

the.Medic

Prescription Drug Abuse Series
“Changes for Life” Script and Curriculum
Segment 3

the.Medic
is a feature of

the.News

A daily news broadcast for High School and Middle School students
now under development by MacNeil/Lehrer Productions

**This series has been prepared in collaboration with
the National Association of School Nurses**

**Prescription Drug Abuse Series
“Changes for Life” Script and Curriculum
Segment 3**

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Spring, 2008

Dear Educator,

The White House Office of National Drug Control Policy reported this past January that more teens abuse prescription drugs than any illicit drug other than marijuana. According to the report, more than 2.1 million teenagers abused prescription drugs in 2006.

MacNeil/Lehrer Productions is developing *the.News*, an in-school news broadcast for high school and middle school students and teachers that will emphasize 21st Century learning objectives. *the.News* will include a regular health awareness feature called *the.Medic*.

As part of our development process we have created a prototype *the.Medic* series that focuses on teenage prescription drug abuse. The series includes five videos, each roughly four minutes long. Four reports are for students, the fifth for parents. The videos are accompanied by lesson plans with curriculum appropriate for middle and high school students in the subject areas of science and language arts. The segments are:

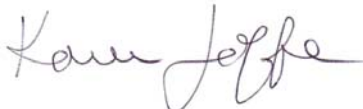
- Segment 1 “Myth Busting”
- Segment 2 “Science of Addiction”
- Segment 3 “Changes for Life”
- Segment 4 “Media Literacy”
- Segment 5 “What Parents Should Know”

The curriculum and video features have been informed by *the.News* instructional design that can be found on the website www.macneil-lehrer.com/thenews. The curriculum includes content-based standards, discussion questions, student activities, vocabulary and primary reference sources. This material is presented as options to fit teachers’ instructional needs.

This series was produced in collaboration with the National Association of School Nurses (www.nasn.org), which is also developing prototype school assemblies on teenage drug abuse. Funding was provided by PriCara™, Division of Ortho-McNeil-Janssen Pharmaceuticals, Inc.

For further information and questions about this material contact Lisa Denny at ldenny@newshour.org.

Sincerely,



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“Changes for Life” Script
Segment Three

	TIME	SHOT / TITLE	DESCRIPTION
1.	00:00		ANIMATED OPEN
2.	00:12	On camera	<p>NEVES ON CAMERA: HEY, I'M ANTONIO NEVES OF THE.NEWS.</p> <p>PRESCRIPTION PAIN PILLS ARE PRESCRIBED BY DOCTORS TO HELP US FIGHT PAIN FOLLOWING THINGS LIKE SURGERY OR SERIOUS DENTAL WORK.</p> <p>WITHOUT A PRESCRIPTION THEY ARE ILLEGAL. BUT FIFTY PERCENT OF TEENS DON'T UNDERSTAND THAT ACCORDING TO A 2008 GOVERNMENT REPORT ON DRUG ABUSE.</p> <p>AND ABOUT ONE THIRD DON'T UNDERSTAND THAT IF THEY ARE USED INCORRECTLY THEY CAN LEAD TO ADDICTION.</p>
3.	00:34	On camera	<p>Hayley:</p> <p>I was never like one of those kids that people looked at and saw like problems or like that kid's messed up or anything like that, I was just like this little blond happy girl.</p>
4.	00:47	Pictures of Hayley growing up	<p>VOICE OVER:</p> <p>HAYLEY NORWOOD SEEMED TO BE THAT ALL AMERICAN GIRL ... A CHEERLEADER IN 9TH GRADE... A SOFTBALL STAR IN TENTH. BUT, SOMEHOW BY HER JUNIOR YEAR, HER LIFE SPIRALED OUT OF CONTROL....FROM ALCOHOL AND MARIJUANA TO ABUSING PRESCRIPTION PAIN MEDICINES.</p>
5.	01:03	On camera	<p>Hayley:</p> <p>That was like everyday and everyday quickly went to like before school and after school, and that</p>

