

GenerationRx

Safe medication practices for life.



PATCH PROGRAM

There are three program guides split by Girl Scout grade levels with age-appropriate introductory activities and activities in each of the three keys – **Discover, Connect, and Take Action**. Girls in each grade level need to complete the number of requirements indicated in their guide. Here is a progression of requirements for all three guides, in case you have multiple troops, a troop that splits grade levels, or want to know what's next!

Daisy/Brownie (K-3)	
Required Introductory Activities	<ul style="list-style-type: none"> Candy vs. Medicine Game Q&A Safety Rounds
Discover (choose one)	<ul style="list-style-type: none"> Prescription Label Lookouts Good Choice/Bad Choice Game Some Things Aren't Meant to Be Shared
Connect (choose one)	<ul style="list-style-type: none"> Speak with a person who works in a pharmacy. Schedule a time to visit a pharmacy. Talk to or receive resources from the National Poison Control Center.
Take Action (choose one)	<ul style="list-style-type: none"> Medication Safety Skits Medicine Hideouts: Safe or Unsafe Share the Candy vs. Medicine Game with others.

Junior/Cadette (4-8)	
Required Introductory Activities	<ul style="list-style-type: none"> Medication Safety for Teens Spelling Bee
Discover (choose two)	<ul style="list-style-type: none"> Trivia Game List It Medication Safety Skits Medication Safety Sleuth Digital Game
Connect (choose two)	<ul style="list-style-type: none"> Survey Speak with a person who works in a pharmacy. Schedule a time to visit a pharmacy. Interview a person whose job teaches or affects safe medication practices, like a primary care physician, psychologist/psychiatrist, counselor, law enforcement officer, or judge.
Take Action (choose one)	<ul style="list-style-type: none"> Share a classroom talk (peer-to-peer), focusing on safe medication use and storage. Host a community program. Help younger Girl Scouts earn the Generation Rx patch. Inspire and educate

Senior/Ambassador (9-12)	
Required Introductory Activities	<ul style="list-style-type: none"> Medication Safety for Teens Champions of Rx
Discover (choose three)	<ul style="list-style-type: none"> Lead the Scene Plot Twists List It Beat the Buzzer Activity Trauma Digital Game
Connect (choose three)	<ul style="list-style-type: none"> Interview a person in your community whose job teaches or affects safe medication practices. Talk to a recovery group facilitator. Invite someone who works in a pharmacy or who is a first responder to speak. Schedule a time to visit a pharmacy or an emergency department. Interview someone who has been affected by medication misuse. It could be a former misuser, or a family member or friend of a misuser.
Take Action (choose one)	<ul style="list-style-type: none"> Classroom talk about dangers of misusing prescription medications. Lead prescription drug misuse awareness day at school. Host a community program, perhaps with a pharmacist or other expert. Help younger Girl Scouts earn the Generation Rx patch. Choose a project to educate others.

The Ohio State University College of Pharmacy and the Cardinal Health Foundation developed Generation Rx, a national prevention education program designed to educate people of all ages about medication safety. Girl Scouts of Ohio's Heartland Council has partnered with Generation Rx to incorporate this important medication safety education into the mission of Girl Scouts.

This program is in partnership with:



INTRODUCTION ACTIVITY: MEDICATION SAFETY PRESENTATION

Outcome

- Learn common medication terms and safe medication taking practices.
- Understand the frequency of medication misuse in the youth population.
- Learn how to make a difference by modeling safe medication practices.

What to do

- View the [Medication Safety Presentation](#).
- Deliver the presentation to all participants.
- NOTE: If you need a hardcopy of the presentation, please contact customercare@gsoh.org. We can supply you with a printed version of the PowerPoint along with a script.

At a glance

- Participants will view a presentation on medication safety and misuse.

TIME

- 15-20 minutes

TAKE HOME MESSAGES

- Keep your medications for yourself.
- Follow medication usage instructions.
- Be a good role model.

INTRODUCTION ACTIVITY: CHAMPIONS OF RX

Outcome

- Participants will be encouraged to incorporate the Generation Rx messages focusing on preventing prescription drug misuse into their individual, everyday lives.

What to do

- Split participants into teams of two to five people.
- Create team names for each team.
- Hand out a piece of blank paper and have teams divide and cut paper into several pieces of small paper to serve as answer sheets.
- Using the Champions of Rx Activity Sheet:
 1. Ask Opener Questions
 2. First group to answer will receive 5 points
 3. Ask Survey Questions and have participants write answers on small pieces of paper which they will turn in to you.
 - Read out loud each answer and decide if the team will be awarded points.
(10 points if all answers are correct and 5 points if some answers are correct.)
 4. Record all points (from opener and survey) on the Champions of Rx Activity Sheet.

At a glance

- Participants will answer questions related to prescription drug misuse and identify positive alternatives for coping with the demands of life.

