

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

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

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

*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](mailto: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: SPELLING BEE

## Outcome

- Participants will use this activity to learn more about medication safety in an effort to prevent medication misuse.

## What to do

- Participants can do this individually or in groups.
- Print out enough Spelling Bee Activity Sheet pages per person/group.
- Cut the Spelling Bee Activity Sheet letters and place them into a plastic bag. Have a bag for each group.
- Read each statement located in the Spelling Bee Activity Sheet and ask the teams to determine the missing word and to spell it correctly with their bag of letters.
- The first team to identify the word and spell it correctly earns two points.
- Correct answers are on Spelling Bee Answer Sheet.
- Extra points for other appropriate answers are possible, and approved by the adult.

## At a glance

- Participants will identify and correctly spell the missing word in a statement related to medication safety.

### YOU WILL NEED:

- Scissors
- Plastic Baggies
- Spelling Bee Activity Sheet
- Spelling Bee Answer Sheet

### TIME

- 10-15 minutes

### TAKE HOME MESSAGES

- Instructions are important because they are intended to keep patients safe and reduce the probability of negative side effects.
- We should never share medication because of our genetics, existing medical conditions, current medications we may be taking and even our age and weight can all determine how we respond to medication. How well your friend's body handles a medication doesn't tell how your body will handle the same medication.

# SPELLING BEE ACTIVITY SHEET

## Statements

1. \_\_\_\_\_ is a substance used to treat disease or injury.
2. Always follow the \_\_\_\_\_ on how to take medication.
3. Never \_\_\_\_\_ your medication with others or take somebody else's medication.
4. Only take medication for the prescribed \_\_\_\_\_.
5. Always examine the \_\_\_\_\_ on the prescription bottle to identify the instructions and who can legally take the medication.

# SPELLING BEE ANSWER SHEET

## Statements

1. Medicine is a substance used to treat disease or injury.
2. Always follow the Instructions on how to take medication.
3. Never Share your medication with others or take somebody else's medication.
4. Only take medication for the prescribed Reason.
5. Always examine the Label on the prescription bottle to identify the instructions and who can legally take the medication.

M

E

E

D

I

I

I

C

N

N

S

S

T

T

R

R

O

O

A

A

L

L

B

H

Y

P

Q

X

Z

U

U

F

# DISCOVER ACTIVITY: MEDICATION SAFETY TRIVIA GAME

## Outcome

- Participants will define common medication terms and safe medication taking practices.

## What to do - using PowerPoint

- Divide participants into groups and provide each group with the Trivia Game Grid.
- Open the [link](https://bit.ly/2zlsiKu) (bit.ly/2zlsiKu) provided to the PowerPoint Trivia Game.
- Each group takes turns choosing a category and a point value that corresponds to a specific question.
- Click on the selected point value. Read the statement and ask each group to write the answer on their answer sheet.
- For those groups that answer correctly, they will earn the corresponding amount of points.
- NOTE: To go back to the game board, use the mouse to click on the “answer” slide in the power point presentation.
- Ask the “Final Question” and allow each group to answer. Tally the earned points for each group to determine a winner.

## What to do - using a hard copy

- Divide participants into groups and provide each group with the Trivia Game Grid.
- Use the trivia grid provided in the “Trivia Game Grid Sheet” for each group to take turns choosing a category and a point value that corresponds to a specific question.
- When a category/point value is chosen, cross out that grid to note that it has been used.
- Read the statement located in the Trivia Game Activity Sheet or Trivia Game Answer Sheet and ask each group to write the answer on their answer sheet.
- For those groups that answer correctly, they will earn the corresponding amount of points.
- Ask the “Final Question” and allow each group to answer. Tally the earned points for each group to determine a winner.

## At a glance

- Participants work in teams to solve a variety of trivia questions related to pharmacy and safe medication-taking practices.

### YOU WILL NEED:

- Trivia Game Grid Sheet
- Trivia Game Activity Sheet and Answer Sheet (if using hard copy)
- Device for PowerPoint (if using PowerPoint)

### TIME

- 20-30 minutes

### TAKE HOME MESSAGES

- Only take medicines with the permission of a parent or guardian.
- Always keep candy and medicine in their original container.
- Never share your medicine with others.
- Ask a trusted adult to keep medicines in a safe place in their home.