			quickly went to before, skipping school, and after school.
6.	01:12	Pictures of Hayley	VOICE OVER: HAYLEY ENDED UP UNDER ARREST... CHARGED WITH STEALING MONEY.
7.	01:16	On camera	Hayley's mom: Our biggest fear was that Hayley would eventually kill herself with some kind of combination of drugs or... or even commit suicide because her situation had become so unmanageable.
8.	01:33	Pathway building	VOICE OVER: HALEY WAS SENT INTO REHAB AND TREATMENT AT THE PATHWAY FAMILY CENTER IN INDIANAPOLIS. SHE OVERCAME HER ADDICTION AND NOW ATTENDS JUNIOR COLLEGE.
9.	01:42 01:49	Pictures of Hayley On camera	Hayley: It's two years later and I'm still having consequences because of that. Talking about softball and not playing my senior year and missing out on that, that's like one of the hardest things for me because I loved it so much.
10.	01:58	Antonio and Kyle	VOICE OVER: KYLE RUMPLE ALSO WENT INTO TREATMENT AT THE PATHWAY FAMILY CENTER.
11.	02:02 02:07	Student blurred On camera	Kyle: I've come completely wasted to school on several occasions, I've blacked out at school and, you know, in that moment I would laugh about... you know I thought it was funny. I didn't ever think that, you know, I could have died in 8 th period yesterday.
12.	02:16	Antonio and Kyle	VOICE OVER: HE'S BEEN CLEAN FOR THREE YEARS AND

			JUST GRADUATED HIGH SCHOOL.
13.	02:19	On camera	<p>Kyle:</p> <p>I'm still facing the consequences of my past, you know, definitely with school, having a zero grade point average my freshman and sophomore year. I said that my whole life this would never happen to me, this would never happen to me, and it did.</p>
14.	02:34	On camera	<p>ANTONIO STANDUP:</p> <p>THE ONE CONSISTENT THING I'VE HEARD FROM EVERYONE I'VE TALKED WITH IS THAT THEY THOUGHT THEY COULD HANDLE IT, BUT FOUND OUT THEY COULDN'T.</p>
15.	02:41	Odyssey Exterior	<p>VOICE OVER:</p> <p>HERE IN NEW YORK CITY, I VISITED ANOTHER TREATMENT CENTER, ODYSSEY HOUSE. GABRIELLA RIZZO IS ONE OF SIXTEEN RESIDENTS SENT HERE INSTEAD OF JAIL.</p>
16.	02:50	On Camera	<p>Gabriella:</p> <p>It ruined my life, it took school away from me, it took my family and friends away from me.</p>
17.	02:55	Gabriella and students blurred	<p>VOICE OVER:</p> <p>GABRIELLA TOOK VICODIN FOR SERIOUS DENTAL PAIN. AFTERWARDS SHE BEGAN GETTING THE PILLS ILLEGALLY FROM FRIENDS AT SCHOOL.</p>
18.	03:03	On camera	<p>Gabriella:</p> <p>From the pills it progressed to heroin and so I was using heroin and I got arrested and the judge asked me, you know, would I like to get help cause he knew I had a problem or would I like to go to jail.</p>
19.	03:17	Gabriella in exercise room	<p>VOICE OVER:</p> <p>FOR GABRIELLA, THE WAKE UP CALL TO STOP ABUSING PRESCRIPTION DRUGS CAME WHEN HER COUSIN DIED FROM AN</p>

			OVERDOSE.
20.	03:25	On camera	Gabriella: She died from prescription pills so when she died I kind of took a look at myself. I didn't want to see my family hurt the way they were hurting when I was at her funeral and I knew I had to change somehow, make a change in my life.
21.	03:38	Gabriella in Study hall	VOICE OVER: GABRIELLA'S BEEN AT ODYSSEY HOUSE FOR FIVE MONTHS. SHE'S STUDYING FOR HER HIGH SCHOOL DIPLOMA...AND WANTS TO BECOME A MEDICAL ASSISTANT.
22.	03:45	On camera	Gabriella: It's a blessing, I get to live today. I've learned that using drugs winds up in jails, institutions and death. And that's it. There's nothing good in drugs, you feel good for the minute, but it messes up your life.
23.	04:00	Gabriella	VOICE OVER: I'M ANTONIO NEVES FOR THE DOT NEWS.

If you wish to stop the video at any time, refer to the running time listed on the printed script. Each segment begins at 00:00 and the time is displayed in the lower corner of your video player.

“Changes for Life” Science Curriculum Segment Three

This lesson has been designed to support *the.News* video “Changes for Life.” The video can be found online at http://www.pbs.org/newshour/thenews/themedic/story.php?id=3059&package_id=636.

Grade Level: Middle School/High School

Content Areas: Science/Media Literacy

Vocabulary:

Addiction: A chronic, relapsing brain disease characterized by compulsive drug seeking and use, despite harmful consequences, and by neuro-chemical and molecular changes in the brain.

Cerebellum: The cerebellum is involved in the coordination of voluntary motor movement, balance and equilibrium, and muscle tone.