YOU WILL NEED:

- Scissors
- Paper
- Champions of Rx Activity Sheet
- Champions of Rx Answer Sheet

TIME

- 30 minutes

NOTE TO FACILITATOR

- For some questions, answers will vary widely. We want to ensure we are reinforcing accurate answers that connect with our message, even if they do not exactly match the answers indicated in the Champions of Rx Answer Sheet.
- Use your judgement to decide if an answer not indicated in the slide is accurate, and thus deemed acceptable to earn points.

TAKE HOME MESSAGES

- Statistics suggest that only one in seven teens, or roughly 15 percent, misuse prescription medication. Never feel like you are “not normal” or you won’t “fit in” with your peers if you don’t misuse.
- Drug overdose deaths, primarily from prescription medications, is the leading cause of accidental death in the U.S. Clearly misusing prescription medications can be harmful to your health.
- Taking someone else’s prescription medication is illegal and considered a felony offense that is punishable by jail time.
- Take medication as instructed by a healthcare professional to reduce the chance of negative side effects.

CHAMPIONS OF Rx ACTIVITY SHEET

Round 1

Opening Question: In the United States, what percentage of teens do NOT misuse a prescription medication?

Note to facilitator: consider accepting the closest answer.

Survey Question: What are three examples of prescription drug misuse?

Round 2

Opening Question: Name a drug that is illegal to have in your possession.

Survey Question: Identify four consequences that could happen if a person misuses prescription drugs.

Round 3:

Opening Question: Name something that you shouldn't share with others.

Note to facilitator: There are multiple correct answers for this question that do not deal with prescription medication. However, emphasize that we should treat prescription medications similarly to personal items that should not be shared.

Survey Question: Identify three ways to safely use medication.

Round 4:

Opening Question: What is the top reason teens report for misusing prescription drugs?

Survey Question: Identify three things you could do instead of misusing prescription medications.

Round 5:

Opening Question: Identify one approach you can take to turn down the invitation to misuse prescription drugs.

Survey Question: Identify three additional approaches you can take to turn down the invitation to misuse prescription drugs.

Round 6:

Opening Question: Identify one action you can take to prevent prescription drug misuse.

Survey Question: Identify three things you can do to prevent misusing prescription medications.

CHAMPIONS OF Rx ACTIVITY SHEET

Team _____

Round 1: _____

Round 2: _____

Round 3: _____

Round 4: _____

Round 5: _____

Round 6: _____

Total Points: _____

Team _____

Round 1: _____

Round 2: _____

Round 3: _____

Round 4: _____

Round 5: _____

Round 6: _____

Total Points: _____

Team _____

Round 1: _____

Round 2: _____

Round 3: _____

Round 4: _____

Round 5: _____

Round 6: _____

Total Points: _____

Team _____

Round 1: _____

Round 2: _____

Round 3: _____

Round 4: _____

Round 5: _____

Round 6: _____

Total Points: _____

Team _____

Round 1: _____

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Round 4: _____

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Total Points: _____

Team _____

Round 1: _____

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Round 6: _____

Total Points: _____

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Round 1: _____

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Round 6: _____

Total Points: _____

Team _____

Round 1: _____

Round 2: _____

Round 3: _____

Round 4: _____

Round 5: _____

Round 6: _____

Total Points: _____

Team _____

Round 1: _____

Round 2: _____

Round 3: _____

Round 4: _____

Round 5: _____

Round 6: _____

Total Points: _____

CHAMPIONS OF Rx ANSWER SHEET

Round 1

Opener Question: In the United States, what percentage of teens do NOT misuse a prescription medication?

- Note to facilitator: consider accepting the closest answer.
- 6 out of 7 teens, or 85% do NOT misuse prescription medication

Survey Question: What are three examples of prescription drug misuse?

- Taking a prescription drug for a different reason than prescribed
- Taking more of a prescription drug than prescribed
- Sharing or taking someone else's prescription drug

Round 2

Opener Question: Name a drug that is illegal to have in your possession.

- Any illicit street drugs or prescription drugs not prescribed to you
- Similar to illicit street drugs, selling or taking someone else's prescription medication is illegal. It is considered a felony offense and punishable by jail time!

Survey Question: Identify four consequences that could happen if a person misuses prescription drugs.

- Conflict with friends/family
- Decline in grades
- Addiction
- Illness or death
- Jail time

Round 3:

Opener Question: Name something that you shouldn't share with others.

- Note to facilitator: There are multiple correct answers for this question that do not deal with prescription medication. However, emphasize that we should treat prescription medications similarly to personal items that should not be shared.
- Prescription medications
- Toothbrush
- Underwear

Survey Question: Identify three ways to safely use medication.

- Take medication as instructed by a healthcare professional
- Do not share or take someone else's medication
- Be a good role model

CHAMPIONS OF Rx ANSWER SHEET

Round 4:

Open Question: What is the top reason teens report for misusing prescription drugs?