# TRIVIA GAME ACTIVITY SHEET

## **I SPY IN THE PHARMACY**

1. Name the individual who fills and dispenses medicine in a pharmacy.
2. Name a substance that is used to treat disease or injury.
3. Name a type of medicine that a doctor prescribes to treat disease or injury.
4. Name a type of medicine that can be purchased at a pharmacy without a prescription.

## **MEDICATION SAFETY PATROL**

1. Name a SAFE place to store medicines in a home.
2. Name an UNSAFE place to store medicine in the bathroom.
3. Name an UNSAFE place to store medicine in the kitchen.
4. Is it SAFE or UNSAFE to store medicine in a plastic bag out of the original container?

## **PRESCRIPTION PUZZLER**

1. The pharmacist receives a shipment of 25 penicillin tablets. They need to divide these tablets evenly across 5 prescription bottles. Each bottle will have \_\_\_ tablets.
2. A doctor instructs a patient to take 1 pill, 3 times a day, for 10 days. The pharmacist should dispense \_\_ pills to the patient.
3. A doctor instructs a patient to take three, 100 milligram tablets of a medicine once a day. In one day, the patient will take \_\_\_\_\_ milligrams of medicine.
4. The pharmacist needs to break each medicine tablet into halves. If the pharmacist has 12 tablets to break, they will have \_\_\_\_\_ tablets in total when they are done.

## **RHYME TIME**

1. Use a \_\_\_\_\_ to secure a medicine cabinet. Rhymes with dock.
2. Medicines may look like \_\_. Rhymes with sandy.
3. You should never \_\_\_\_\_ prescription medicines with anyone. Rhymes with pair.
4. Only take medicines with the permission of an \_\_\_\_\_ such as your parents or guardian. Rhymes with consult.

## **FINAL QUESTION**

Kim and Sarah are playing outside, and Sarah begins to feel sick. Sarah uses Kim's medicine to help her feel better.

What medicine safety rule did Sarah and Kim break?

# TRIVIA GAME GRID SHEET

I Spy in the pharmacy...	Medical Safety Patrol	Prescription Puzzlers	Rhyme Time
1 points	1 points	1 points	1 points
2 points	2 points	2 points	2 points
3 points	3 points	3 points	3 points
4 points	4 points	4 points	4 points

# TRIVIA GAME ANSWER SHEET

## **I SPY IN THE PHARMACY**

1. Name the individual who fills and dispenses medicine in a pharmacy.  
A pharmacist
2. Name a substance that is used to treat disease or injury.  
A medicine
3. Name a type of medicine that a doctor prescribes to treat disease or injury.  
A prescription medicine
4. Name a type of medicine that can be purchased at a pharmacy without a prescription.  
An over-the-counter medicine

## **MEDICATION SAFETY PATROL**

1. Name a SAFE place to store medicines in a home.  
Locked kitchen or medicine cabinets
2. Name an UNSAFE place to store medicine in the bathroom.  
The bathroom counter
3. Name an UNSAFE place to store medicine in the kitchen.  
The kitchen counter
4. Is it SAFE or UNSAFE to store medicine in a plastic bag out of the original container?  
Unsafe

## **PRESCRIPTION PUZZLER**

1. The pharmacist receives a shipment of 25 penicillin tablets. They need to divide these tablets evenly across 5 prescription bottles. Each bottle will have \_\_\_\_ tablets.  
5 penicillin tablets per bottle
2. A doctor instructs a patient to take 1 pill, 3 times a day, for 10 days. The pharmacist should dispense \_\_\_\_ pills to the patient.  
30 pills
3. A doctor instructs a patient to take three, 100 milligram tablets of a medicine once a day. In one day, the patient will take \_\_\_\_\_ milligrams of medicine.  
300 milligrams
4. The pharmacist needs to break each medicine tablet into halves. If the pharmacist has 12 tablets to break, they will have \_\_\_\_\_ tablets in total when they are done.  
24 tablets

## **RHYME TIME**

1. Use a \_\_\_\_\_ to secure a medicine cabinet.  
Rhymes with dock.  
Lock
2. Medicines may look like \_\_\_\_\_. Rhymes with sandy.  
Candy
3. You should never \_\_\_\_\_ prescription medicines with anyone. Rhymes with pair.  
Share
4. Only take medicines with the permission of an \_\_\_\_\_ such as your parents or guardian. Rhymes with consult.  
Adult

## **FINAL QUESTION**

Kim and Sarah are playing outside, and Sarah begins to feel sick. Sarah uses Kim's medicine to help her feel better.