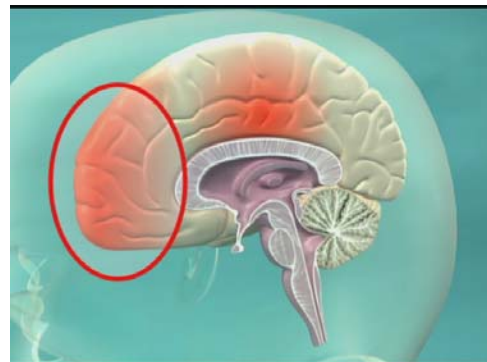
Corpus Callosum: A broad, thick band (largest connective pathway) in a human brain consisting of more than 200 million nerve fibers that connect the left and right sides (hemispheres) of the brain. Each hemisphere of the brain has dominant functions: the left hemisphere functions in language, mathematics and logic; the right hemisphere functions in special abilities, face recognition, visual imagery and music.

Endorphins: Small, protein molecules produced by cells in the nervous system and other parts of the body. Their important role is to work with sedative receptors in the brain, spinal cord and other nerve endings that are known to relieve common pain.

Frontal Lobe: Part of the human brain (can be seen in adjacent graphic) associated with reasoning, planning, parts of speech, movement, emotions, problem solving and decision making; controls emotional response, expressive language and memory for habits and motor activities.

Occipital Lobe: Part of the human brain associated with many aspects of vision perception and processing.

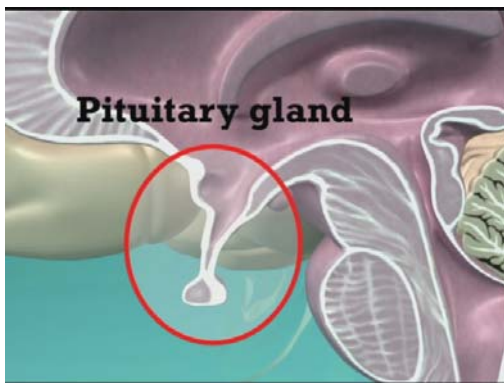
Opiate Receptors: Within the limbic system, brainstem and spinal cord, there are places on certain nerve cells that recognize opioids. When stimulated by opioids, these sites -- called opiate receptors -- trigger responses in the brain and body.



Opiate Receptor System: (Also known as a brain reward system) A brain circuit that, when activated, reinforces behaviors. The circuit includes dopamine-containing neurons. The activation of this circuit causes feelings of pleasure.

Opioids: Commonly prescribed medications used to treat moderate to severe pain. Opioids attach to opioid receptors, where they can change the way a person experiences pain.

Parietal Lobe: Part of the human brain associated with perception of stimuli related to touch, pressure, temperature and pain; functions in integration of different senses that allows for understanding a single concept.



Pituitary Gland: A small, pea-sized gland (can be seen in adjacent graphic) located at the base of the brain that functions as "The Master Gland." It sends signals to the thyroid gland, adrenal glands, ovaries and testes, directing them to produce many hormones that have dramatic effects on metabolism, blood pressure, sexuality, reproduction and other vital body functions.

Prefrontal Cortex: Part of the Frontal Lobe associated with problem solving, emotion and complex thought. This is the last part of the brain to develop (does not finish developing until mid 20s).

Prescription Drug Misuse (Abuse): Taking a medication in a manner other than that prescribed or for a different condition than that for which the medication is prescribed.

Respiratory Breathing Centers in the Brain: A group of nerve cells in the brain that control the rhythm of breathing in response to changes in levels of oxygen and carbon dioxide in the blood and cerebrospinal fluid. Barbiturates, anesthetics, tranquilizing agents and morphine are central nervous system depressants that can depress the respiratory center, causing breathing to slow or stop.

Temporal Lobe: Part of the human brain associated with perception and recognition of auditory stimuli, memory and speech.

* Definitions obtained from various sources; see resources starred (*) at the end of this curriculum.

Materials: Per group of students:

- Narrative of Segment Three (pg. 56-59)
- Chart to record information from Segment Three (p.65)
- Fishbone or other graphic organizers to visually display cause/effect relationships on p.66 (option: chart paper or poster board on which to display cause/effect relationships when presenting)

Background: Addiction alters areas of the brain that are critical to decision-making, learning and memory, and control of behavior. It is similar to other diseases in that it disrupts normal functioning of organs or systems, has harmful consequences, is preventable and treatable, and if left untreated, can last throughout a lifetime.

The nervous system is the body's decision and communication center. The central nervous system (CNS) is made of the brain and the spinal cord and the peripheral nervous system (PNS) is made of nerves. Together they control every part of your daily life, from breathing and blinking to memorizing facts.

