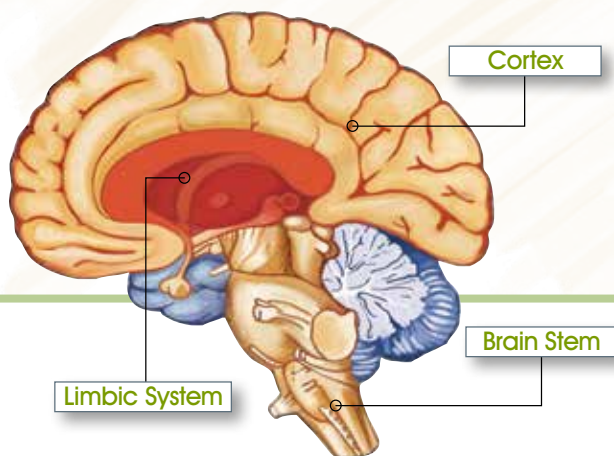
The **brain stem** controls basic functions critical to life, such as heart rate, breathing, and sleeping.

The **limbic system** contains the brain’s reward circuit - it links together a number of brain structures that

control and regulate our ability to feel pleasure. Feeling pleasure motivates us to repeat behaviors such as eating - actions that are critical to our existence. The limbic system is activated when we perform these activities - and also by drugs of abuse. In addition, the limbic system is responsible for our perception of other emotions, both positive and negative, which explains the mood-altering properties of many drugs.

The **cerebral cortex** is divided into areas that control specific functions. Different areas process information from our senses, enabling us to see, feel, hear, and taste. The front part of the cortex, the frontal cortex or forebrain, is the thinking center of the brain; it powers our ability to think, plan, solve problems, and make decisions.

Source: National Institute on Drug Abuse “Drugs, Brains, and Behavior: The Science of Addiction”



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

Closing the Lesson: Student Learning Guide and Action Journal

(20 minutes)

3. **Direct** students to independently complete Learning Guide and Action Journal: Assignment 5.
4. **Discuss** answers to journal questions. Remind students that the purpose of the final section, “Travel Diary,” is to help them keep key information organized for project planning and implementation.
5. **Summarize** Key Messages:
 - ▶ 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.
6. **Review** What’s Next:
 - ▶ In the next session, we will begin to take a look at the issue of prescription drug abuse from several perspectives (e.g., as a local and national issue).



Modification/Extension Ideas

- ▶ Extend the lesson by having students read the full NIDA article, “Drugs, Brains, and Behavior: The Science of Addiction,” which can be downloaded at <http://www.drugabuse.gov/publications/science-addiction/drugs-brain>.
- ▶ Extend the lesson by having students write narrative essays describing a case where prescription drug abuse leads to addiction. Using what they have learned in this lesson. Students can create a hypothetical scenario for their main character.
- ▶ Integrate Social Studies by having students study the laws concerning prescription drugs and legal consequences for drug abuse regarding prescription drugs. Consider working collaboratively with a Social Studies teacher to conduct this lesson with students across both of your classes.

HOW DO DRUGS WORK IN THE BRAIN?

Drugs are chemicals. They work in the brain by tapping into the brain’s communication system and interfering with the way nerve cells normally send, receive, and process information. Some drugs, such as marijuana and heroin, can activate neurons because their chemical structure mimics that of a natural neurotransmitter. This similarity in structure “fools” receptors and allows the drugs to lock onto and activate the nerve cells. Although these drugs mimic brain chemicals, they don’t activate nerve cells in the same way as a natural neurotransmitter, and they lead to abnormal messages being transmitted through the network.

Other drugs, such as amphetamine or cocaine, can cause the nerve cells to release abnormally large amounts of natural neurotransmitters or prevent the normal recycling of these brain chemicals. This disruption produces a greatly amplified message, ultimately disrupting communication channels. The difference in effect can be described as the difference between someone whispering into your ear and someone shouting into a microphone.

How do drugs work in the brain’s reward system?

Most drugs of abuse directly or indirectly target the brain’s reward system by flooding the circuit with dopamine. Dopamine is a neurotransmitter present in regions of the brain that regulate movement, emotion, cognition, motivation, and feelings of pleasure. The overstimulation of this system, which rewards our natural behaviors, produces the euphoric effects sought by people who abuse drugs and teaches them to repeat the behavior.

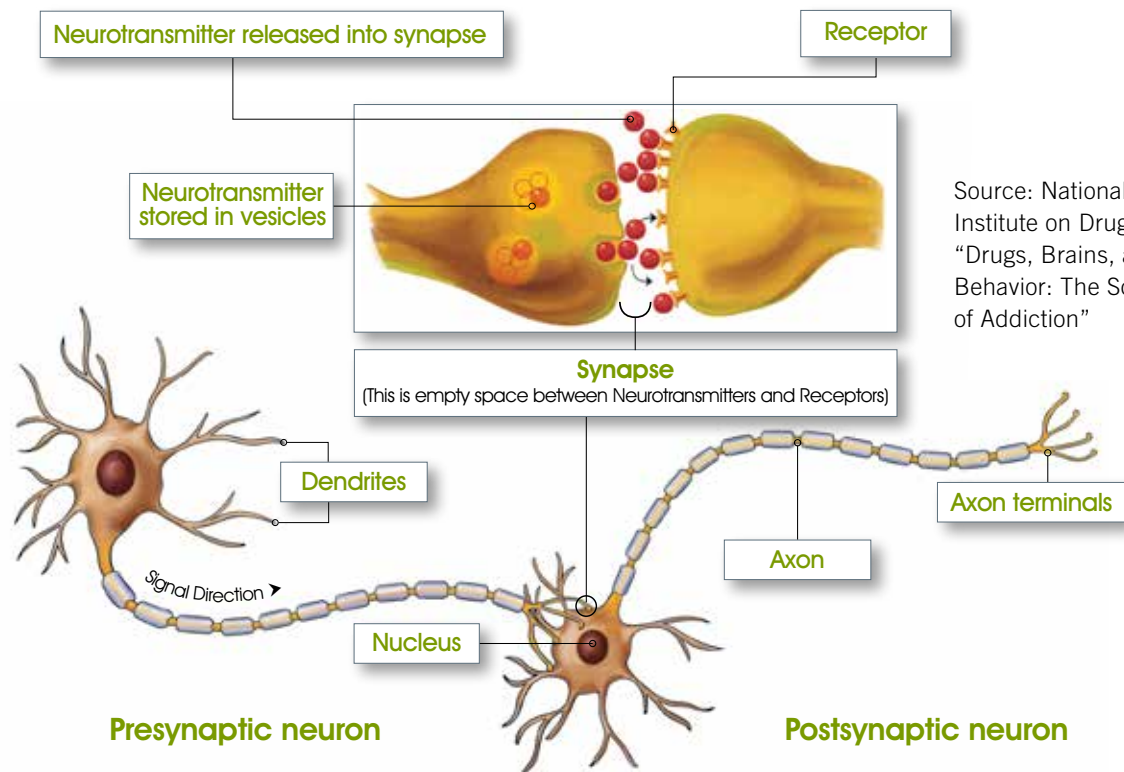


Source: National Institute on Drug Abuse
“Drugs, Brains, and Behavior: The Science of Addiction”
For more information visit www.drugabuse.gov

- ▶ What if you don't have enough instructional time to teach all 10 lessons? Use the opening and leading activities in this lesson as a stand-alone lesson rather than as part of a comprehensive unit. Omit the Learning Guide and Action Journal. Use the opening activity and leading activities to teach students how drugs work in the brain and how the impact and key topics for abuse of any drug relate to the impact and key topics for abuse of prescription drugs.

Assessment Suggestions

- ▶ Review journals to check for understanding.
- ▶ Give students a quiz asking them to draw and label a diagram and give one example of how drug abuse interferes with the brain.
- ▶ Take anecdotal records to document participation during the discussion about key Prescription Drug Abuse topics.



Source: National Institute on Drug Abuse
“Drugs, Brains, and Behavior: The Science of Addiction”

How does the brain communicate?

The brain is a communications center consisting of billions of neurons, or nerve cells. Networks of neurons pass messages back and forth to different structures within the brain, the spinal column, and the peripheral nervous system. These nerve networks coordinate and regulate everything we feel, think, and do.

Neuron to Neuron - Each nerve cell in the brain sends and receives messages in the form of electrical impulses. Once a cell receives and processes a message, it sends it on to other neurons

Neurotransmitters - The Brain's Chemical Messengers

The messages are carried between neurons by chemicals called neurotransmitters. (They transmit messages between neurons.)

Receptors - The Brain's Chemical Receivers

The neurotransmitter attaches to a specialized site on the receiving cell called a receptor. A neurotransmitter and its receptor operate like a “key and lock,” an exquisitely specific mechanism that ensures that each receptor will forward the appropriate message only after interacting with the right kind of neurotransmitter.

Transporters - The Brain's Chemical Recyclers

Located on the cell that releases the neurotransmitter, transporters recycle these neurotransmitters (i.e., bringing them back into the cell that released them), thereby shutting off the signal between neurons.

Teaching Resource 6

Drug Abuse Brainstorm Poster Headings

Reasons

Methods

Sources

Consequences and Concerns

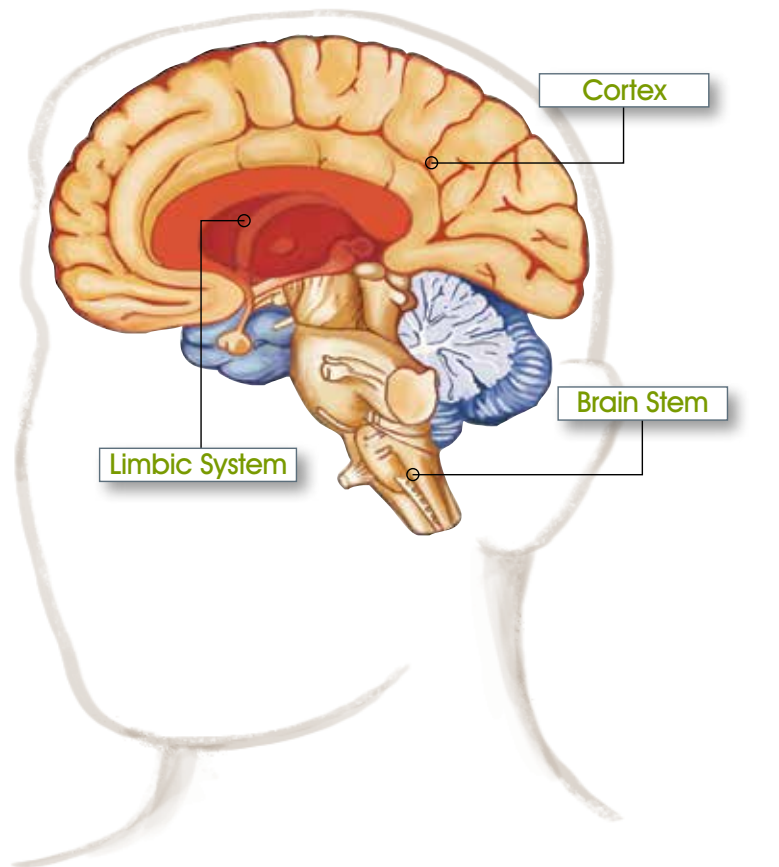
Refusal

Support

Teaching Resource 7

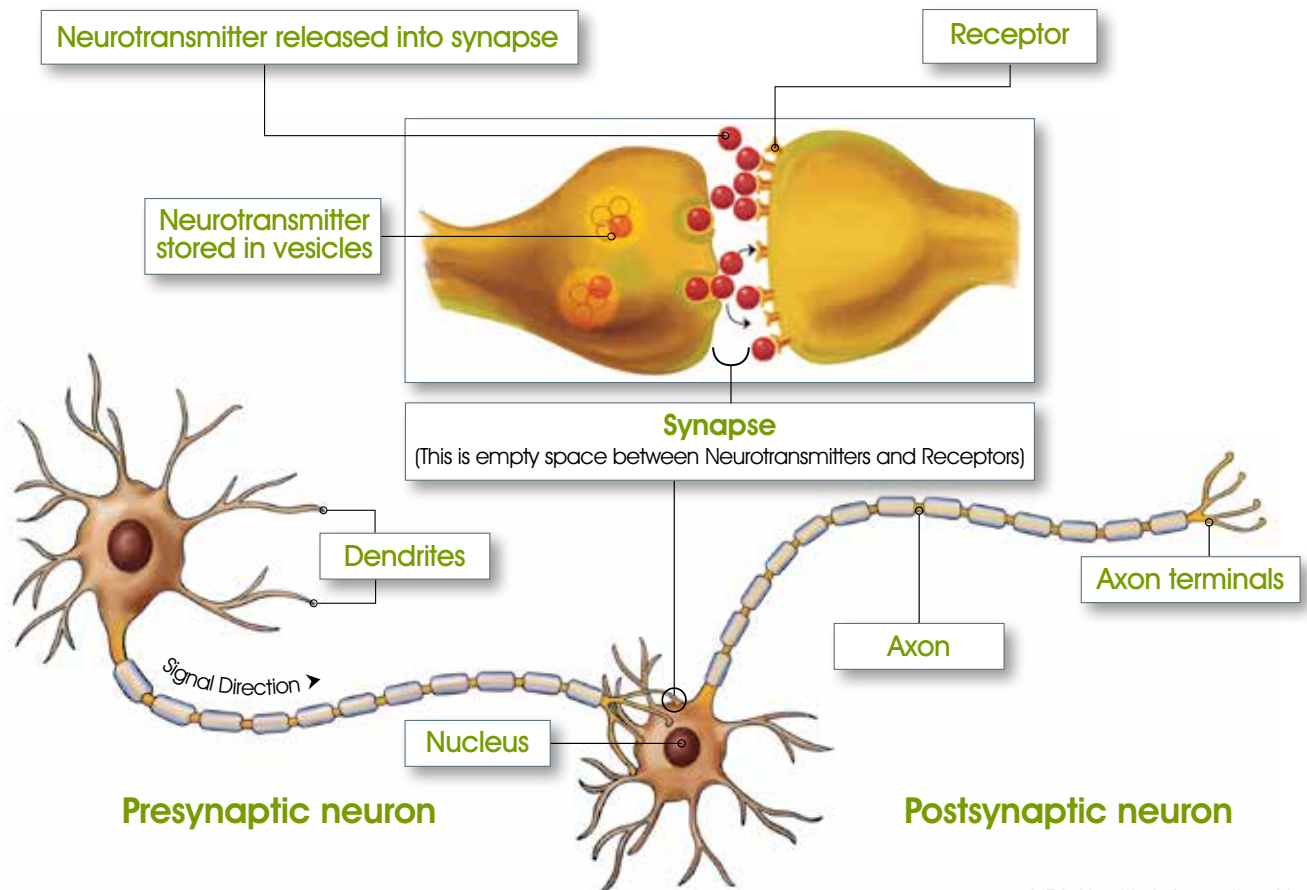
Brain Diagrams

Brain
Areas impacted by
Drug Abuse



Neurotransmission

How the Brain Communicates



Lesson 6

Understanding the Issue of Prescription Drug Abuse in Our Community

Topic

How and Why to Examine an Issue Through a Local Lens

Estimated Class Time

One 45-minute class session



At a Glance

- ✓ **Opening Activity:**
Glass Full or Glass Empty?
- ✓ **Learning Activity:**
A Data-Driven Approach
- ✓ **Closing Activity:**
Student Learning Guide and Action Journal

Objectives

- ▶ Students will gather national and local data and research about prescription drug abuse.
- ▶ Students will analyze research and data in order to determine the most appropriate strategies for support and assistance.
- ▶ Students will explain the importance of accurately comprehending a problem in order to formulate appropriate health-enhancing messages.

Integrated Subjects

Health, English Language Arts, Math, Science, and Social Studies

Materials and Preparation

What you will need:

- ▶ Chart paper or board (10 pieces)
- ▶ Basic classroom supplies (markers, pencils, writing paper)
- ▶ Learning Guide and Action Journals (one journal/student)

Before the lesson:

- ▶ Record statistics onto chart paper or board for steps 1 and 3.

Procedures

Opening the Lesson: Glass Full or Glass Empty

(15 minutes)

Sources for Statistics

For Recent Statistics:

- ▶ The National Survey on Drug Use and Health
<https://nsduhweb.rti.org/>
- ▶ Centers for Disease Control
www.cdc.gov
- ▶ Monitoring the Future Study
www.monitoringthefuture.org
- ▶ National Institute on Drug Abuse
www.drugabuse.gov

- 1. Record** the following statistics on the board or chart paper.
 - ▶ When asked if they had ever taken a prescription drug without a doctor's prescription, 21 percent nationwide of high school students said yes.
 - ▶ When asked if they had ever taken a prescription drug without a doctor's prescription, 79 percent of high school students said no.
- 2. Divide** students into small-groups. Have students discuss the two statistics. Do the statistics say the same thing? Do they mean the same thing? Do they create the same impression when you read them?
- 3. Record** the following statistics on the board or chart paper. Have small-groups discuss the two statistics.
 - ▶ When asked if they had ever taken a prescription drug without a doctor's prescription, 22 percent of high school students in Texas said yes.
 - ▶ When asked if they had ever taken a prescription drug without a doctor's prescription, 12 percent of high school students in Nebraska said yes.

A NOTE ABOUT PEER AND SOCIETAL NORMS

It is important for students to know how to consider and utilize accurate peer and societal norms to formulate a health-enhancing message. Social norming theory is a model for understanding behavior with significant implications for health education, promotion, and prevention.

Social norming theory asserts:

- ▶ Our behavior is influenced by incorrect perceptions of how other members of our social groups think and act.
- ▶ For example, teens may over- or under-estimate the number of teens abusing alcohol and underestimate the number of teens reporting to making healthy choices when it comes to drinking.
- ▶ Overestimations of problem behavior will increase these problem behaviors
- ▶ Underestimations of healthy behaviors will discourage individuals from engaging in them.
- ▶ Correcting misperceptions is likely to result in a decrease of problem behaviors or an increase of healthy behaviors and choices.
- ▶ Correctly defining a problem using accurate peer and societal norms will help students be able to formulate the most effective prescription drug abuse prevention messages.
- ▶ The issue of prescription drugs is particularly sensitive regarding the way the problem is communicated from a social norming perspective. Medication can be an important and valuable aspect of overall health when used properly. Messaging that portrays medications as harmful is also based on misperception. Medication can be helpful, using medication incorrectly or intentionally abusing medication can be very harmful. According to social norming theory, portraying the problem accurately will help reduce the incidence of problem behaviors such as prescription drug abuse.



- ▶ Do they describe a similar situation? If you were thinking of a way to address the issue, would the same solution work for both locations? Why or why not?
4. **Discuss** the notion of the saying, “Is the glass half empty or half full?”. A half-empty or half-full glass mean the same thing, but one way of saying it (“half full”) carries a positive connotation and the other way of saying it (“half empty”) carries a negative connotation or creates a feeling that there is a need to solve a problem.
 5. **Discuss** the importance of being mindful of social norms, providing accurate information about an issue, and using information that is relevant to your community when addressing an issue or solving a problem. When communicating about the issue of prescription drug abuse, we should use a balanced approach. Relevant, current, and accurate statistics can help establish a need for addressing the issues and providing help, while at the same time, not sanctioning prescription drug abuse by making it seem

more prevalent than it is. One death or one case of addiction is one too many. According to social norming theory, portraying the problem accurately will do more to reduce abuse.

Using the Centers for Disease Control and Prevention Youth Risk Behavior Surveillance System (YRBSS)

The YRBSS monitors six types of health-risk behaviors that contribute to the leading causes of death and disability among youth and adults, including—alcohol, tobacco, and other drugs.

- ▶ Go to <http://www.cdc.gov/HealthyYouth/yrbs/>
- ▶ Click on the “Enter Youth Online” button
- ▶ Filter survey results by question, state, grade level, etc.

Leading the Lesson: A Data Driven Approach (15 minutes)

6. **Direct** students to complete column 1, on page 30 of Journal Assignment 6, in the Student Planning Guide and Action Journal. Students will make predictions about the scope of the problem of teen prescription drug abuse among the demographic groups listed.
7. **Tell** students about the sources of data available for national and state data.
8. **Ask** students to brainstorm ideas for how data can be collected and/or where statistics can be found to get accurate information for the local area and school.

- ▶ Possible responses: Conduct our own survey; look at data available from the county health department; determine a ratio based on national statistics and local statistics and formulate a prediction for the local area.
- ▶ Determine the possibility of conducting a survey among students at your school. Discuss how the survey would be conducted (anonymously), who you would need to get permission from to conduct the survey, who would be the target of the survey, how many questions there would be, if it would be conducted by paper/pencil, interview, or online.
- ▶ If students determine that they would like to conduct a survey, check with your administration for permission and policies. Have students proceed with developing and conducting the survey. Please note this may add instructional time to this lesson.



- ▶ When developing the survey, have students reflect back to the first five lessons in the unit in order to determine questions for the survey (e.g., students may want to ask questions about the perception on the dangers or prescription drug abuse as well as if the misuse and or abuse might occur; students may also want to add background information to the survey in order to make a distinction about misuse versus abuse.

9. Divide students into small-groups. Assign each group an area of research to conduct and present to the class. Assign two or three of the groups to each area on the chart. As they are collecting information, ask students to look for research pertaining to prescription drug abuse among adults as well as any additional information that may not be called for by the chart.

10. Direct students to conduct research, create a poster, and share information with the class. As each group presents, have students complete the rest of the chart in their journals.

Closing the Lesson: Student Learning Guide and Action Journal (15 minutes)

- 11. Write** the term, “Target Audience” onto the board or chart paper. Have students provide ideas for who the audience for their project could be. Ask them to consider the data and research they have collected. Who do they want to help?
- ▶ Possible responses: Peers at the school (whole school or their grade level); the community as a whole; teenagers in their state, teenagers across the country, the community at the state/region/national level.
 - ▶ Discuss the suggestions the students have listed and, as a class, agree on the target audience.



12. **Direct** students to independently complete Learning Guide and Action Journal: Assignment 6.
13. **Discuss** answers to journal questions. Remind students that the purpose of the final section, “Travel Diary,” is to help them keep key information organized for project planning and implementation.
14. **Review** What’s Next.
 - ▶ In the next session, we will investigate and evaluate several possible methods for carrying out a project to help with prescription drug abuse prevention. The project will be geared toward the target audience identified in this lesson. Adjustments may be made to the target audience once the project method has been determined. Students may also see a need to start the project with a smaller targeted audience as a first step, with the possibility of broadening the audience in the future.

Modification/Extension Ideas

- ▶ Expand integration with English Language Arts by having students self select and read an article about drug abuse (prescription, illegal, or OTC). Have students analyze the article and cite textual evidence of what the text says versus implications and assertions made. Have students rate the article to determine the accurate social norms and whether or not there is over or under-representation of the problem.
- ▶ Extend the lesson by having students write a newspaper article summarizing the findings of the research conducted in this lesson.
- ▶ What if you don’t have enough instructional time to teach all 10 lessons? Use the opening and leading activities in this lesson as a stand-alone lesson rather than as part of a comprehensive unit. Omit the Learning Guide and Action Journal. Use the opening activity and learning activities to research and discuss the issue of prescription drug abuse with your students.

Assessment Suggestions

- ▶ Review journals to check for understanding.
- ▶ Develop a rubric and score the small-group presentations.
- ▶ Observe students’ proficiency in using technology as they collect and analyze data.

Lesson 7

Investigating How to Make a Difference

Topic

Strategies That Can Help with Prescription Drug Abuse Prevention in Your Community

Estimated Class Time

One 45-minute class session



At a Glance

- ✓ **Opening Activity:**
How Do We Communicate Today?
- ✓ **Learning Activity:**
Investigating Solutions
- ✓ **Closing Activity:**
Student Learning Guide and Action Journal

Objectives

- ▶ Students will investigate effective, technology-driven communication techniques.
- ▶ Students will determine which communication technique or messaging campaign strategy is best suited to educating their peers and/or the community about Prescription Drug Abuse.
- ▶ Students will utilize their analysis of research and data to select the technique for their project.

Integrated Subjects

Health, English Language Arts, Technology, Science, and Social Studies

Materials and Preparation

What you will need:

- ▶ Chart paper or board
- ▶ Basic classroom supplies (markers, pencils, writing paper)
- ▶ Learning Guide and Action Journals (one journal/student)

Before the lesson:

- ▶ Copy and staple Learning Guide and Action Journals (one journal/student).

Procedures

Opening the Lesson: How Do We Communicate Today?

(15 minutes)

1. **Direct** students to think for a moment about communication and message campaign ideas that exist today.
2. **Ask** students to share their ideas with the class and list their responses on the board or chart paper.
3. **Discuss** the list and be sure it includes a variety of communication techniques and message campaign ideas (e.g., presentations, community events, flyers/ handout/print information, Twitter or other social media, website, email campaign, newsletter, short video/infomercial, text messaging campaign, etc.). See chart on pages 53-54.

A Note About Technology Based Projects

When helping students select a communication technique for their projects, please keep school and district policies about technology and media in mind when weighing the pros and cons. It may be necessary to gain permission from your administration or parents in order for students to carry out one of the nominated projects. Policies may prevent one of the nominated projects from being selected. Be sure your list of possible projects includes one or two ideas that are not solely rooted in technology to provide alternatives if necessary.

Leading the Lesson: Investigating Solutions (15 minutes)

4. **Divide** students into small-groups. Assign each group one of the communication techniques. Have the group research the technique, determine what would go into carrying it out for their class project (e.g., feasibility study), and list the pros and cons. Have students prepare to share with the rest of the class.
5. **Decide**, as a class, which technique to implement for the prescription drug abuse prevention project.

Closing the Lesson: Student Learning Guide and Action Journal (15 minutes)

6. **Direct** students to independently complete Learning Guide and Action Journal: Assignment 7.



Communication Technique/Messaging Campaign Idea	What Is It?	Project Considerations
PowerPoint Presentation	Computer program used to create a visual/multimedia presentation containing slides with information, pictures, graphics, sound, animation, and video.	What would the content be? Where/when/to whom would the project be delivered?
Informational Video	A short video clip	What would the content be? Where/when/to whom would the project be delivered?
Print Information (e.g., handout, flyer, poster campaign, slogan, infographic, fact sheets, newsletter)	A resource that is designed using print or publishing software that has the capacity of being reproduced and distributed.	What would the content be? Where/when/to whom would the project be distributed? If it were a newsletter – how many editions would you do? If it were a poster campaign – where would you display the posters? If it were a slogan – what are the different ways you would showcase the slogan (e.g. buttons, bumper stickers, t-shirts)? How would the project be funded?
Community Event	Examples: Information fair or workshop	What would the content be? Where/when/to whom would the project be delivered? When would you hold the event? Who would you invite? Who would provide the workshop or staff the information booths (e.g., are their outside community agencies that you could invite)?
Twitter	Twitter is a social media site that enables users to create social and professional learning networks. It allows you to share short, 140-character phrases, requiring users to be concise and to the point.	What would the content be? Where/when/to whom would the project be delivered? How many messages would be needed? How long would the messaging campaign last?
Website	A location on the Internet comprised of multiple web pages	What would the content be? Where/when/to whom would the project be delivered?
Email Messaging Campaign	Transmission of messages or mail over electronic networks (i.e., the Internet) where the emails are sent at the same time to multiple addresses	What would the content be? Where/when/to whom would the project be delivered? How many messages would be needed? How long would the messaging campaign last? How would email addresses be collected for the email messaging campaign? Could there be a system where fellow students or community members sign up to receive email messages?



Communication Technique/Messaging Campaign Idea	What Is It?	Project Considerations
Text Broadcasting	Informational text messaging conducted through computer software or online programs	What would the content be? Where/when/to whom would the project be delivered? How many messages would be needed? How long would the messaging campaign last? How would phone numbers be collected for the text messaging campaign – could there be a system where fellow students or community members sign up to receive text messages?
Facebook	Online social networking service	What would the content be? Where/when/to whom would the project be delivered? How many messages would be needed? How long would the messaging campaign last?
Instagram	Online photo-sharing and social networking service	What would the content be? Where/when/to whom would the project be delivered? How many messages would be needed? How long would the messaging campaign last?
Web Applications (Apps)	Computer application that is accessed by users over a network such as the Internet	What would the content be? Where/when/to whom would the project be delivered? How would you advertise the app and/or get students to download it to their phones, etc.?
Combination Approach	Examples: Creating a website that would have a Twitter account where general information would be provided on the website but weekly tweets would also be issued. Creating a website that anyone could access, but handing out a flyer or postcard with the URL or QR code* targeted toward a specific audience that you are hoping to reach through your project. *A QR code stands for Quick Response Code. It is a type of barcode that can be scanned and linked to a certain location of information (e.g., a video clip or website).	How long would the project last if using a combination approach?



7. Discuss answers to journal questions. Remind students that the purpose of the final section, “Travel Diary,” is to help them keep key information organized for project planning and implementation.

8. Review What’s Next.

- ▶ In the next session, we will work together as a class to plan our project.

Modification/Extension Ideas

- ▶ Extend the lesson by having students develop a PowerPoint presentation and explanatory essay about their assigned communication technique.
- ▶ Collaborate with another content area teacher to complete the project (e.g., the technology teacher would be an excellent partner if your students choose to create an app or website; the drama teacher would be an excellent partner if your students choose to produce a video; and the art or Language Arts teacher would be an excellent partner if your students choose to do a print information project).
- ▶ What if you don’t have enough instructional time to teach all 10 lessons? Use the opening and leading activities in this lesson as a stand-alone lesson rather than as part of a comprehensive unit. Omit the Learning Guide and Action Journal. Use the opening and leading activities to discuss how modern technology-based communication strategies could be used to help teach peers about prescription drug abuse. Students can discuss the pros and cons and assess if each method would be effective and why. This will help students to further analyze the issue.

Assessment Suggestions

- ▶ Review journals to check for understanding.
- ▶ Observe student participation levels within their small-groups.
- ▶ Develop a rubric and score the small-group presentations.

Lesson 8

Communicating Important Messages About Prescription Drugs

Topic

Strategies that Can Help with Prescription Drug Abuse Prevention in Your Community

Estimated Class Time

One 45-minute class session



At a Glance

- ✓ Opening Activity:
Why Plan
- ✓ Learning Activity:
Formulating a Plan
- ✓ Closing Activity:
Student Learning Guide
and Action Journal

Objectives

- ▶ Students will plan a Prescription Drug Abuse Prevention project.
- ▶ Students will utilize collaboration skills.

Integrated Subjects

- ▶ Health, English Language Arts, Technology, Science, and Social Studies

Materials and Preparation

What you will need:

- ▶ Chart paper or board
- ▶ Basic classroom supplies (markers, pencils, writing paper)
- ▶ Learning Guide and Action Journals (one journal/student)

Before the lesson:

- ▶ Copy and cut Teaching Resource 8, Brainstorm Around the Room Headers (one card/poster); Affix each header to a piece of chart paper and post around the classroom.

Brainstorm Around the Room Poster Headers

- ▶ PROPER USE
- ▶ COMMONLY MISUSED AND ABUSED RX DRUGS
- ▶ PRESCRIPTION DRUG ABUSE
- ▶ DRUGS AND THE BRAIN
- ▶ SCOPE OF THE PROBLEM

Procedures

Opening the Lesson: Why Plan?

(15 minutes)

1. **Discuss** the importance of creating a project plan (e.g. it is an opportunity to be sure that everything they have learned has a place in the project, it is a way to make sure everyone in the class has a role in the project; it is a way to ensure that the project is implemented in the most effective manner).

Leading the Lesson: Formulating a Plan

(15 minutes)

2. **Conduct** a Brainstorm Around the Room activity to determine the “content” that should be addressed through the project. Have students refer back to the “Travel Diary” for Journal Assignments 3 – 6 in their Student Learning Guide and Action Journals for ideas.



1. Introduce the topic on each poster and explain the questions that you want students to think about and discuss at each of the posters.
2. Assign each student to a starting poster by having the students count off by the total number of posters (e.g., if there are five posters have students count off from 1 - 5). Have students report to the poster for the number that they were given.
3. Provide directions for the brainstorming activity.

Brainstorm Around the Room

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 subsequent poster.
- ▶ 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 and is back to their original poster.
 - ▶ Conduct a “gallery walk” giving students a few minutes to see what has been recorded on each poster; they may travel freely for a personal “tour.”



3. **Lead** the class through the planning process by completing Journal Assignment 8, Question 1. Discuss each aspect of the plan with the class and record final decisions on the chart.

Closing the Lesson: Student Learning Guide and Action Journal
(15 minutes)

4. **Direct** students to independently complete Learning Guide and Action Journal: Assignment 8, Questions 2 – 9.
5. **Discuss** answers to journal questions. Remind students that the purpose of the final section, “Travel Diary,” is to help them keep key information organized for project planning and implementation.
6. **Review** What’s Next.
 - ▶ In the next session, we will carry out our plan and keep track of our steps.

Modification/Extension Ideas

- ▶ Conduct the project in collaboration with an afterschool club or enrichment program (e.g., Students Against Destructive Decisions - <http://www.sadd.org/>).

Journal Assignment 8

Communicating Important Messages About Prescription Drugs

PLANNING YOUR PROJECT

Who is the target audience? (Take from Journal Assignment 6)

What communication technique/messaging campaign will be carried out for this project? (Take from Journal Assignment 7)

What are the key messages about prescription drug abuse for this audience? (Take from Journal Assignments 3-5)

What is the implementation plan? Complete the planning chart on the next page.

PROJECT ROAD MAP – TRAVEL DIARY:

How will you know if the project (communication technique/messaging campaign) is working/was successful?

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Teaching Resource 8

Brainstorm Around the Room Poster Headings

Proper Use

Commonly Misused and Abused RX Drugs

Prescription Drug Abuse

Drugs and the Brain

Scope of the Problem

Lesson 9

Turning Learning Into Action

Topic

Project Implementation and Tracking Progress

Estimated Class Time

Varies depending on project selection.

One 45-minute class session



At a Glance

- ✓ Opening Activity:
Countdown to Action
- ✓ Learning Activity:
Project Implementation
- ✓ Closing Activity:
Student Learning Guide
and Action Journal

Objectives:

- ▶ Students will implement a collaborative project to help prevent prescription drug abuse.
- ▶ Students will track and summarize progress toward each project step.

Integrated Subjects

Health, English Language Arts, Technology Science, and Social Studies

Materials and Preparation

What you will need:

- ▶ Chart paper or board
- ▶ Basic classroom supplies (markers, pencils, writing paper)
- ▶ Learning Guide and Action Journals (one journal/student)

Procedures

Opening the Lesson: Countdown to Action
(15 minutes)

1. **Review** the plan with students.

Leading the Lesson: Project Implementation
(15 minutes)

2. **Direct** students to begin implementing the project plan.

Journal Assignment 9

Turning Learning Into Action

TASKS <small>(Record from Journal Assignment 9)</small>	WHO <small>(Who completed the step)</small>	WHEN <small>(Date task was completed)</small>	Was this task easy or difficult? What changes were necessary to the original project plan (from Journal Assignment 8) in order to accomplish this step and why?

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Journal Assignment 9

PROJECT ROAD MAP - TRAVEL DIARY:

1. Complete the chart.

What aspect of planning and conducting your project/communication campaign did you enjoy the most and why?

What aspect of planning and conducting the project/communication campaign did you find the most challenging and why?

What did you learn about communication techniques and messaging campaigns?

How could you apply what you have learned about communication techniques and messaging campaigns to other topic areas?

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Note: the time and amount of sessions necessary to carry out the project will depend heavily on what the chosen project is (e.g., if students decided to create a messaging campaign through Twitter, then the messages and setup of the system could be completed in one class period, and students will have a message calendar for and prewrite each tweet based on what they have learned in lessons 1 – 6. However it may take several weeks or months to fully implement the project depending on how long the students plan to carry it out). Following the suggested guidance for each type of project described in Lesson 7 will help you predict how long Lesson 9 will last.

3. **Direct** students to document project implementation by completing Learning Guide and Action Journal; Journal Assignment 9, Question 1.

Closing the Lesson: Student Learning Guide and Action Journal (15 minutes)

- Direct** students to independently complete Learning Guide and Action Journal: Assignment 9, Questions 2 - 9.
- Discuss** answers to journal questions. Remind students of the purpose of the final section, "Travel Diary."
- Review** What's Next.
 - In the next session, we will reflect on our project and discuss what we have learned about prescription drug abuse.

To what careers (and possibly future goals) could you apply skills and knowledge about effective messaging campaigns and effective communication techniques?

How have the ways in which we conduct messaging campaigns for public interests changed over time?

Is it easier or more difficult in today's society to positively impact change and make a difference in the lives of others than it was in the past?

Do you think it is easier or more difficult to effectively communicate important information about prescription drug abuse now than it was in the past? Why?

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Lesson 10

What Have We Learned About Prescription Drug Abuse?

Topic

Reflecting on the Experience of Learning About Prescription Drugs

Estimated Class Time

One 45-minute class session



At a Glance

- ✓ Opening Activity: Looking Back
- ✓ Learning Activity: Looking Forward
- ✓ Closing Activity: Student Learning Guide and Action Journal

Objectives

- ▶ Students will evaluate goals.
- ▶ Students will reflect about their experiences and attitudes about advocacy.
- ▶ Students will summarize prescription drug abuse messages.

Integrated Subjects

Health, English Language Arts, and Social Studies

Materials and Preparation

What you will need:

- ▶ Chart paper or board
- ▶ Basic classroom supplies (markers, pencils, writing paper)
- ▶ Learning Guide and Action Journals (one journal/student)

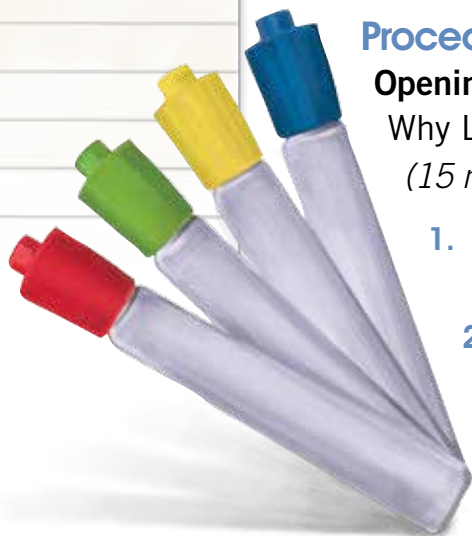
Procedures

Opening the Lesson:

Why Look Back?

(15 minutes)

1. **Review** the importance of reflection with students.
2. **Discuss** the original goals for this project.





Leading the Lesson: Looking Back to Look Forward

(15 minutes)

3. Direct students to complete Student Learning Guide and Action Journal, Assignment 10, Questions 1 – 4 and discuss.

Closing the Lesson: Student Learning Guide and Action Journal

(15 minutes)

4. **Direct** students to complete Student Learning Guide and Action Journal, Assignment 10, Questions 8 – 13 and discuss.
5. **Direct** students to independently complete Learning Guide and Action Journal: Assignment 10, remaining questions.
6. **Discuss** answers to journal questions. Remind students that the purpose of the final section, “Travel Diary,” was to help them keep key information organized for project planning and implementation; this will be their final “diary entry.”

Journal Assignment 10

PROJECT ROAD MAP – TRAVEL DIARY:
Was your goal accomplished? Why or why not?

How did it feel to work on a project that had the goal of positively impacting the health of your peers and the school community?

Has learning about prescription drug abuse prevention and conducting this project changed the way you view prescription drug abuse? If so, how? If not, why?

What have you learned about helping others and making a difference?

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Assessment Suggestions

- ▶ Review journals to check for understanding.
- ▶ Have students retake the pre-test administered during Lesson 1.



Rx FOR UNDERSTANDING:

Preventing Prescription Drug Abuse

Name: _____

Learning Guide & Action Journal



Using Knowledge to Make a Difference





What Should We Know About Prescription Drug Abuse?

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

Proper Prescription Drug Use: When someone takes a prescription medication exactly as directed.

Prescription Drug Misuse: When someone does not take a prescription medication as directed or intended, either unknowingly or carelessly.

Prescription Drug Abuse: When someone purposely takes a prescription medication in a manner or dosage other than how it was prescribed for the purpose of experiencing a desired effect.

In your own words, describe something a person would do as an example of each of the following:

Proper use of a prescription drug

Misuse of a prescription drug

Abuse of a prescription drug

Why does learning about the misuse, abuse, and proper use of prescription drugs matter to you?

Why do you think teenagers might abuse and/or misuse prescription drugs?



What do you think teenagers believe about the risks involved? What do you think about their understanding of the dangers involved with misuse and/or abuse?

What are some ways you and other teenagers could help your peers understand the issue?

What do you need to know and understand about this topic in order to be able to help others?

How does proper use and avoiding misuse and abuse of prescription drugs relate to your overall health and wellness?

What knowledge and skills about this topic will help you to be healthy and make healthy decisions for yourself?



Creating a Learning and Action Road Map

Record the Project Road Map in the box.

PROJECT ROAD MAP

What is the “destination” (goal) of this project? Please describe:



What are the “markers” (major steps) on your road map?

Project Steps Marker Number	Why is this step important?	Describe the learning methods and outcome for this step.

In your own words, explain the term “Advocacy”:

Advocate: Someone who supports the interest of another.

Advocating: Speaking or acting in support of or standing up for the interest of another person or a cause.

Advocacy: The active support of a cause.

Why is advocacy important?



Understanding Proper Use of Prescription Drugs

1. Write the correct name for each section of the prescription drug label.

Knowing how to read and interpret a prescription drug label is a very important skill for properly and safely using prescription medications. A prescription drug label also serves as a reminder of what proper use means.



2. Complete the chart.

Label Sections	What is the purpose of this part of the label? What does it tell us about proper use?



Design a peer-to-peer “warning sticker” in the box (Right). Come up with an idea for sticker designed to target teenagers. It would be placed on the Rx container along with the label and other warning stickers. What would your sticker be about? What proper use message do you think is most important? How would you write and/or illustrate that message in a way that other teens would understand the message and its importance? Think about the wording, colors, and symbols or icons you may want to use to create the sticker.

How can knowing about proper use help teens avoid accidental misuse of prescription medications?

How can knowing about proper use help prevent teens from intentionally choosing to abuse prescription medication?

When used properly, prescription drugs can have an important role in our overall health. When misused and abused, prescription drugs can have grave consequences including addiction and even death.

Would a typical “say no to drugs” message work with prescription drugs? Why or why not?

PROJECT ROAD MAP - TRAVEL DIARY:

What are some ideas you have for showing or teaching others about the proper use of prescription drugs? What can you use from this lesson when planning your project?



Understanding Misuse of Prescription Drugs

In your own words, describe the relationship between misuse, abuse, and proper use of prescription drugs, and draw a diagram or flow chart that illustrates the relationship.

A large, empty rectangular box with a thin green border, intended for drawing a diagram or flow chart to illustrate the relationship between misuse, abuse, and proper use of prescription drugs.



In what ways might a teenager unknowingly misuse a prescription drug and why?

When educating others about prescription drugs:

Is it necessary to explain all three aspects (proper use, misuse, and abuse)? Why or why not?

Is it important to make a distinction between misuse and abuse of prescription drugs? Why or why not?

There are three categories of commonly misused and abused prescription drugs. How does having knowledge about the consequences of misusing and/or abusing these medications help to prevent prescription drug misuse and abuse?

Commonly Misused and Abused 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

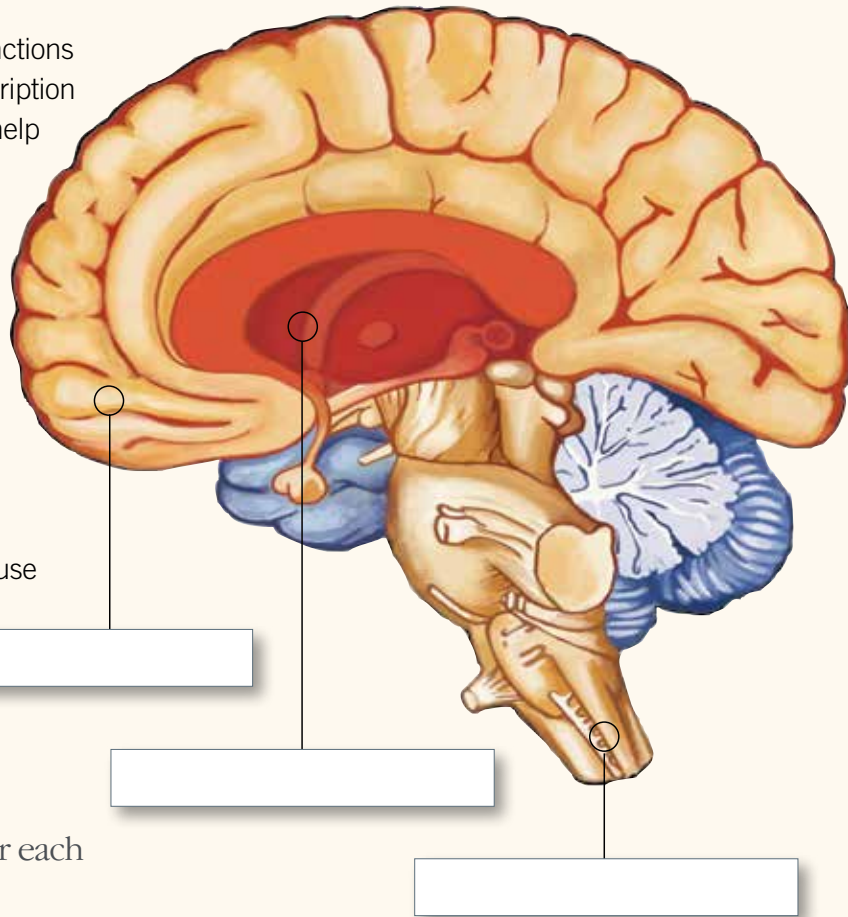
Stimulants

- ▶ 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



Understanding Prescription Drug Abuse

Understanding how the brain functions and knowing how abuse of prescription drugs can affect your brain can help you avoid intentional prescription drug abuse. Being aware of what you are doing to your brain can help you and your peers make healthy choices. Prescription drug abuse can lead to addiction, and drug addiction is a disease. Understanding the science behind drug abuse and addiction is an important step for preventing prescription drug misuse and abuse.



1. Write the correct name for each part of the brain diagram.

In your own words, explain how drug abuse affects your brain.



How is prescription drug abuse similar to the abuse of illicit drugs?

In your own words, explain drug addiction.

What are some ways you might know that a peer is abusing prescription drugs and needs help?

Where can you look or who can you turn to for help?

Aside from addiction, what are some other consequences of prescription drug abuse?

What would you want another person to understand about drug addiction as it relates to prescription drugs?

Why is it important to understand the consequences of prescription drug abuse?



What is the most significant information to share with others about Rx abuse?

PROJECT ROAD MAP - TRAVEL DIARY:

What are some ideas you have for showing or teaching others about prescription drug abuse? What can you use from this lesson when planning your project?



Understanding the Issue of Prescription Drug Abuse in Our Community



Group	Before <i>(your prediction)</i>	After <i>(what the data says)</i>	Source of Information	Relevant Information <i>Describe any details that help put the data in perspective (e.g., how many high school-aged people are there in the United States?)</i>
United States				
State				
Area				
School				



2. Answer the questions.

What does the research say about prescription drug abuse among adults?

What are some other statistics about prescription drug abuse that interested you?

How does the data about prescription drug abuse compare to the data about abuse of other drugs?

Thinking About What the Data/Research Tells Us

What does the data tell you about prescription drug abuse in your area?

Was your perception of the issue accurate? Why or why not?

How can data help you address the issue of prescription drug abuse?

If an approach to addressing a problem (e.g., prescription drug abuse) is not data driven, then why might the approach be considered ineffective or inappropriate?

What other things should you consider when looking at data and/or research?

How can data and research be a useful teaching tool when informing the community and your peers about the issue of prescription drug abuse?



Why is it relevant to understand what the data and research say about prescription drug abuse?

PROJECT ROAD MAP – TRAVEL DIARY:

Is there any additional information and/or data to gather before planning your project?

What thoughts do you have about who a good target audience would be for your project?

Based on what the data and research say, what are some effective and/or appropriate project topic ideas or communication methods that may meet the needs of your target audience?



Investigating How to Make a Difference

1. Complete the chart.

Communication Technique	What is it?	Pros	Cons	Final thoughts



PROJECT ROAD MAP– TRAVEL DIARY:

Who is your target audience for this project, and why? (Note: refer to Journal Assignment 6)

Based on the strategies you have learned about, which type of communication technique would be the best match for your project and audience, and why?

Our project/communication technique:

What do you need to know about this type of communication technique in order to beginning carrying out your project?

What is your goal for this project? What do you hope to accomplish as a result of planning and carrying out this communication technique?



Communicating Important Messages About Prescription Drugs

PLANNING YOUR PROJECT

Who is the target audience? *(Take from Journal Assignment 6)*

What communication technique/messaging campaign will be carried out for this project?
(Take from Journal Assignment 7)

What are the key messages about prescription drug abuse for this audience? *(Take from Journal Assignments 3-5)*

What is the implementation plan? Complete the planning chart on the next page.

PROJECT ROAD MAP – TRAVEL DIARY:

How will you know if the project (communication technique/messaging campaign) is working/was successful?

Implementation Plan



Task	Timeframe	Who is responsible for this task?

Notes:



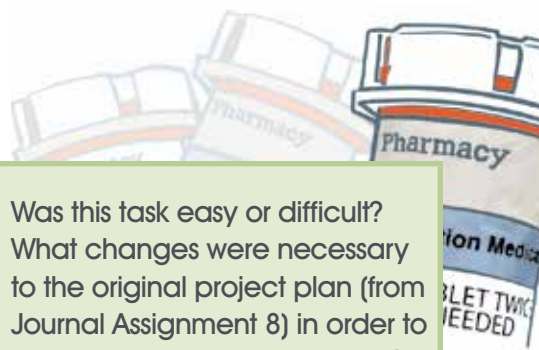
Turning Learning Into Action



PROJECT LOG

1. Complete the chart.

TASKS <i>(Record from Journal Assignment 9)</i>	WHO <i>(Who completed the step)</i>	WHEN <i>(Date task was completed)</i>	Was this task easy or difficult? What changes were necessary to the original project plan (from Journal Assignment 8) in order to accomplish this step and why?



TASKS <i>(Record from Journal Assignment 9)</i>	WHO <i>(Who completed the step)</i>	WHEN <i>(Date task was completed)</i>	Was this task easy or difficult? What changes were necessary to the original project plan (from Journal Assignment 8) in order to accomplish this step and why?

PROJECT ROAD MAP - TRAVEL DIARY:

What aspect of planning and conducting your project/communication campaign did you enjoy the most and why?

What aspect of planning and conducting the project/communication campaign did you find the most challenging and why?

What did you learn about communication techniques and messaging campaigns?

How could you apply what you have learned about communication techniques and messaging campaigns to other topic areas?



To what careers (and possibly future goals) could you apply skills and knowledge about effective messaging campaigns and effective communication techniques?

How have the ways in which we conduct messaging campaigns for public interests changed over time?

Is it easier or more difficult in today's society to positively impact change and make a difference in the lives of others than it was in the past?

Do you think it is easier or more difficult to effectively communicate important information about prescription drug abuse now than it was in the past? Why?

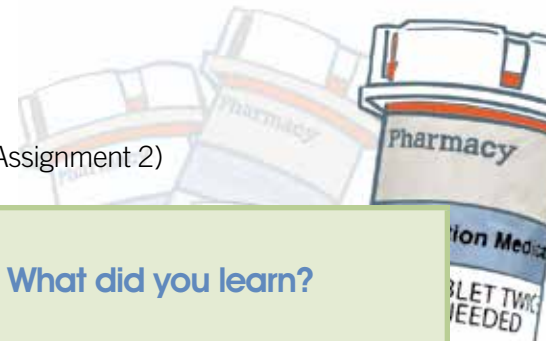


What Have We Learned About Prescription Drug Abuse?

Who was the target audience? Was the target audience reached? Were there any additional audiences impacted?

What communication technique was used? Was it the best match?

What were the key messages about prescription drug abuse for this audience? Were they communicated through your project?



What did you learn for each project step/road map marker? (Take from Journal Assignment 2)

Project Steps Marker Number	What was the step?	What did you learn?

What is your reaction to each of the statements about prescription drug abuse?

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.

PROJECT ROAD MAP – TRAVEL DIARY:

Was your goal accomplished? Why or why not?

How did it feel to work on a project that had the goal of positively impacting the health of your peers and the school community?

Has learning about prescription drug abuse prevention and conducting this project changed the way you view prescription drug abuse? If so, how? If not, why?

What have you learned about helping others and making a difference?



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 15.

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

Centers for Disease Control and Prevention
www.cdc.gov/healthyyouth/index.htm

Drug Enforcement Administration
www.justice.gov/dea
www.getsmartaboutdrugs.com
www.deadiversion.usdoj.gov/drug_disposal/takeback/

National Institute on Drug Abuse
www.drugabuse.gov

National Institute on Drug Abuse for Teens
www.teens.drugabuse.gov

National Youth Anti-Drug Media Campaign
www.abovetheinfluence.com

Office of National Drug Control Policy
www.whitehousedrugpolicy.gov

Partnership at Drugfree.org
www.drugfree.org

Partnership at Drugfree.org
Parent Resource Center
theparenttoolkit.org

Substance Abuse and Mental Health Services Administration
www.samhsa.gov

KidsHealth
kidshealth.org/parents

NEA Health Information Network
www.neahin.org

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 youths is a lack of knowledge and under-

standing 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 his or her 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.

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

Steps You Can Take Right Now

- ▶ Safeguard prescription drugs in your home (65% of teens who report abuse of prescription drugs are getting them from friends, family, and acquaintances).
- ▶ Ask family members (especially grandparents) and friends to be alert and also to safeguard prescription drugs.
- ▶ Talk to your child today; be sure 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 and share this information.

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									
	1	2	3	4	5	6	7	8	9	10
National Health Education Standards (PK – 12)										
Standard 1: Students will comprehend concepts related to health promotion and disease prevention to enhance health.	✓		✓	✓	✓					✓
Grades 9 – 12 Performance Indicators										
<ul style="list-style-type: none"> Predict how healthy behaviors can affect health status. Describe the interrelationships of emotional, intellectual, physical, and social health. Propose ways to reduce or prevent injuries and health problems. 										
<ul style="list-style-type: none"> Compare and contrast the benefits of and barriers to practicing a variety of healthy behaviors. Analyze personal susceptibility to injury, illness, or death if engaging in unhealthy behaviors. Analyze the potential severity of injury or illness if engaging in unhealthy behaviors. 										
Standard 2: Students will analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors.	✓		✓	✓	✓	✓	✓			✓
Grades 9 – 12 Performance Indicators										
<ul style="list-style-type: none"> Analyze how the family influences the health of individuals. Analyze how the culture supports and challenges health beliefs, practices, and behaviors. Analyze how peers influence healthy and unhealthy behaviors. Evaluate how the school and community can affect personal health practice and behaviors. Evaluate the effect of media on personal and family health. 										
<ul style="list-style-type: none"> Evaluate the impact of technology on personal, family, and community health. Analyze how the perceptions of norms influence healthy and unhealthy behaviors. Analyze the influence of personal values and beliefs on individual health practices and behaviors. Analyze how some health risk behaviors can influence the likelihood of engaging in unhealthy behaviors. Analyze how public health policies and government regulations can influence health promotion and disease prevention. 										
Standard 3: Students will demonstrate the ability to access valid information, products, and services to enhance health.			✓	✓	✓	✓				✓
Grades 9 – 12 Performance Indicators										
<ul style="list-style-type: none"> Evaluate the validity of health information, products, and services. Use resources from home, school, and community that provide valid health information. 										
<ul style="list-style-type: none"> Determine the accessibility of products and services that enhance health. Determine when professional health services may be required. Access valid and reliable health products and services. 										
Standard 4: Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Grades 9 – 12 Performance Indicators										
<ul style="list-style-type: none"> Use skills for communicating effectively with family, peers, and others to enhance health. Demonstrate refusal, negotiation, and collaboration skills to enhance health and avoid or reduce health risks. 										
<ul style="list-style-type: none"> Demonstrate strategies to prevent, manage, or resolve interpersonal conflicts without harming self or others. Demonstrate how to ask for and offer assistance to enhance the health of self and others. 										



NATIONAL STANDARDS	LESSONS									
	1	2	3	4	5	6	7	8	9	10
Standard 5: Students will demonstrate the ability to use decision-making skills to enhance health.	✓		✓	✓	✓				✓	✓
Grades 9 – 12 Performance Indicators										
<ul style="list-style-type: none"> Examine barriers that can hinder healthy decision making. Determine the value of applying a thoughtful decision-making process in health-related situations. Justify when individual or collaborative decision making is appropriate. 	<ul style="list-style-type: none"> Generate alternatives to health-related issues or problems. Predict the potential short-term and long-term impact of each alternative on self and others. Defend the healthy choice when making decisions. Evaluate the effectiveness of health-related decisions. 									
Standard 6: Students will demonstrate the ability to use goal-setting skills to enhance health.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Grades 9 – 12 Performance Indicators										
<ul style="list-style-type: none"> Assess personal health practices. Develop a plan to attain a personal health goal that addresses strengths, needs, and risks. 	<ul style="list-style-type: none"> Implement strategies and monitor progress in achieving a personal health goal. 									
Standard 7: Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Grades 9 – 12 Performance Indicators										
<ul style="list-style-type: none"> Analyze the role of individual responsibility for enhancing health. Demonstrate a variety of healthy practices and behaviors that will maintain or improve the health of self and others. 	<ul style="list-style-type: none"> Demonstrate a variety of behaviors to avoid or reduce health risks to self and others. 									
Standard 8: Students will demonstrate the ability to advocate for personal, family, and community health.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Grades 9 – 12 Performance Indicators										
<ul style="list-style-type: none"> Utilize accurate peer and societal norms to formulate a health-enhancing message. Demonstrate how to influence and support others to make positive health choices. 	<ul style="list-style-type: none"> Work cooperatively as an advocate for improving personal, family, and community health. Adapt health messages and communication techniques to a specific target audience. 									
Common Core State Standards for English Language Arts & Literacy in History/Social Studies, Science, and Technical Subjects (Grades K – 12)										
College and Career Readiness Anchor Standards for Writing										
Text Types and Purposes										
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.					✓					



NATIONAL STANDARDS	LESSONS									
	1	2	3	4	5	6	7	8	9	10
Production and Distribution of Writing										
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.			✓	✓	✓	✓	✓	✓	✓	
Research to Build and Present Knowledge										
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.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
College and Career Readiness Anchor Standards for Speaking and Listening										
Comprehension and Collaboration										
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.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Presentation of Knowledge and Ideas										
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.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓

NATIONAL STANDARDS	LESSONS									
	1	2	3	4	5	6	7	8	9	10
College and Career Readiness Anchor Standards for Language										
Conventions of Standard English										
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.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Language Acquisition and Use										
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.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
College and Career Readiness Anchor Standards for Reading										
Craft and Structure										
Standard 4: Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Integration of Knowledge and Ideas										
Standard 7: Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Standards for the English Language Arts (Grades K – 12)										
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).			✓	✓	✓	✓	✓			



NATIONAL STANDARDS	LESSONS									
	1	2	3	4	5	6	7	8	9	10
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.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
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).	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Next Generation Science Standards (K – 12)										
Physical Sciences										
Matter and Its Interactions				✓	✓					
National Curriculum Standards for the Social Studies (Grades 9 – 12)										
Individuals, Groups, and Institutions										
Learners will understand how groups and institutions work to meet individual needs, and can promote the common good and address persistent social issues.						✓	✓	✓	✓	✓
Power, Authority, and Governance										
Learners demonstrate understanding by preparing and implementing an action plan addressing a local public issue or problem.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Science, Technology, and Society										
Learners will be able to formulate possible solutions that utilize technology, address real-life issues and problems, weigh alternatives, and provide reasons for preferred choices and plans of action.					✓	✓	✓	✓	✓	✓

NATIONAL STANDARDS	LESSONS									
	1	2	3	4	5	6	7	8	9	10
National Standards for Civics and Government (Grades 5 – 12)										
Standard 5: What are the Roles of the Citizen in American Democracy?	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Mid-continent Research for Education and Learning Life Skills Standards (Grades K – 12)										
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.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Common Core State Standards for Mathematics (Grades 6 – 12)										
Standards for Mathematical Practice										
Standard 4: Model with mathematics.		✓				✓				
Standards for School Mathematics (Grades PK – 12)										
Process Standard: Connections										
Recognize and apply mathematics in contexts outside of mathematics.			✓	✓	✓	✓	✓	✓		
National Educational Technology Standards for Students (Grades K – 12)										
Research and Information Fluency: Students apply digital tools to gather, evaluate, and use information.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
National Standards for Arts Education (Grades K – 12)										
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

Achieve, Inc. on behalf of the twenty-six states and partners that collaborated on the NGSS, Next Generation Science Standards, 2013

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 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

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 3 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 United States, 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 this project 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.

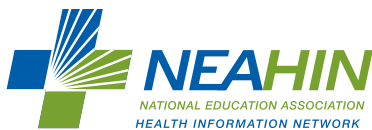
www.rxsafetymatters.org

Purdue Pharma L.P. (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. For more information about Purdue's efforts to prevent and reduce prescription drug abuse, go to www.rxsafetymatters.org.





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