- “To help me relax” or “to experiment”

Survey Question: Identify three things you could do instead of misusing prescription medications.

- Exercise
- Do a hobby
- Hang out with friend
- Talk with friends/family/counselor if feeling overwhelmed or depressed
- Try a new activity

Round 5:

Opener Question: Identify one approach you can take to turn down the invitation to misuse prescription drugs.

- Just say no

Survey Question: Identify three additional approaches you can take to turn down the invitation to misuse prescription drugs.

- Give a reason why you don't want to misuse
- Mention positive alternatives you believe would work better than misusing
- Leave situations that put you in danger of making negative choices

Round 6:

Opener Question: Identify one action you can take to prevent prescription drug misuse.

- Follow safe medication practices

Survey Question: Identify three things you can do to prevent misusing prescription medications.

- Store prescription medications properly
- Dispose of unused medications
- Share these messages with friends and families

DISCOVER ACTIVITY: BEAT THE BUZZER

Outcome

- Participants will learn how to safely use prescription medication and identify common misconceptions of prescription medication misuse.

What to do

- Divide participants into teams (one buzzer or bell per team).
- Have one person from each team stand behind their team's buzzer.
- Read the questions located in the Beat the Buzzer Activity Sheet.
- The first person to hit their buzzer can answer the question. Correct answer earns 1 point for their team.
- Encourage individuals to rotate so that everyone has an opportunity to participate.
- The correct answers with additional talking points are on the Beat the Buzzer Answer Sheet.

At a glance

- Participants will compete in groups to see who can be the fastest to correctly answer a series of questions related to prescription drug misuse.

YOU WILL NEED:

- Beat the Buzzer Activity Sheet
- Bells/buzzers (or participants can choose a sound to make for each team)

TIME

- 5-10 minutes

TAKE HOME MESSAGES

- One in seven teens (15 percent) have misused a prescription medication in the past year.
- Misusing prescription drugs can lead to misusing other illegal substances.
- Regardless of intentions, sharing prescription medication can be dangerous and is still considered misuse.

BEAT THE BUZZER ACTIVITY SHEET

Questions

1. True or False: The majority of teens use medications safely.
2. True or False: You can't become dependent on or addicted to prescription medications.
3. True or False: The United States is one of two countries that permit pharmaceutical companies to directly advertise their products on television.
4. True or False: Misusing prescription drugs can lead to misusing other illegal substances.
5. True or False: In the United States, more people die from motor vehicle crashes than unintentional drug overdoses.
6. True or False: Prescription medications can help us lead longer and healthier lives when used under the supervision of a healthcare professional.
7. Name one of the three behaviors that commonly defines prescription drug misuse.
8. True or False: It is not misuse if you were just trying to help a friend or family member with pain by giving them your prescription medication.
9. True or False: Drug overdose deaths, primarily from prescription medications, are the leading cause of accidental death in the U.S.
10. What is one of the three medication safety practices that you can follow to help decrease the prescription drug misuse problem?

BEAT THE BUZZER ANSWER SHEET

Questions

1. True or False: The majority of teens use medications safely.
True: Only 1 in 7 teens (15%) have misused a prescription medication in the past year, and even fewer do so regularly
2. True or False: you can't become dependent on or addicted to prescription medications.
False: There is a potential to become physically dependent on or addicted to some prescription medications, including prescription opioid pain relievers (painkillers), sedatives, and stimulants
3. True or False: The United States is one of two countries that permit pharmaceutical companies to directly advertise their products on television.
True: New Zealand is the other country. This direct-to-consumer marketing is one factor that fuels the problem of prescription drug misuse
4. True or False: Misusing prescription drugs can lead to misusing other illegal substances.
True: For example, because both prescription painkillers and heroin are opioids, both act similarly in the brain. As a result, individuals that misuse prescription painkillers can transition to using heroin.
5. True or False: In the United States, more people die from motor vehicle crashes than unintentional drug overdoses.
False: Since 2006, unintentional drug overdoses remain the leading cause of accidental death in the United States

BEAT THE BUZZER ANSWER SHEET

Questions

6. True or False: Prescription medications can help us lead longer and healthier lives when used under the supervision of a healthcare professional.

True: Our life expectancy is currently the longest in history and people are now able to live with many diseases that were once fatal

7. Name one of the three behaviors that commonly defines prescription drug misuse.

- Taking more of a prescription medication than prescribed
- Taking a prescription medication for a reason different than prescribed
- Sharing or taking someone else's prescription medication

8. True or False: It is not misuse if you were just trying to help a friend or family member with pain by giving them your prescription medication.

False: Regardless of intentions, sharing prescription medication can be dangerous and is still considered misuse

9. True or False: Drug overdose deaths, primarily from prescription medications, is the leading cause of accidental death in the U.S.

True: Clearly misusing prescription medications can be harmful to your health

10. What is one of the three medication safety practices that you can follow to help decrease the prescription drug misuse problem?