Through interviews and reports, segment three offers important facts and information including:

- Addiction is a physical dependence on and mental craving for a drug(s)
- Drug abuse can happen to popular, active teens
- The effects of drug abuse on the life of a student
- The realization that when abusing drugs, many teens cannot 'handle it'
- Fears expressed by parents of an addicted teenager
- Beliefs and attitudes of teens who abuse drugs

Objectives: Following the viewing of Segment Three and their involvement in the instructional activity, students will:

Science Literacy: Analyze case studies of young people who have had serious drug-related problems and identify and describe cause and effect relationships

Overview: In this activity, students will analyze the case studies shown in Segment Three. They will analyze the information and identify the cause and effect relationships that are evident in the scenarios. Students may work in small groups to identify the relationships and show them in graphic organizers such as, the fishbone (p.66) or others.

Activity: Identifying Causes and Effects of Drug Abuse

Engagement: Have students view Segment Three. Discuss what the students in the video segment have in common with

Learning Skills linked to Information and Communication Technology Literacy
K-12 (Literacy for the 21st Century
www.21stcenturyskills.org)

- Access and use information from a variety of resources
- Evaluate and analyze information
- Understand, manage, and create effective communication
- Demonstrate sound reasoning
- Develop, implement and communicate ideas to others
- Demonstrate teamwork and work productively with others

National Science Education Standards

Science in Personal and Social Perspectives (5-8)

- Personal Health
 - Alcohol and other drugs are often abused substances. Such drugs change how the body functions and can lead to addiction
- Risks and Benefits
 - Risks are associated with personal hazards such as smoking, dieting and drinking
 - Important personal and social decisions are made based on perception of benefits and risks

many students in their school. Identify how they are like ‘average students’ and how their attitudes and values were different from those of most students as evidenced by their behaviors.

Exploration: Divide students into groups of two or three. Provide each group with the script from Segment Three, a chart on which to record information about each student in the segment (p.65), and a page of graphic organizers on which to show cause/effect relationships (p.66).

Students should use the script to identify information about each of the students shown in the segment: Hayley, Kyle, and Gabriella. Students should record, as best they can, the causes leading to their addiction to drugs and the effects of their abuse of drugs.



After recording the information, students should use the fishbone or create another type of graphic organizer to visually display the cause/effect relationship of drug abuse for each student. If possible, recreate the organizer on a piece of chart paper or poster board.

Explanation: When all groups have had a chance to create their graphics, students should present their graphic organizers to other members of the class.

Students can compare their analysis with that of other groups.

Assessment: Through their completed chart and graphic organizer, students will show their understanding of cause and effect relationships. They will demonstrate their ability to access and analyze information, create effective communication, use reasoning, communicate ideas to others and work productively with others.

Extensions for High School: Assign group research projects on the type and extent of harm done to the human brain due to the abuse of prescription drugs among youth. Have students collect data, make graphs and develop statistics related to their findings

Resources:

- Califano, Joseph A., Jr. “High Society: How Substance Abuse Ravages America and What to do About it,” Public Affairs Press, May 7, 2007.
- Campbell, N.A. Biology. Redwood City, CA: The Benjamin/Cummings Publishing Co, Inc., 1990. *
- Center for Neuro Skills (Largely a site dedicated to brain injuries but with some useful information on the parts/functions of the brain), www.neuroskills.com/brain.shtml. *
- Jensen, Eric. Brain-based learning. San Diego, CA: The Brain Store, 2000. *

- Literacy for the 21st Century, Information and Communication Technology Literacy K-12. Tucson, AZ: Partnership for 21st Century Skills, www.21stcenturyskills.org. *
- Lopez, Dr. Ralph I. The Teen Health Book: A Parents' Guide to Adolescent Health and Well-Being, New York: WW Norton, 2002.
- Medline Plus, <http://medlineplus.gov/> (health information from the world's largest medical library, the National Library of Medicine) *
- National Cancer Institute. US National Institutes of Health, www.cancer.gov. *
- National Institute on Drug Abuse. Drugs, Brains, and Behavior: The Science of Addiction, NIDA Pub. No.07-5605. April, 2007, <http://www.drugabuse.gov/scienceofaddiction/>. *
- National Institute on Drug Abuse. Prescription Drugs: Abuse and Addiction. NIDA Pub. No. 05-4881, Revised August, 2005, <http://www.drugabuse.gov/PDF/RRPrescription.pdf>. *
- National Institute on Drug Abuse. Prescription Drug Abuse, Topics in Brief. March, 2008, <http://www.drugabuse.gov/pdf/tib/prescription.pdf>. *
- National Institute on Drug Abuse. NIDA for Teens: The Science Behind Drug Abuse, www.teens.drugabuse.gov. *
- National Research Council. National Science Education Standards, Washington, DC: National Academy Press, 1996. *
- Neuroscience for Kids, <http://faculty.washington.edu/chudler/split.html>. *

Activity Designer:

Elizabeth Hammerman, Ed. D.

