

HOPE

Health and Opioid
Prevention Education

5th GRADE LESSON 1

Healthy Decisions with Over-the-Counter and Prescription Medicines

Purpose of the Lesson

Students will compare and contrast OTC and prescription medicines. The lesson will reinforce home and school rules for taking medicine with the help of a trusted adult, as well as storing and disposing medicines in the context of learning about prescription medicines.

Background Knowledge (Talking Points)

- Over-the-Counter (OTC) Medicine: Medicines that an adult can buy from the shelf of a store.
- Prescription Medicines: Requires a medical prescription to be obtained from a doctor.
- OTC and prescription medicines must be taken with the help of a trusted adult.
- Medicines should be locked away and parents or guardians should properly dispose of excess or expired prescription medicines.
- You will need to look into your community's medicine disposal program so you can share that with students.

Lesson Objectives

Students will be able to:

Objective	Activity & Assessments
1. Compare and contrast the characteristics of OTC and prescription medicines.	Activity 1: OTC & Prescription Medicines
2. Identify rules for taking medicine at home and school.	Checking Up
3. Explain that OTC and prescription medicine are only to be taken as directed and under the supervision of a trusted adult.	Checking Up
4. Explain how medicines should be stored and how they should be disposed of after use.	Checking Up
5. Discuss the risks and impact of unhealthy decisions about OTC, prescriptions and drugs on physical, emotional and social health.	Unsafe use of prescriptions and our health

Time: 20-30 minutes

Materials

Sample OTC Label Poster ([Attachment 1](#)); Sample Prescription Medicine Label Poster ([Attachment 2](#)); *Checking Up: Reading OTC and Prescription Label Activity sheet* ([Attachment 3](#)); *Puzzle* ([Attachment 4](#)); *Puzzle Solved Activity Sheet* ([Attachment 5](#)) – One puzzle for each group of 3-4 with pieces precut and placed in envelopes; Pictures of common medicine bottles ([see note in lesson plan](#))

Introduction

Drugs and medicines can be confusing at times, especially when we don't know the safety rules. What's another word for confusing? Puzzling. Today we are going to piece together a puzzle that tells us all of the important things about two different types of drugs or medicines.

- **ASK:** What are some things you know about medicines?
- Show pictures of common medicine bottles. (Teacher Note: Use pictures from magazines or take pictures of actual medicine containers. Project pictures so all can see the information on the containers. Be certain to black-out names of patient on the prescription drug containers.)
- **ASK:** What type of information do you see on these medicine bottles/ boxes/ containers?
- **ASK:** Why do you think this information is listed on the bottles/ boxes/ medicine containers?
- Emphasize that this information helps to keep the medicine user safe.
- **ASK:** What is the first thing we do to keep ourselves safe with medicine?
 - First, ask a trusted adult to help with any medicine.
 - You should never share or take someone else's medicine.
 - Medicine should also be stored in locked cabinets or high shelves where they cannot be easily accessed.

Teaching Steps

Activity 1: Over-the-Counter vs. Prescription Drugs

- Explore the difference between two types of drugs, two types of medicines: over-the-counter drugs (medicines) and prescription drugs (medicines).
- Write each term on the board:
 - Describe **Over-the-Counter Drugs:** Medicines that an adult can buy from the shelf of a store such as a drug store or a grocery store. These medicines have instructions that must be followed to be safe. Provide a few common examples such as aspirin, ear drops and cold medicine.
 - Project the picture of the OTC label ([Attachment 1](#)) on the board. Review the parts of the label:
 - Name of medicine, uses for the medicine, warnings for use, correct dosage for students, correct dosage for parents. (Students will use the *specific information* on this label to complete the OTC portion of their Checking Up: Reading OTC and Prescription Label Activity sheet – [Attachment 3](#))
 - Describe **Prescription Drugs:** Medicines that a doctor must write an order for; the order (a prescription) is taken to a pharmacy (drug store) where a trained person fills the order for a pharmacist. The letters Rx are included on a prescription.
 - Project the prescription medicine label on the board ([Attachment 2](#)). Review the parts of that label:

- o Name and phone number of the pharmacy, the Rx number, date medicine is filled, name of doctor, name of person prescription is for (**reinforce that only this person may take the medicine**), expiration date (use by); amount of medicine person needs to take (dosage)
- To check for understanding, ask each student to complete the **Checking Up: Reading OTC and Prescription Medicine Labels (Attachment 3)**. *Teacher Note:* Ask them to use specific information from the two medicine labels to complete their activity sheet.
 - o Consistently reinforce: Must take both OTC and prescription medicine with the help of a trusted adult.
 - o Review the student answers to the Checking Up Worksheet with the class.
 - o Explain that medicines need to be kept in a locked box with the safety cap on and out of reach of children for safety reasons.
 - o When we are finished with the prescription medicines, they should be disposed of. Your parents should follow the directions on the labels or take advantage of the disposal programs in our community (add details from your community).
- Let's take a brief look at how unsafe use of a prescription drug or an OTC drug could affect our bodies, emotions, and relationships with others.

Activity 2: Unsafe Use of Prescription Drugs on our Health.

- Draw or display a chart on the front board:

Physical (Our bodies)	Emotional (Our feelings/thoughts)	Social (Our relationships)

- Ask students to brainstorm how using either prescription drugs or OTC drugs **unsafely** could affect each of the above categories. Write possible answers on the chart.

Be certain these possible answers are included on the chart:

Remember that the consequences of prescription and OTC drugs can be the same as illegal drugs when taken incorrectly.

- o **Body:** Get sick or injure an important body organ such as the brain, etc.
- o **Emotional:** We may feel sad or angry that we used the drug improperly; others may feel disappointed in our unhealthy decision; we did not follow the school or home rules, etc.
- o **Social:** Some people may not want to be our friend because they want to be friends with people who make healthy decisions; our parents/ guardian may not trust us to go places by

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ourselves or to make some of our own decisions; we are not being respectful to our friends, family or community; etc.

- **ASK:** What does the word “consequences” mean? (what happens as a result of a choice we make)
- **ASK:** How would you feel if you made an unsafe decision about prescription or OTC drugs and experienced one of these consequences?
- **ASK:** How can we protect ourselves from these consequences? (Emphasize: Use medicines/ drugs with the help of a trusted adult and be educated about the use of prescription and OTC drugs.)

Closure

- **Explain:** At the beginning of the lesson, we mentioned a puzzle we would be putting together.
- Give each group of 3-4 an envelope with the pre-cut puzzle pieces ([Attachment 4](#)).
- Ask members of each group to piece together the puzzle. Once the puzzle is complete, give each student a Puzzle Solved Activity Sheet ([Attachment 5](#)). Group members may work together to complete the activity sheets.
- Briefly review the completed activity sheet with students.

National Health Education Standards

Standard 1: *Comprehending Concepts*

Standard 3: *Accessing Resources*

Healthy Behavior Outcome (HBO)

Alcohol and Other Drugs HBOs:

HBO 1: *Avoid misuse and abuse of over-the-counter and prescription drugs.*

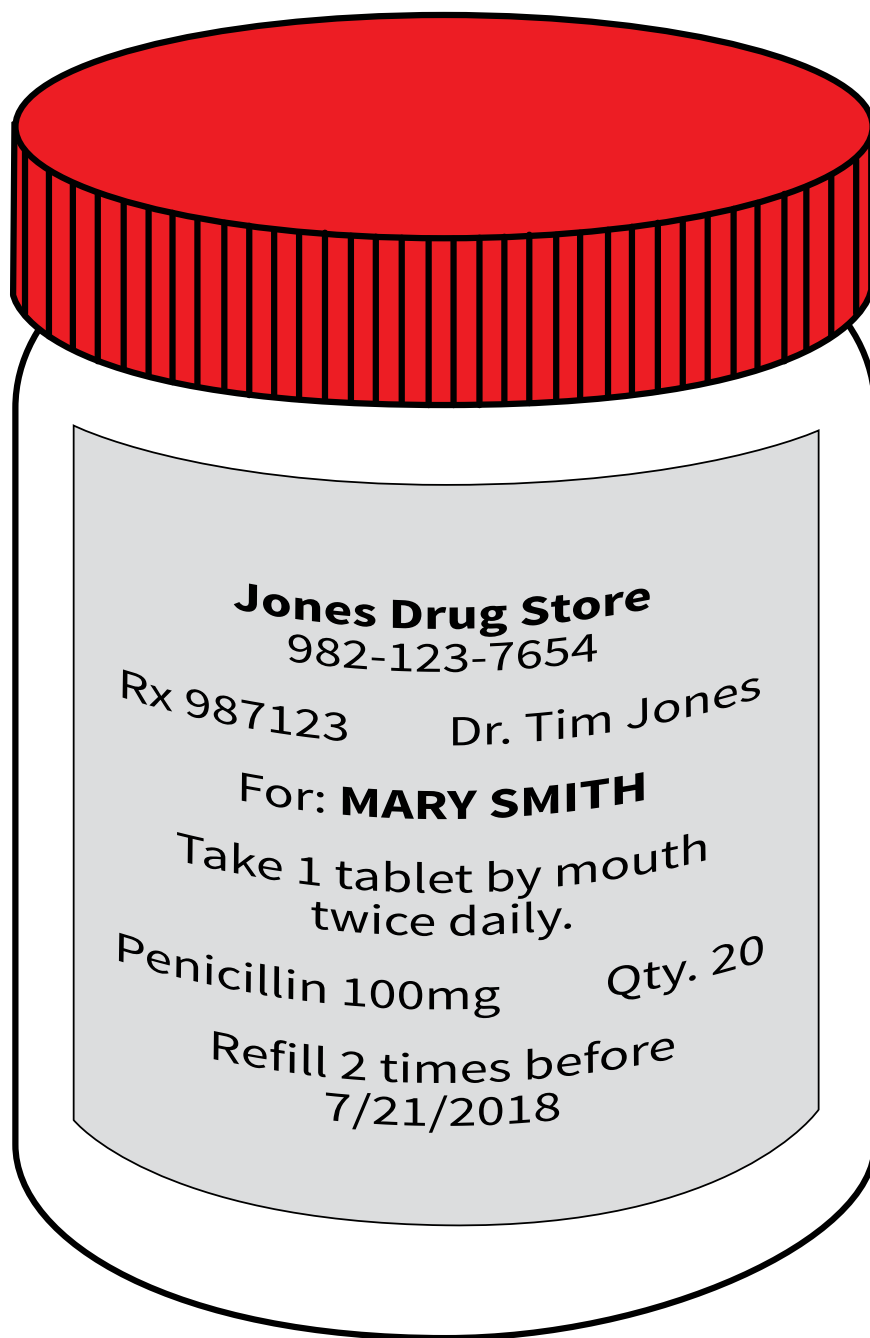
HBO 4: *Avoid the use of illegal drugs.*

English Language Arts Standards

L.5.6 Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition and other logical relationships.

RI.5.7 Draw on information from multiple print or digital sources, demonstrating the ability to locate and answer to a question quickly or to solve a problem efficiently.





CHECKING UP: READING OVER-THE-COUNTER and PRESCRIPTION LABELS

DIRECTIONS FOR OVER-THE-COUNTER CHECKUP:

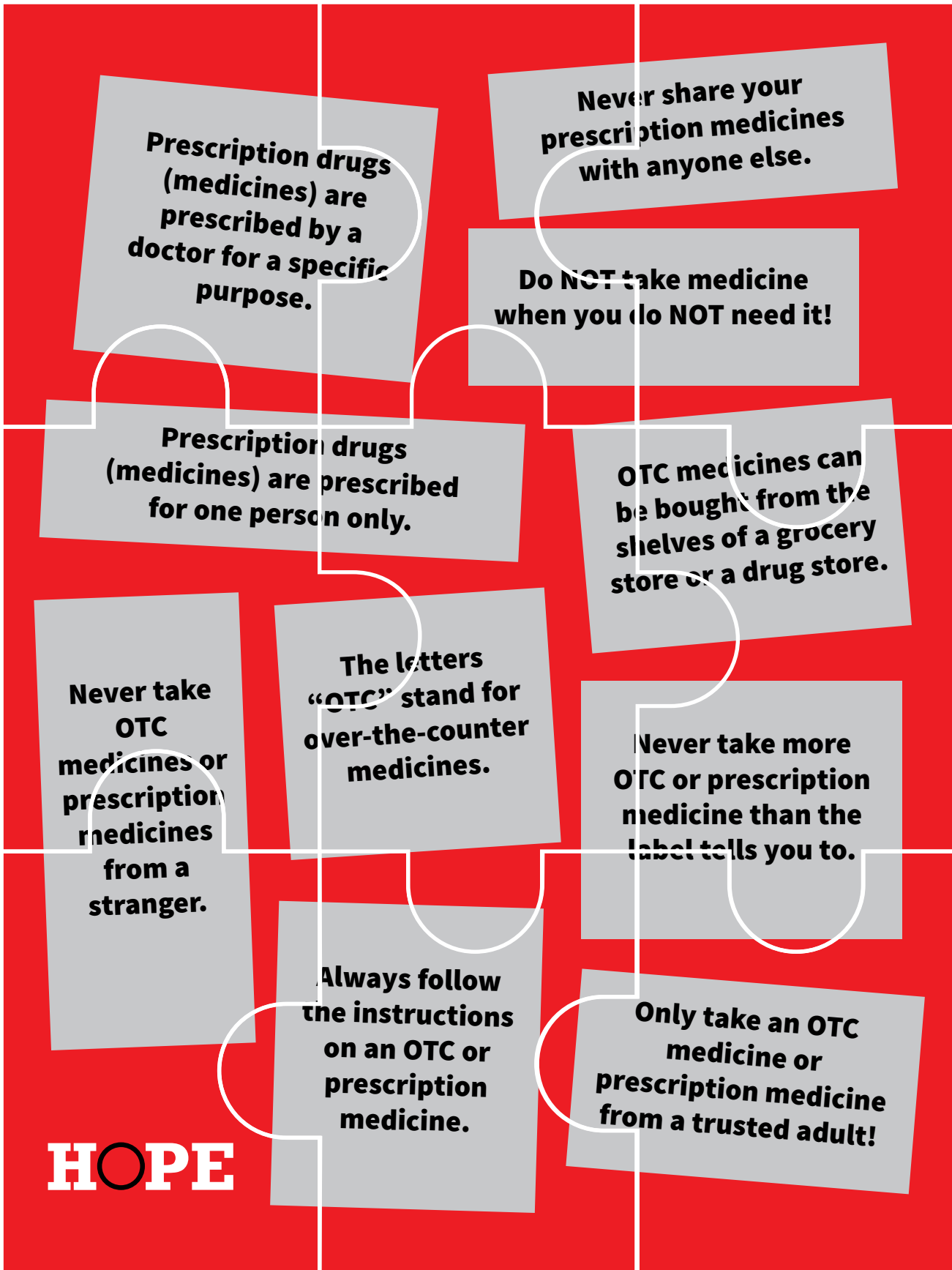
Read each question and use the Over-The-Counter label to find the answer. Write the answer below.

This drug is used for what reason?	What is the correct amount to take if you are an adult?	What is the correct amount to take if you are 10 years old?
Who ALWAYS needs to help you take OTC or prescription medicine, if you need it?	What are the warnings listed on this medicine?	

DIRECTIONS FOR PRESCRIPTION CHECKUP:

Read each question and use the Prescription label to find the answer. Write the answer below.

Who is the ONLY person allowed to take this medicine?	What is the name of the pharmacy and their phone number?	What is the expiration date for the medicine?
What amount of medicine (dosage) does the person need to take?	What is the name of the doctor who prescribed this medicine?	What should you do when your prescription is no longer needed?



Directions: Answer the question inside each of the puzzle pieces to “solve” this puzzle.

PUZZLE SOLVED BY

n a m e

What do these letters mean: OTC?

What type of drugs are ordered by a doctor for a specific medical reason?

What type of medicines can be bought from the shelves of a grocery store or drug store?

What type of drugs are prescribed for ONLY one person?

The rules for taking medicines include:

1. Never take more OTC or prescription medicine than the

_____ tells you to do.

2. Never take OTC medicines or prescription medicines from a

3. Always follow the

_____ on an OTC or prescription medicine.

4. Only take prescription or OTC medications from a