- Keep it for yourself
- Follow instructions
- Be a good role model

DISCOVER ACTIVITY: LEAD THE SCENE

Outcome

- Participants will learn through a skit-based activity on how to safely use medications and how to turn down invitations to misuse, as well as identifying positive alternatives for coping with the demands of life.

What to do

- Watch this [video](https://vimeo.com/161513021) (vimeo.com/161513021)
- Pause after each scenario to discuss the questions posed in the Lead the Scene Activity Sheet.
- After participants have watched and discussed all three scenarios, divide the participants into three groups. Randomly assign groups Scenario 1-3.
- For their assigned scenario, ask participants to recreate the scenario and replace any negative choices for more positive choices. This gives each group the opportunity to change the scenario to ensure a more positive outcome.

At a glance

- Skit-based activity that includes first viewing a theatrical performance, then identifying different choices select characters could have made to ensure more positive outcomes.

YOU WILL NEED:

- Lead the Scene Activity Sheet

TIME

- 30-40 minutes

TAKE HOME MESSAGES

- Keep medication to yourself - do not share or take someone else's medication.
- Follow instructions and take prescription medication as instructed by a healthcare professional, as well as with the guidance of a parent or guardian.
- Be a good role model - this includes modeling safe medication practices at home, and encouraging your family and friends to do the same.

LEAD THE SCENE ACTIVITY SHEET

Scenario 1

Discuss the scene:

- **Did any of the characters misuse medication?**
 1. **James:** took more of a medication than prescribed; shared medication; took medication for a reason different than prescribed; took someone else's medication
 2. **Peter:** took someone else's medication; stole medication; took medication for a reason different than prescribed
- **Why do you think Peter and James misused medication?**
 1. **Peter:** to have fun, to provide James with a good time on his birthday
 2. **James:** to have fun, to seek attention (he wants others to think of him as an individual that throws great parties)

Think about it:

- Some people misuse prescription medications by taking them for a reason different than prescribed. What reasons do you think teens give for misusing prescription medicine? (possible reasons include):
 1. To manage stress
 2. To improve academic performance or help in school
 3. To cope with feelings of depression
 4. To deal with a physical injury in order to perform in an athletic event
 5. To have fun
 6. To have something to do or try something new
 7. To fit in

Scenario 2

Discuss the scene:

- **What happened in this scenario?**
 1. Noah has a legitimate prescription for Adderall, a prescription stimulant. Peter asked Noah for some of her Adderall to help him study.

Think about it:

- How should Noah handle this situation?
 1. Say "no" to requests for sharing prescription drugs.

Now that we have identified common reasons for misusing, let's consider some positive alternatives. (Note: encourage participants to brainstorm positive alternatives for the reasons they identified in the previous question.)

- **To help with school:** it may be tempting to misuse prescription drugs as a "quick fix" to help you cram for an upcoming exam. However, this isn't a sustainable approach earning good grades. Try studying with friends, working with a tutor, or meeting with your teacher before or after school.
- **To cope with depression:** if your mood feels depressed, confide in a trusted adult. Resorting to misusing prescription medications or using other substances will only prolong your feelings of depression.
- **To deal with an injury:** if you are an athlete experiencing an injury, you may feel pressure to "play through the pain". However, the possible consequences from misusing a prescription opioid pain medication are far more devastating than not performing in an athletic event. If you are dealing with an injury, work with an athletic trainer or a healthcare professional to safely plan your recovery.
- **To handle boredom:** boredom can affect all of us. Try curing your boredom by engaging in something you enjoy (like art, sports, helping others, etc.).
- **To handle stress:** stress will always be present in life. Try adopting healthy habits for dealing with stress like exercising, watching TV or a movie, or taking a nap..

- **What are ways or approaches to say "no" if a friend asks you to share your prescription medication?**
 1. Use humor, while still saying no.
 2. Give a reason or make up an excuse for saying no.
 3. Suggest positive alternatives.
 4. Be assertive and consistent, if necessary..

LEAD THE SCENE ACTIVITY SHEET

Scenario 3

Discuss the scene:

- **What happened in this scenario?**

Noah appears to be misusing prescription drugs, as she was mixing alcohol with them. She also invited Peter to misuse, but he turned down the invitation.

Think about it:

- **What potential outcomes could happen for Noah in this situation?**

- **Legal:** It doesn't appear that Noah is 21; therefore, she is not of legal age to drink. In addition, federal law prohibits the possession of a prescription drug without a written prescription.

- **Health:** Not taking a prescription as directed by a healthcare professional can result in immediate negative effects, including:

1. For prescription opioid pain medications: drowsiness, confusion, sedation, slowed breathing
2. For prescription sedatives: decreased heart rate and blood pressure, impaired coordination and judgement, confusion, sedation, slowed breathing
3. For prescription stimulants: increased heart rate and blood pressure, irregular heartbeat, nervousness, insomnia
4. Mixing alcohol with a prescription medication can be dangerous to a person's health. For example, alcohol use under the age of 21 can impact brain development, and mixing alcohol with prescription medications can lead to breathing and heart problems
5. Lastly, when prescription medications are not taken as instructed by a healthcare professional, it increases the likelihood that negative side effects, including developing dependency and addiction, will occur.