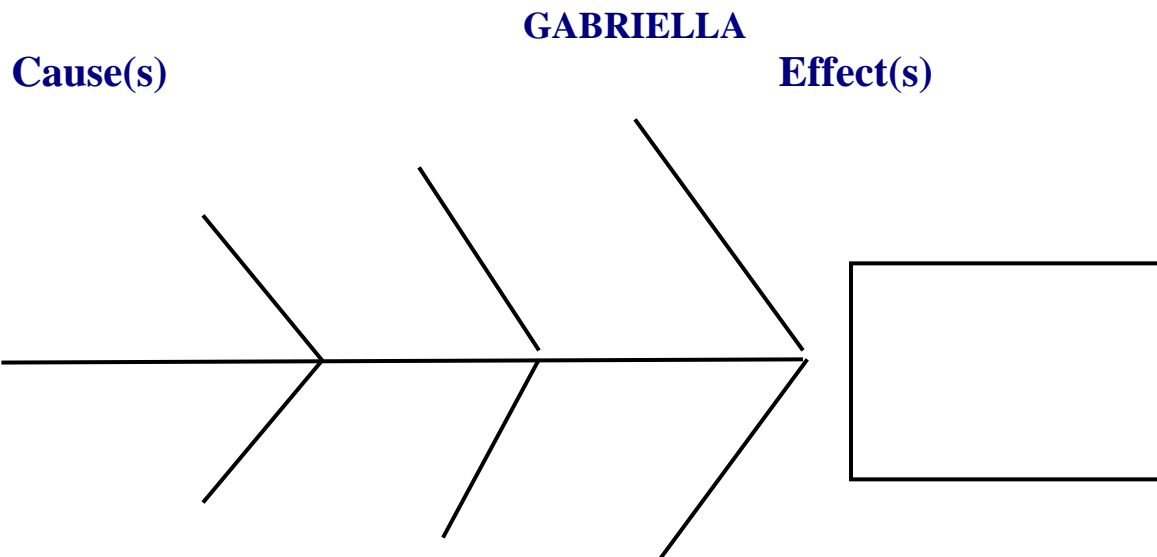
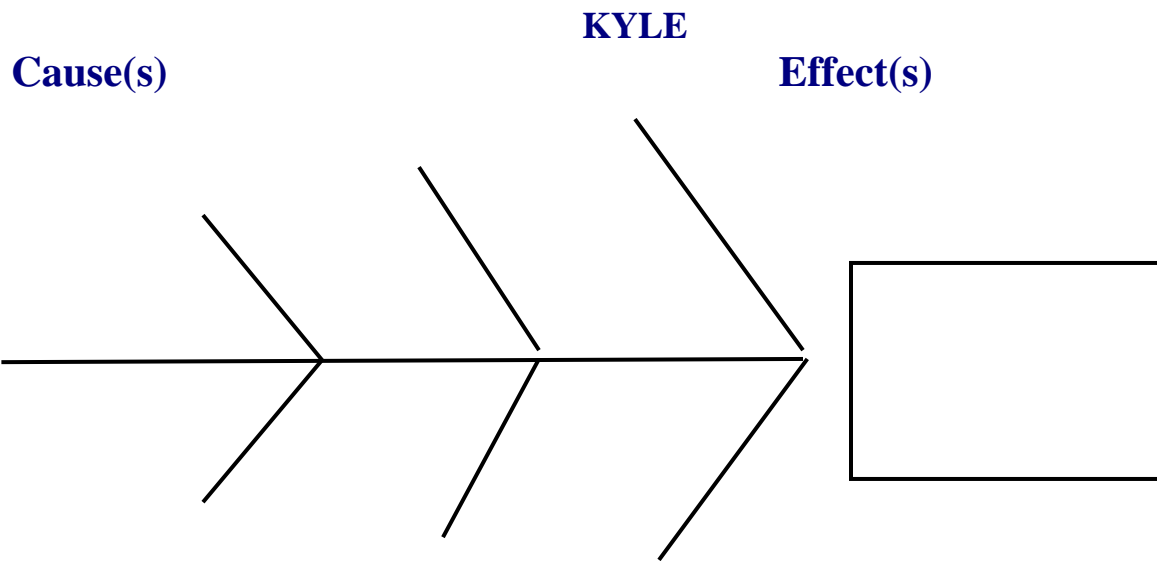
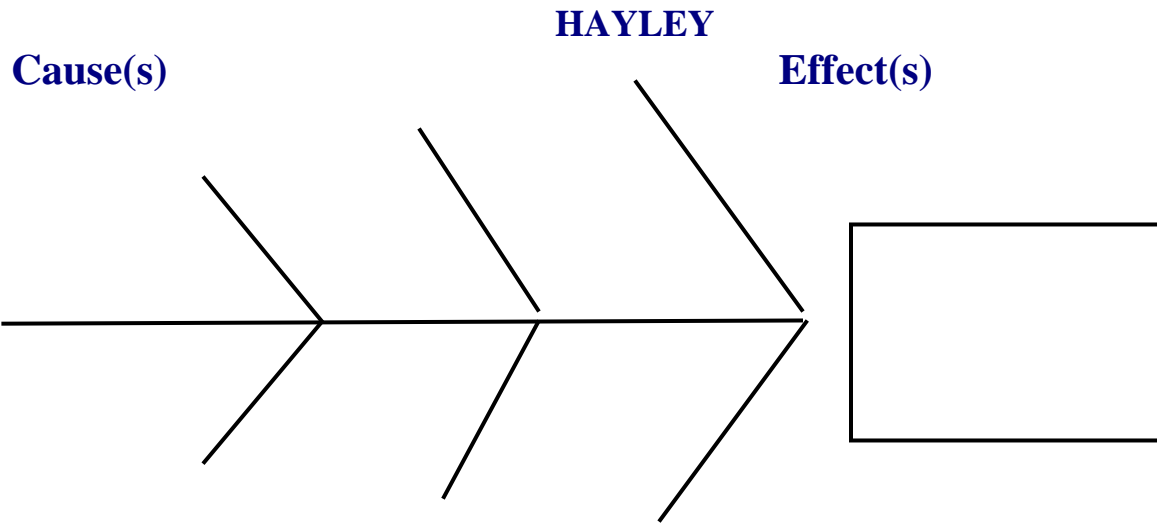
Curriculum Consultant and Author, Workshop Presenter for Phi Delta Kappa, Intl., member of Association for Supervision and Curriculum Development