What medicine safety rule did Sarah and Kim break?  
Sharing medicine or taking a prescription medicine not prescribed for you.

# DISCOVER ACTIVITY: LIST IT

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: MEDICATION SAFETY SKITS

## Outcome

- Participants will learn medication safety principles through skit-based learning

## What to do

- Participants will do this in groups. There are four scenarios. You can divide the participants into four small groups and provide each group with a different scenario, or, if your group is small, they can act out some or all the scenarios. The scenarios are listed on the Medication Safety Skits Activity Sheet.
- Have the participants read the scenario and discuss the main problem faced by the characters.
- Finish the script – write an end to this skit based on how the participants think the characters should solve the problem.
- Once the script is written, have participants rehearse and perform the skit for an audience!

## At a glance

- Participants will analyze scenarios to determine if children followed safe medication-taking practices.

## Questions

- **Scenario 1:** Why do you think it's important to only take medicine from individuals that a parent (or guardian) gives permission?
  - A: This helps ensure that you are following instructions, taking the right medicine, and helping—not hurting—your body.
- **Scenario 2:** Why do you think we should only take prescription medicines prescribed for us by our doctor and not share medicine, even if it is to treat the same illness?
  - A: Everybody is different, and you should only take prescription medicines that are prescribed for YOU. It is never okay to share or take somebody else's medicine.
- **Scenario 3:** Why do you think it is important to follow the EXACT instructions listed on the medicine label?
  - A: Taking more of a medicine than instructed could actually harm your body and make you feel more sick.
- **Scenario 4:** Why do you think it is important that we always keep our medicines in the original bottle provided by the pharmacist?
  - A: Medicines can look very similar to one another yet have entirely different uses. If medicines are removed from their original bottle, it is difficult to identify the medicine and this may lead to a potentially dangerous situation.
  - A: Medicines removed from its original containers may easily become confused with candy.
  - In case of an emergency, remind participants to notify an adult.

### YOU WILL NEED:

- Pen or pencil
- Medication Safety Skits Activity Sheet

### TIME

- 60-90 minutes

### TAKE HOME MESSAGES

- Only take medicine from individuals that a parent (or guardian) gives permission.
- Everyone is different, only take medicine that is prescribed for you.
- Always follow instructions and only take the instructed amount of a medicine from a trusted adult.
- Always store medicine in the original containers and in safe places to ensure that children cannot accidentally access the medicine and take it without the supervision of an adult.

# MEDICATION SAFETY SKITS ACTIVITY SHEET

## **SCENARIO 1**

Where: The Smith's Kitchen

When: After School

What's happening:

Robyn has been fighting a horrible cough for weeks. Robyn's doctor prescribed her a prescription cough syrup to help her cough and allow her to feel better. Robyn and her brother, Sam, enter their kitchen so that Robyn can ask her mom for more of her prescription cough syrup. Although Robyn cannot find her mom, she still removes the cough syrup from the kitchen cabinet.

Sam: "Are you going to take some of that cough syrup?"

Robyn: "Yeah, I can't stop coughing and I think I remember how much mom gives me."

## **SCENARIO 2**

Where: Kim's backyard

When: A weekend afternoon

What's happening:

Kim and Sophia are playing outside when Sophia begins to not feel well.

Sophia: "I don't know why but I suddenly don't feel well. My nose feels really stuffy and I feel really cold and achy."

Kim: "I just felt like that a few days ago - I think I still have the medicine my mom gave me to help me feel better. Do you want me to go inside and get it for you?"

# MEDICATION SAFETY SKITS ACTIVITY SHEET

## **SCENARIO 3**

Where: The Smith's bathroom

When: After Dinner

What's happening:

Carol has a bad headache. Her younger brother Kevin brings her some over-the-counter pain medicine to treat her headache.

Kevin: "The bottle says that you should take one pill. But maybe if you take two pills, you will feel better even faster!"

## **SCENARIO 4**

Where: Local Restaurant

When: Dinner time

What's happening:

Teri is hungry as she waits with her older brother, Joey, and her mom at a restaurant. She finds a small bag of tablets in her mom's purse. The tablets are not in the original container.

Teri: "I'm so hungry! Mom, this bag looks like it has candy in it. I'm going to eat some as a snack."

Joey: "No, Teri! That's not candy!"

# DISCOVER ACTIVITY: MEDICATION SAFETY SLEUTH

## Outcome

- Participants tour a virtual medicine cabinet and apply their detective skills to solve a series of medication safety puzzles.