- **Social:** The misuse of medications can affect our family and friends, our job, our education, our finances, and much more.

1. Do you agree with how Peter handled this situation?
2. Peter did refuse Noah's invitation to misuse. To help Noah, he could try to remove Noah from the situation in order to prevent her from continuing to drink or misuse prescription drugs. Once she is sober, Peter could share his concerns with Noah and a trusted adult.

DISCUSS TAKE HOME MESSAGES:

We can prevent prescription drug misuse by using medication safely by:

- Keeping medications for ourselves
- Following instructions and taking prescription medication as instructed by a healthcare professional
- Being a good role model by modeling these practices at home, and encouraging your family and friends to do the same

DISCOVER ACTIVITY: LIST IT

Outcome

Participants will brainstorm ideas for incorporating medication safety principles into their own lives.

What to do

- Divide participants into teams.
- Distribute a sheet of paper and pen to each team.
- Have them divide the paper into four equal pieces for each category.
- Ask one person to serve as the team's recorder.
- Read one category from the List It Activity Sheet. After you read the category, ask each team to record as many answers as possible related to that category on their sheet of paper.
- Teams will have 45 seconds to record answers.
- Each correct answer earns one point for their team (note: there may be multiple correct answers, please use your judgement to award points).
- You will find some example answers on the List It Answer Sheet.
- Have a different team's recorder read the answers for each category. If an answer is read that your group listed, highlight it. Allow each team to share any answers that were not read with the entire group.

At a glance

- Participants will compete in groups to see who can record as many answers related to a category of questions.

YOU WILL NEED

- List It Activity Sheet
- List It Answer Sheet
- Paper
- Pen/pencil
- Highlighters

TIME

- 10 minutes

LIST IT ANSWER SHEET

Categories

1. Safe places to store medication
 - Any place listed that is secure, out of plain view and not easily accessible
 - ★ Locked boxes
 - ★ High shelves in cabinets or closets
 - ★ Lockable medicine cabinets

2. Healthy ways to relax or to reduce stress instead of misusing prescription drugs
 - Exercise
 - Deep breathing
 - Counting to ten
 - Yoga/meditation
 - Stress balls
 - Talking to friends

3. Healthy ways to perform well in school instead of misusing prescription drugs
 - Get plenty of sleep
 - Study in a group
 - Meet with teachers privately
 - Work with a tutor

4. Techniques for turning down the invitation to misuse prescription drugs
 - Just say “no”
 - Use humor or tell a joke
 - Give a reason or excuse
 - Leave the situation

DISCOVER ACTIVITY PLOT TWIST GUIDE

Outcome

- Participants will learn positive alternatives to cope with the pressures of life through a skit-based activity.

At a glance

- Participants will learn to handle invitations to misuse as well as positive alternatives to prescription drug misuse through a skit-based activity.

YOU WILL NEED:

- Plot Twist Activity Sheet
- Plot Twist Talking Points Sheet

TIME

- 20-30 minutes

What to do

- Divide participants into four groups of two to six individuals.
- Distribute each group with Plot Twist Activity Sheet.
- Instruct each group to read their scene as well as the questions posed at the end. Their task is to think about the best approach for handling the situation depicted in their scene (by reading the lines), and then perform how their group has decided to best handle the situation. This should include their approach for turning down the invitation to misuse the prescription medication as well as offer a positive alternative.
- After explaining the instructions, define prescription drug misuse and give general approaches for turning down the invitation to misuse located in Plot Twist Talking Points.

TAKE HOME MESSAGES

- Misuse of prescription medicine is primarily defined as engaging in any of these three behaviors:
 - ★ Taking more of a prescription medication than prescribed
 - ★ Taking a prescription medication for a different reason than prescribed
 - ★ Sharing or taking someone else's prescription medication

DISCOVER ACTIVITY: PLOT TWIST TALKING POINTS

Before the performances:

- Ensure participants understand the activity instructions.
- Define prescription drug misuse.
- What are examples of prescription drug misuse?
- We define misuse as primarily engaging in three behaviors:
 1. Taking more of a prescription medication than prescribed
 2. Taking a prescription medication for a different reason than prescribed
 3. Sharing or taking someone else's prescription medication

Talking Points:

SCENE 1:

Did you know you could go to jail for sharing medication?

- Jeff clearly misperceives the legality of using prescription medications. Sharing or taking someone else's prescription medication is illegal and considered a felony offense.

SCENE 2:

Did you know that the misuse of a prescription medication is still considered drug abuse?

- Many people believe that because prescription medications are prescribed by a doctor, their misuse is not considered drug abuse.
- While prescription drug misuse may "look" different than the abuse of illicit street drugs, some prescription medications can lead to physical dependency and often addiction.

After the performances:

- Encourage participants to identify how the group decided to handle the situation, as well as identify the proposed positive alternatives.

SCENE 3:

Did you think that Harper wasn't doing anything wrong by taking Percocet® for her knee pain?

- It is important to understand that Harper's prescription was written to treat pain following removal of her wisdom teeth, NOT to treat her knee pain. Harper is misusing Percocet®, because she is using it for a different reason than prescribed.
- Engaging in behaviors of self-diagnosis and self-prescribing is dangerous – always report any health concerns to a trusted adult and a healthcare professional.

SCENE 4:

Teens (and adults) misuse prescription medication as a "quick fix" to deal with the demands and pressures of their lives. However, please remember that this is only a "quick fix" – life will always present demands, stress and pressure.

- Learning healthy, positive ways to deal with stress are essential.
- Continued use of any substances is dangerous and may result in becoming physically dependent or addicted to the drug.

GENERAL APPROACHES FOR TURNING DOWN THE INVITATION TO MISUSE:

- Give a reason/excuse.
- Use humor or make a joke.
- Mention positive alternatives.
- Leave the situation.
- Simply say "no" – by doing so, you are a part of the majority of teens that use medications safely.

PLOT TWIST TALKING POINTS ACTIVITY SHEET

SCENE 1

Nira and Jasmine are best friends and seniors in high school. Nira and Jasmine are visiting Nira's older sister, Priya, who attends a local university. It's Saturday night, and Priya is having a house party. Nira and Jasmine are ecstatic to attend their first college party.

Jasmine: Hey, do you know the cute boy talking to Priya's boyfriend, Chris?

Nira: Nope, I definitely would have remembered him. Let's go talk to them!

Jasmine: Are you crazy? I'm like the shyest person here!
Nira drags Jasmine over to the boys.

Nira: Hi Chris, good to see you! This is my best friend Jasmine.

Chris: Nira! Good to see you! Nice to meet you, Jasmine... this is my buddy Jeff.

Jeff: Sup.

Chris: Hey, I'm about to go grab another beer...you girls want anything?

Nira and Jasmine look at each other with wide eyes.

Nira: Uhhhh...that's okay, we're not exactly 21, so we should probably pass.

Chris: Are you sure? I want you girls to have a good time.

Nira: Nah, it's really okay. We're fine.

Chris: Okay, I'll be right back.

Jeff: *Nira, Jasmine, and Jeff stare awkwardly at each other.* So...I know you don't want to drink, but do you want something else that can result in a pretty good time?

Jasmine: Like what?

Jeff: I have a few Oxy's, and I'm happy to share them if you want some. They make you feel like you're buzzin', but they're pills, so you don't have to worry about getting arrested. Want a few?

Jasmine: Hmmm...sure, why not?!

Nira: Uhhh...excuse us, we'll be back in just a sec. *Nira drags Jasmine away from Jeff.* What are you doing???

Jasmine: What am I doing? What are you doing? That guy is really cute and I want him to like me. It's just a few pills, pleeeaaassee...it'll be fine!

Plot Twist:

If you were Nira, how would you handle this situation? How would you turn down the invitation to misuse, as well as convince Jasmine to not misuse? And what would you say to Jeff?

Think through these questions. Be prepared to perform the written portion of the skit (you can read the lines), as well as perform how you would handle this situation. Include a positive alternative for the girls to have fun and fit in without misusing prescription medication.

SCENE 2

Adrian is a junior in high school. He is studying at a local coffee shop when one of his good friend, Devon, walks in.

Devon: Hey, I didn't expect to see you here!

Adrian: Hey, what's up? Yeah, I have that physics exam tomorrow and I was having a hard time focusing at home, so I thought I would see how a little java helped me.

Devon: Ooooo physics, that class was brutal!

Adrian: I know, right?! I mean, who cares about centripetal force?

Devon: Not me!

Adrian: Ugghhh...If I don't perform well on this test, I'll likely get a D in this class...and you know that won't sit well with Coach Buck!

Devon: That is no good, my friend! And if you can't play basketball, we have no shot at winning sectionals!

Adrian: What am I going to do? The exam is in like 12 hours!

Devon: Hey...you know I was diagnosed with ADHD a few years ago, right?

Adrian: Yeah, I think I remember you saying something about that. How does that have anything to do with my physics exam?

Devon: Well, I take Adderall® for it. But I don't take it like every day, so I always have a few left over. I could give you a few, if you want. They really help me focus, so I'm sure they'll help you.

Adrian: Hmmm...I don't know. I've never really done drugs before.

Devon: Drugs? What are you talking about? This isn't a drug, it's my prescription medication...you know, like medicine prescribed by a doctor. It's just the boost you need...it will help you focus and concentrate, I promise! Look, I gotta run...here, I'll leave you with a few now. *Devon sneaks a few pills out of his/her backpack and hands them to Adrian.* You can thank me later!

Adrian: Uhhhh...okay. See ya later, I guess. Adrian stares at the Adderall®, and contemplates whether he should or should not take it.

Plot Twist:

If you were Adrian, what would you do? How would you handle this situation? What could you do instead to help you focus and concentrate?

Think through these questions. Be prepared to perform the written portion of the skit (you can read the lines), as well as perform how you would handle this situation. Include a positive alternative to facilitate studying instead of misusing Adderall® or other prescription stimulants.

PLOT TWIST TALKING POINTS ACTIVITY SHEET

SCENE 3

Peyton and Harper are good friends and freshmen in high school. Harper plays for the varsity volleyball team. They bump into each other as Harper is leaving practice.

Peyton: Harper! How are you? It seems like I don't see you anymore since you made the varsity team! Congrats, by the way!

Harper: Oh, thanks. Yeah, things are a bit crazy...practice is so intense. I feel so much pressure to prove myself, so I've been putting in extra hours...which is how I got this lovely injury. *Harper glances at her knee.*

Peyton: Well you are the only freshman that made varsity! What injury? What did you do?

Harper: I'm not entirely sure...but my knee has been throbbing recently after practice.

Peyton: Did you tell Coach Corbin? She probably would give you a breather in practice if she knew you were hurt!

Harper: No way, I'm not telling Coach Corbin! If you don't practice, you don't play. And we play Hamilton this weekend...they're our biggest rivals! There's no way I'm sitting that game out.

Peyton: Well what are you going to do? You're clearly in a lot of pain.

Harper: Uggghhhh...I don't know! I keep taking Ibuprofen, but it isn't working!!

Peyton: Hmmm...could you just take more of it?

Harper: No, I've taken the maximum that the instructions state, but it still isn't helping. I think I might resort to Plan B and take some of my old Percocets®.

Peyton: Percocets®...what are those?

Harper: It's a pain medication my dentist gave me after I got my wisdom teeth pulled. I didn't have much pain, so I had several pills leftover. I decided to keep them around in case I needed them in the future. I think I'll just take one or two before the match Saturday...that should help me play through the pain. What do you think?

Plot Twist:

What do you think? If you were Peyton, how would you respond to Harper's last comment? If you were Harper, how would you handle this situation? How could you safely deal with your injury?

Think through these questions. Be prepared to perform the written portion of the skit (you can read the lines), as well as perform how you would handle this situation. Include a positive alternative to safely deal with a physical injury.

SCENE 4

Madison and James are dating each other; both are teens in high school. It's a Tuesday evening, and James has stopped by Madison's home to visit her.

James: Hey Maddie, how was your day? Better than yesterday, I hope.

Madison: Uhhh no, it was awful.

James: Tell me all about it, what happened?

Madison: Hmm...where to start? Well, Mr. Hale decided to make our lab report due this Friday instead of next Monday. At theatre practice, I completely spaced and forgot several of my lines, so Mrs. Baker basically told me that I would lose my lead role if I didn't get it together. Then, Kourtney texted me about getting together tonight for dinner, but I told her I couldn't because you were coming over, so now she's all upset with me about that! Oh, and then Dr. Chen wants me to pick up an extra shift at work...like I have time to add anything else to my schedule!

James: I'm sorry...you sound so stressed, what can I do to help?

Madison: I don't know! I'm just so overwhelmed, and I don't know how to manage it all!

James: Hmm...well, you know how my mom is super high-strung?

Madison: I'm familiar with the description...

James: Well, whenever she has one of her super crazy/high anxiety episodes, she takes some Xanax® to relax. I think it would really help you...

Madison: So now I sound like your mom? Great!

James: No, I'm not trying to say that...I'm just saying that you seem stressed, and maybe Xanax® would help you relax and deal with the different pressures you are experiencing.

Madison: Well where am I supposed to find Xanax®? It's not like I can just go buy it at the grocery store!

James: I know, I know...don't tell anyone, but I kinda went ahead and took a few pills from my mom's prescription bottle. *James shows Madison the pills.* Want one?

Plot Twist:

If you were Madison, how would you handle this situation? What would you say to James? How could you deal with your stress in a safe manner?

Think through these questions. Be prepared to perform the written portion of the skit (you can read the lines), as well as perform how you would handle this situation. Include a positive alternative to safely deal with stress and help one relax.

DISCOVER ACTIVITY: TRAUMA DIGITAL GAME

[Play the Trauma Digital Game online.](https://bit.ly/2uw9tVT) (bit.ly/2uw9tVT) Trauma is a science game for students in grades 7 to 12 and early college to learn what happens in the emergency room, stabilize a patient, and determine why he passed out while driving. This activity ties to anatomy and health curricula. Reflect on the following questions after the game:

1. Before using this activity, go through the activity once to make sure it works correctly on your computer(s) or devices. If the activity does not load on a computer after clicking the 'Start' button, you may be asked to [download the free Flash Player from Adobe.com](https://www.adobe.com). Please click Yes, as this allows you to view the Edheads trauma activity. If you are using school computers, you might need to contact your tech support team to download the Flash Player.
2. If you prefer to use other devices, apps are available for Apple and Android devices. We do NOT recommend playing the game on iPhones or Android phones, as the size of the text and graphics will be very small.
3. Your computer or devices will need to have some sort of sound output. Either speakers or headphones will work well. Most of this activity has voice audio. **We highly recommend headphones or ear buds in a classroom setting.** This activity includes students virtually taking blood pressure, which requires that they can hear the pulses. In a computer lab setting, many students had difficulty determining the blood pressure without ear buds or head phones. Students with hearing impairments can read the text at the bottom of the screen. If you are having difficulty hearing the audio, check the audio settings on your computer or device.
4. We strongly recommend that students use a real mouse with a computer, as the touch pads on laptop computers are more difficult to use for this activity and slow students down significantly.

It takes approximately 35-40 minutes to complete the entire activity for girls in the target age range.

CONNECT ACTIVITY: THREE REQUIRED

1. Interview a person whose job teaches or affects safe medication practices, like a primary care physician, psychologist/psychiatrist, counselor, law enforcement officer, judge, or first responder. Prepare questions for her or him about their job, its rewards and challenges, education required, and career opportunities. You could even invite a panel of experts to attend your troop meeting to gather information from a variety of sources at once.
2. Schedule time to visit a pharmacy. You could visit a neighborhood pharmacy or a chain store. They probably won't allow you in the dispensing area due to laws and regulations, but you can see the drop-off and pick-up windows and over-the-counter medication areas. Be prepared with questions to ask about:
 - The important places in the pharmacy
 - What makes that pharmacy special
 - The challenges of working there
 - The best part about working there
3. Speak with a person who has been affected by medication misuse, such as a person who misused in the past, or a friend or family member of a person who has misused. Misusing medications is an action chosen by people regardless of age, occupation, race, employment status, or income. It's possible other girls or adults working with you will know of someone who misuses medication. It's important to remain sensitive to these relationships while also discussing the consequences of misusing medication. Be prepared with questions to ask about:
 - What helped them during difficult times
 - How they reached out for help and the effects of that help
 - Any consequences they've experienced for themselves, or because of the actions of others. (If you played Trauma, you may see some of the same consequences as in the game, like the family that had a child die and the family that had a child arrested.)
 - What inspires them to support themselves and others

CONNECT ACTIVITY: THREE REQUIRED

4. Speak with a person who works in a pharmacy or emergency department. This could be a pharmacist, medical or pharmacist technician, doctor, nurse, or clerk. You could invite them to a troop meeting. Be prepared with questions to ask about:
 - Their job duties
 - What they love about their job
 - The challenges of their job
 - What inspired them to pursue this career

5. Speak with a person who works in recovery as an individual counselor or group facilitator. You could invite them to a troop meeting or schedule a discussion in a public place. They probably won't allow you in the counseling area due to laws and regulations. Be prepared with questions to ask about:
 - The important facts about their facility and what makes it unique
 - The rewards and challenges of their job
 - Their job duties
 - What they love about their job and what inspired them to enter this career

Tip: Be sure to have permission slips for sensitive issues, including any discussions with medical, law enforcement, treatment, or prevention personnel.

TAKE ACTION ACTIVITY: ONE REQUIRED

1. Facilitate classroom or peer-to-peer activities focusing on the dangers of misusing prescription medications. You can use these activities or other resources developed by Generation Rx (generationrx.org) to educate your peers on safe medication practices.
2. Help younger Girl Scouts in your Service Unit or troop earn the Generation Rx patch by leading them through activities from their Generation Rx Patch Program Guide.
3. Host a community program focused on safe use and storage of medication to share what you've learned during this program with your community. You could partner with a pharmacy's Drug Take-Back event or a Law Enforcement Community Engagement Program.
4. Inspire and educate others by advocating for an issue tied to safe medication practices and use. You can make posters for your meeting place or school, write an article for the school or local newspaper, start a Facebook page for students to post ways to say no and support each other when asked to misuse, or give a speech at your local library about your issue. Use the resources you've gained through the program and share your message.
5. Lead a day or week of activities at school to focus on medication misuse awareness. Work with a teacher, guidance counselor, or principal to bring information about medication misuse and the dangers it poses to students at your school. You can use these activities or other resources developed by Generation Rx (generationrx.org) to educate your peers about medication misuse and its dangers. Think about what you've learned throughout the program, and share the vital information in different ways, through activities, posting to the school website, or mass media communications with students.

***Any of these could lead
to an impactful Girl Scout Gold Award
Take Action Project!***