INFORMATION CHART

Student	Cause(s)	Effect(s)
Hayley		
Kyle		
Gabriella		

Sample Completed Information Chart:

Student	Cause(s)	Effect(s)
Hayley	Abuse of alcohol, marijuana, and prescription pain medicines	Got arrested for stealing; with treatment, continues to have consequences including not being able to play her favorite sport
Kyle	Went to school “completely wasted” on several occasions	Blackout in school; zero gpa; with treatment, struggles with life, in general
Gabriella	Used Vicodin for serious dental pain; began getting pills illegally at school; progressed from pills to heroin	Became addicted; got arrested; chose treatment but learned that drug abuse leads to jail, institutions, and death



“Changes for Life” Language Arts Curriculum Segment Three

This lesson has been designed to support *the.News* video “Changes for Life.” The video can be found online at http://www.pbs.org/newshour/thenews/themedic/story.php?id=3059&package_id=636.

Grade Level: Middle/High School

Content Areas: English/Language Arts

Key Concept: Researching the causes and effects of prescription drug abuse and creating a display that educates others

Background: The third video segment of *the.Medic* series explores the ways in which prescription drug abuse can destroy the various facets of a teenager’s life, beyond the physical. Addiction to prescription medications can ruin friendships, families, social outlets, participation in sports, academics and more. For teenagers, their academic and healthy social lives should be their priorities; the desire and lifestyle that arise from drug abuse reorder those priorities in ways that can irreparably destroy a young person’s life. The third segment profiles teens and their



parents who have struggled with this issue, as well as experts who discuss common reasons for turning to prescription drug abuse and the results of such abuse.

This Language Arts curriculum asks students to create projects that do two things:

1. Address common causes of prescription drug abuse in teens and propose alternatives
2. Warn teens of the kinds of detrimental

The curriculum uses *the.Medic* episode as a springboard for further research and results in displays that can be used to educate the entire school community.

Materials:

- Computers with Internet access
- K-W-L Chart (Handout #1 - p.72)
- Cause & Effect Project assignment sheet (Handout #2 - p.73)

McRel Learning Objectives: **Standard 1 - Uses the general skills and strategies of the writing process**

Level III (Grades 6-8)

- Uses a variety of prewriting strategies
- Writes compositions that address problems/solutions

Level IV (Grades 9-12)

- Uses a variety of prewriting strategies
- Uses strategies to adapt writing to different audiences
- Writes persuasive compositions that address problems/solutions or causes/effects
- Writes reflective compositions

- Cause & Effect Project Note-Taking Sheet (Handout #3 - p.74)
- Display poster board, markers, magazines for cutouts and other art materials

Procedure:

(time frame: 5-7 class periods)

1. **Pre-viewing Discussion:** As a class fill in the first two columns of the Know-Want to Know-Learn chart (Handout #1 - p.72). Ask the students what they think they know about prescription drug abuse/addiction, those who abuse prescription drugs and the ways in which their lives are affected by such abuse. In the second column, list questions that the students have about prescription drug abuse (try to keep them to the topic of social causes and effects, rather than physical/medical).