## What to do

- Follow this link to the [Medication Safety Sleuths media game](https://bit.ly/2NnqfgP). (bit.ly/2NnqfgP)
- Play the game and identify all nine medication safety principles.

## At a glance

- Each puzzle teaches a safe medication practice for participants to learn and practice.

### YOU WILL NEED:

- Internet access to use the [link](https://bit.ly/2NnqfgP) (bit.ly/2NnqfgP) to the Medication Safety Sleuth game

### TIME

- 5-10 minutes

### TAKE HOME MESSAGES

- Follow instructions and take prescription medication as instructed by a healthcare professional, as well as with the guidance of a parent or guardian.
- Medications should be stored safely and accordingly to package instructions.
- Talk with an adult about safe medication disposal.

## CONNECT ACTIVITY: TWO REQUIRED

1. Interview a person whose job teaches or affects safe medication practices, like a primary care physician, psychologist/psychiatrist, counselor, law enforcement officer, or judge. 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 works in a pharmacy. This could be a pharmacist, medical or pharmacist technician, 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
4. Survey family and friends about safe medication practices. Use the survey materials to gather research on safe medication practices. If you're a Girl Scout Junior, you can use the survey included with these guidelines. If you're a Girl Scout Cadette, use the outline as a guide to create your own survey. Think about common behaviors rather than personal habits to ask about during your research. People are open to discussing what everyone does more than they are about what they do themselves. After asking your questions, share information with them that you have learned in previous sessions about safe medication practices.

# CONNECT ACTIVITY: ASK YOUR COMMUNITY

## Outcome

- Participants will learn about prescription misuse through community engagement.

## What to do

- Participants can do this individually or in groups.
- Juniors – Using the questions provided in the Ask Your Community Activity Sheet, have participants survey five to 10 individuals and educate the individual if they answered incorrectly using the answer key.
- Cadettes – Have participants create their own questionnaire, with about five questions. They can use the information from other Introduction, Discover, or Connect resources to generate their questions. A sample question for Cadettes is included on the Ask your Community Activity Sheet. Good questions will be general rather than about someone's personal habits. Have participants survey 5 to 10 individuals and educate the individual if they answered incorrectly.

## At a glance

- Participants will survey (prewritten or create your own) their community (families, friends, etc.) regarding prescription misuse.
- Data generated (how many correctly answered a question and how many incorrectly answered the same question) may be used to create a poster or handout for a Take Action Project.

### **YOU WILL NEED:**

- Ask Your Community Activity Sheet

### **TIME**

- Juniors – five minutes with each person surveyed (25-50 minutes)
- Cadettes – five minutes with each person surveyed (25-50 minutes), plus time spent designing survey questions (10 minutes)

# ASK YOUR COMMUNITY ACTIVITY SHEET

## *Juniors*

Is it safe to share prescription medications with others?

- Some things are not meant to be shared! The medication and dose was picked just for you, and many factors can affect how you react to it. Someone else may take the same amount of medication and experience its affects very differently – including negative side effects.

Is it safe to take more of your prescription medication than was prescribed?

- No, the instructions were chosen specifically for you and your body. Taking more medication than prescribed could lead to negative side effects.

Is it safe to store medication outside of its original container?

- No, the medication may be mistaken for something else, like candy, and accidentally eaten. It could be lost or difficult to identify later without the original container.

Is it safe to take prescription medication for something that it was not prescribed for?

- No, the instructions help to keep patients safe and decrease the chance of experiencing negative side effects.

Is it safe to store medication on your kitchen counter? What about the bathroom?

- No, medication should be stored in a place that is secure, out of plain view and not easily accessible. In a bathroom, humidity could damage the medication.

## *Cadettes*

Sample: True or false: it is safe to dispose of unneeded medications by simply throwing them in the trash.

- False! Someone may take them out of the trash. They should be taken to a medication take-back event or mixed with something undesirable (like coffee grounds or cat litter) so that they will not be consumed by animals or stolen from the trash.

# TAKE ACTION

1. Facilitate classroom or peer-to-peer activities that are focused on the safe use and storage of medication. You can use these activities or other resources developed by Generation Rx ([generationrx.org](http://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 that you found during the survey activity, if it's one you chose to complete. 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.

***Any of these could lead  
to an impactful Bronze Award  
or Silver Award Take Action Project!***