The teacher can create a chart on the board or put the handout on a transparency and fill it in along with the students.

2. Show *the.Medic* Segment Three. Students should use the third column to fill in what they learn from the video, whether it is new information or information that reinforces their original ideas.

3. **Post-viewing Discussion:** Ask students to share what they included in the “Learn” column of their chart. What new information did they gain about the causes and effects of prescription drug abuse? What details, examples, etc. did they see/hear that reinforced, added to or contradicted ideas they already had?

McRel Learning Objectives: Standard 9—Uses viewing skills and strategies to understand and interpret visual media

Level III (Grades 6-8)

- Understands a variety of messages conveyed by visual media
- Understands how language choice is used to enhance visual media
- Understands how symbols, images, sounds and other conventions are used in visual media

Level IV (Grades 9-12)

- Uses a range of strategies to interpret visual media
- Understands the conventions of visual media genres
- Understands how images and sound convey messages in visual media
- Understands effects of style and language choice in visual media

4. Assign groups or have students select groups (3 or 4 per group) and distribute the “Cause & Effect Project” assignment sheet (Handout #2 - p.73).
5. Students should start by doing further research of the causes and effects of prescription drug abuse. They can do this in groups on the school’s computers, or at home, bringing in information to pool together as a group. Use the resources to get students started but encourage them to follow links, search for articles and personal accounts. Encourage students to use information and examples from *the.Medic* to inspire further research.

As students conduct their research, there should be an ongoing discussion of valid sources and methods for selecting passages/information that is relevant and appropriate for including on the poster.

A possible extension for this project would be to have students conduct their own interviews. These could be interviews with people the students know who have dealt with these issues (and answers could be presented anonymously) or the teacher could set up a relationship with a community organization that deals with drug addiction, a school nurse, guidance counselor or a social worker. This could provide for opportunities to discuss interviewing techniques and effective questions as well as transcription and selection of relevant parts of the interview answers.

Students should keep an ongoing list of sources for the bibliography they will include with their poster.

- Once each group has gathered sufficient information, they should narrow down the causes and effects on which they will focus as well as the alternative ways of dealing with these causes. For younger students or students who need more guidance, the teacher may want to assign different causes and effects to each group (examples of causes: boredom, problems with schoolwork, family issues,

McRel Learning Objectives: **Standard 4 - Gathers and uses information for research purposes**

Level III (Grades 6-8)

- Uses a variety of resource materials to gather information for research topics
- Determines appropriateness of an information source for a research topic
- Organizes information and ideas from multiple sources in systematic ways
- Uses appropriate methods to cite and document reference sources

Level IV (Grades 9-12)

- Uses a variety of print and electronic sources to gather information for research topics
- Uses a variety of primary sources to gather information for research topics
- Uses a variety of criteria to evaluate the validity and reliability of primary and secondary source information
- Uses systematic strategies to organize and record information
- Uses standard format and methodology for documenting reference sources

McRel Learning Objectives: **Standard 7 - Uses reading skills and strategies to understand and interpret a variety of informational texts**

Level III (Grades 6-8)

- Uses reading skills and strategies to understand a variety of informational texts
- Summarizes and paraphrases information in texts
- Uses new information to adjust and expand personal knowledge base

Level IV (Grades 9-12)

- Uses reading skills and strategies to understand and evaluate a variety of informational texts
- Uses text features and elements to support inferences and generalizations about information

loneliness, low self-esteem, sadness, peer pressure, etc.; examples of alternatives: hobbies, speaking to school nurse and/or school counselor, getting extra tutoring, joining clubs/activities to make new friends, etc.; examples of effects: getting kicked off sports teams, falling behind academically, missing opportunities to attend colleges of choice, losing parents'/friends'/teachers' trust, etc.)

Have students use the note-taking sheet to organize their ideas (p.74).

7. Students have now selected their causes and effects as well as textual elements they will include on their display. Now they can find and create visual elements and work on putting together their poster.
8. As an individual homework assignment, have students complete the reflection (see Handout #2 - p.73).
9. Projects can be shared in small groups or in presentations in front of the class. However, in order to benefit the greater community, they should also be displayed in the library, hallways, lobby, school nurse's office or another common area of the school.

McRel Learning Objectives: Standard 8 - Uses listening and speaking strategies for different purposes

Level III (Grades 6-8)

- Plays a variety of roles in group discussions
- Makes oral presentations to the class

Level IV (Grades 9-12)

- Makes formal presentations to the class
- Uses a variety of verbal and nonverbal techniques for presentations

Assessment: Students' projects should be assessed on the following criteria:

- Cooperative attitude and equal contributions to group work
- Research skills—choosing appropriate sources and selecting relevant material to include
- Ability to take information from various sources and put it together in a cohesive, educational way
- Creativity in making choices and crafting a display that is eye-catching, engaging, clear and informative
- Thoughtful reflection in individual written assignment
- (if applicable) Presentation that is articulate and knowledgeable

Resources:

- [Above the Influence](http://www.abovetheinfluence.com), National Youth Anti-Drug Media Campaign, <http://www.abovetheinfluence.com>. (The most recent campaign, which encourages kids to be “above the influence” of drugs. Includes various interactive resources, first-hand accounts, Q&As, and other information, including information specific to prescription drugs. A good place to see teen-produced video segments, as well as PSAs related to drug abuse to gather ideas for the students' own advertisements).

- Bernstein, Neil I. “Why Teenagers Use—and Abuse—Alcohol and Other Drugs.” Partnership for a Drug-Free America, May 23, 2005, Retrieved April 2008, http://www.drugfree.org/Parent/Knowing/Why_Teenagers_Use_and_Abuse (Mostly meant for parents/families of teens, but useful for this project).
- Check Yourself: Stories, Partnership for a Drug-Free America, <http://checkyourself.com/Stories.aspx> (A website from the Partnership for a Drug-Free America that includes first-hand accounts from teens about their struggles with drug and alcohol abuse).
- National Institute on Drug Abuse (NIDA), National Institute of Health (NIH), <http://www.nida.nih.gov/> (NIDA’s website can be a good starting point for students’ research. It includes various resources and links to valid, informative articles, statistics, and other sources).

Activity Designer: Jenny Chrest

Jenny Chrest is a writer and English and creative writing teacher in New York City.

HANDOUT #1

K-W-L Viewing Chart

What do you KNOW (or think you know) about the reasons teens abuse prescription drugs and the ways in which this abuse affects the lives of teens?	What do you WANT TO KNOW about the causes and effects of prescription drug abuse in teens?	What do you LEARN as you watch <i>the.Medic</i> that enhances, contradicts, answers, or reinforces your ideas/questions in the first two columns?

HANDOUT #2**Cause & Effect Project**

In a small group you will be creating a display that, through words and images, educates the school community about the causes and effects of prescription drug abuse.

The Process:

1. Using the ideas from the video segment as a springboard, research the various reasons that young people turn to prescription drugs. You can gather this information from articles, interviews and personal accounts posted online as well as through in-person interviews.
2. Choose 3 forces that cause teens to abuse prescription drugs that you will focus on in your project.
3. Brainstorm ways in which teens can cope with these forces as alternatives to using drugs.
4. Again, using the ideas from the video segment, go further to research the common social effects of prescription drug abuse. What can it lead to in a teenager's life?
5. Choose 3 results of prescription drug abuse (outside of physical ones).
6. Using striking visual images, symbols, and text (quotes from first-hand accounts, articles, key words, etc.) to create a display that will educate others in the school about the causes and effects of prescription drug abuse. Use one side of your poster to present causes and alternatives and the other side to warn viewers of the effects.

An educational display should:

- Have a purpose that is clear and evident to the audience
- Present not just problems but solutions (this is where your alternatives to drug abuse come in)
- Use powerful images to grab the viewer's attention then words and passages to educate them further
- Have a relevant and thought-provoking title

Your group should also be sure to:

- Divide responsibilities and rely on everyone's various talents and strengths
- Work cooperatively and make decisions together
- Debate and discuss to figure out the most important components to include on the display

Each individual must also complete a one-page written reflection that describes:

- The role you played in the group
- The dynamic of the group overall
- The rationale behind choices your group made about the display
- What you personally are taking away from the project and new insights you have gained into the topic of prescription drug abuse

HANDOUT #3

Cause & Effect Project: NOTE-TAKING SHEET

Use this sheet to keep notes as your group is bringing its research together. Include references to specific articles and other texts including quotes, page numbers, etc. so you can easily find them.

THREE POSSIBLE CAUSES OF PRESCRIPTION DRUG ABUSE IN TEENS:

THREE POSSIBLE WAYS TO COPE WITH THESE CAUSES OTHER THAN DRUG ABUSE:

THREE COMMON EFFECTS OF PRESCRIPTION DRUG ABUSE IN TEENS: