

# Dose of Knowledge

A Pharmacists Teach Program

Recommended for Grades K-2

# Medication Safety



## Educator Guide

This content is for educational/entertainment purposes only and is not meant to provide medical advice nor recommend the use of any type of medication. Viewers should consult their physician for medical advice.

## Background

Medication is a substance that is used to cure, treat, relieve symptoms of, or prevent diseases, illnesses, and medical conditions. Antibiotics, for instance, may be used to cure bacterial infections like strep throat. Stimulant medications can be used to treat disorders like ADHD. Pain relievers may be used to treat severe types of pain or pain occurring after surgery. Vaccinations prevent people from catching diseases like measles or viruses like the flu.

Medications can be split into two categories: prescription (Rx) medications and over-the-counter (OTC) medications. In order to take prescription medicine, the patient must obtain a prescription from a medical practitioner. A medical practitioner is a professional who practices medicine, such as a doctor, a nurse, or a physician's assistant. A prescription contains instructions written by a medical practitioner that authorizes a patient to be provided a medicine or treatment. Prescriptions are tailored to individual patients based on their age, weight, and medical background. This type of medicine is usually more powerful than OTC medicine. In addition to antibiotics like amoxicillin and penicillin that are prescribed to fight bacterial infections, some of the most commonly used prescription medications for children and young adults are bronchodilators like inhalers that can be used for asthma and antidepressants like fluoxetine. Prescription medicines are prepared by a pharmacist at a local pharmacy. Before distributing the medication, the pharmacist will answer any questions that patients and/or their adult guardians have.

OTC medicine, on the other hand, is usually used to treat more minor ailments and aches and pains. Common OTC medicines include pain relievers like Advil® and Tylenol®, antihistamines like Claritin®, antacids like Pepto Bismol®, and cough suppressants like Robitussin DM®<sup>1</sup>. Each year, millions of Americans use OTC medicines without going to a physician's office. Many rely on the advice of their local pharmacists as they select the medicine that will best treat their symptoms.

The average American household spends about \$442 each year on over-the-counter products. This dollar amount also includes vitamins. About one-third of children and adolescents in the United States currently take dietary supplements—most commonly multivitamins. Multivitamins are intended to provide people with vitamins that are not consumed through diet. Because they are not considered drugs, the U.S. Food and Drug Administration (FDA) does not review them for their safety and effectiveness before they are marketed and/or sold.

It's crucial that children understand that medicines and vitamins should be taken only if given to them by a trusted adult and must be taken according to the dosage instructions. Both prescription medicines and over-the-counter medicines include instructions that tell the user how much to take, how often to take it, and for how long to continue taking it.

When teaching this lesson, it's important to instill the idea of the power of medicine in your young audience—in regard to its potential to do both good *and* harm. Every day, more than 300 children in the United States are treated in emergency rooms as a result of being poisoned—in many cases as the result of a medication dosing mistake or an accidental ingestion.

The goal of this guide is to give educators a collection of resources designed to teach students that medications can be safe and effective when they are used as instructed and prescribed. As students get older, they may be pressured to believe that prescription and over-the-counter drug misuse is safer than abusing illegal substances. Misusing medication is not only dangerous for developing brains and bodies, but it is also illegal. Though this lesson will not touch on medication misuse, you are playing an important role in building a foundation for a lifetime of safe medication use by teaching students the basics of medication and medication safety.

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<sup>1</sup> Advil and Robitussin are the registered trademarks of PF Consumer Healthcare 1 LLC, Tylenol is the registered trademark of Johnson & Johnson, Claritin is the registered trademark of Bayer Healthcare LLC, Pepto Bismol is the registered trademark of The Procter & Gamble Company.

## Dose of Knowledge

### A Pharmacists Teach Program

## Overview

In this digital lesson module, students will be introduced to the power of medicine and the importance of medication safety. They will learn about prescription medicine, over-the-counter medicine, and vitamins, and they will understand what to do in the case of an emergency.

## Use of Presentation

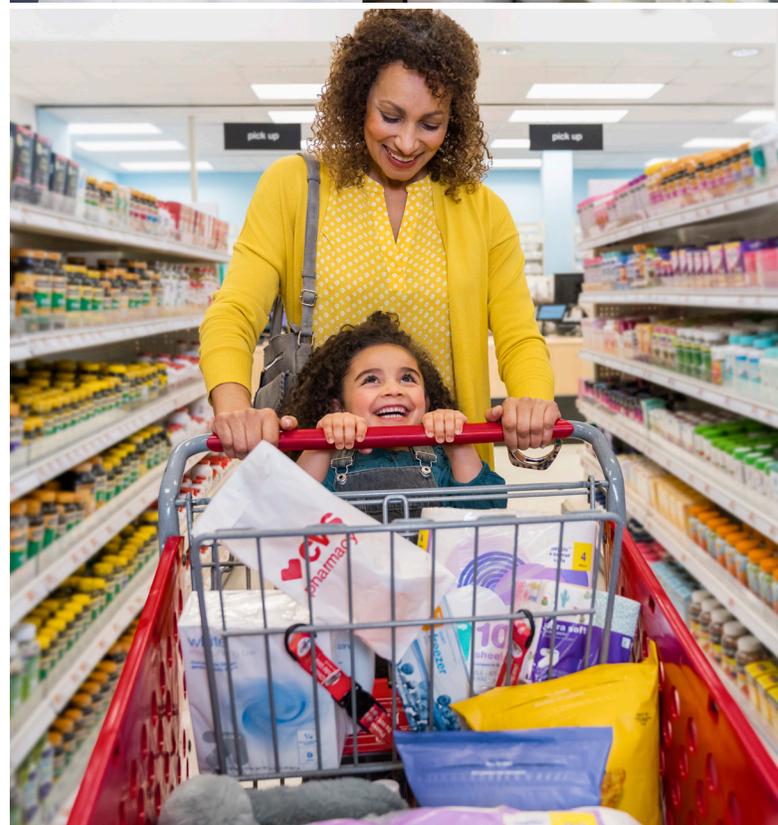
The accompanying presentation was created with PowerPoint so that it can be used in a variety of classrooms. If you are using a laptop with an LCD projector, simply progress through the PowerPoint by clicking to advance. The interactive aspects of the presentation, including images, text boxes, and links that open in a web browser, are set to occur on click. If you are using an interactive whiteboard, tap on each slide with your finger or stylus to activate the interactive aspects of the presentation. The notes for each slide provide information on how to proceed.

This guide provides slide-by-slide instructions to ensure educators are prepared to explain, discuss, and facilitate the content in the accompanying presentation. Note that timing guidance is provided as a recommendation, but each situation will be unique.

## Session Structure

Dose of Knowledge sessions provide the following information to guide the educator through implementation and teaching the necessary skills and content:

- **Learning objectives:** Each session includes its overall goals as well as specific learning objectives for students.
- **Materials:** Materials necessary for the session



## Dose of Knowledge

### A Pharmacists Teach Program

are clearly outlined and included when possible to facilitate easy implementation.

- **Key terms:** Any words that can be used as vocabulary words will be defined.
- **Key talking points:** To help the teacher guide discussion and reinforce key concepts, key points are listed next to the corresponding slides.
- **Reflections:** A learning summary is provided at the end of each session to help the educator provide reinforcement of the key concepts and objectives of each session.

## Content Areas

Health, Physical Education

## Activity Duration

Approximately 45 minutes

## Grade Band

K–2

## Objectives

Students will:

- Understand what *medication* is and the reasons why medication may be taken
- Differentiate between prescription medicine and over-the-counter medicine
- Explain how to be safe and respectful of medicine, as well as why this caution is important
- Know what to do in the event of a medication emergency

## Materials Needed

- Device with internet access and projection capabilities, one for the presenter
- **Handout 1: Positive/Negative**, enough for half the class
- Markers, one per student
- Handout 2: Scenario Cards, one copy cut out in advance

## Educator Prep

1. Read through the instructions to familiarize yourself with the content. Note that timing guidance is provided as a recommendation. The Lesson At a Glance below may be used to help you determine how long to spend on each section.
2. Prepare all materials before the lesson begins.

## Key Terms

- **Medicine:** a substance used to prevent, relieve, or cure a disease.
- **Prescription:** an order written by a medical practitioner that authorizes a patient to be provided a medicine or treatment.
- **Prescription medicine:** a drug that can be obtained only by means of a physician's prescription.
- **Over-the-counter medicine:** a drug that can be purchased at a pharmacy or in the medicine aisle of another store without a prescription.
- **Trusted grown-up:** an adult who always wants what is best for a particular minor; someone with whom the minor feels comfortable and safe.

## Lesson At-a-Glance

Section	Activity	Approximate Timing
Engage	Pharmacist introduction and discussion	5 minutes
Learn	What is medicine and how does it work?	4 minutes
	How can we use medicine safely and treat it with care?	10 minutes
	Prescription medication	4 minutes
	Over-the-counter medication	4 minutes
	Vitamins	1 minute
	Quick review	6 minutes
	Medicine storage and safety	4 minutes
	In case of emergency	1 minute
Reflect	Review and summary of key points in lesson	6 minutes

## Procedure

### Engage

#### Slide 1

1. Begin by having the class join you on the floor in a circle or semicircle.
2. Then ask students: Have you ever known someone who has had to take a medicine? Instruct students to turn to the person next to them and share examples of their observations.

### Learn

#### Slide 2

3. Explain that when we use the correct medicine in a safe way, medicine can help us in many different ways.
4. Tell the class that you are going to explain some of the reasons why people use medicine. As

you explain, encourage the students to listen carefully and come up with a silent action or movement that will help them remember each of the different reasons.

5. Begin by explaining that one reason we take medicine is to help our bodies fight germs that make us sick. Flex your arm muscles as you say this and encourage students to either copy you or make their own gesture.
6. Then read through the rest of the examples below. For each one, perform the action in italics and give students a moment to think about and perform a silent action before you move on to the next statement.
  - (Action: *Place your arms in an X in front of you.*) Medicine can be used to help prevent you from getting sick—like how you sometimes get shots from your doctor to help your body stay healthy.

# Dose of Knowledge

## A Pharmacists Teach Program

- (Action: *Make the A-OK sign with both hands.*) Medicine can be used to help you feel better—like how cough drops can help you stop coughing or cream can help a bug bite stop itching!
  - (Action: *Hold one hand out in front of you like you are telling someone to stop.*) Medicine can help stop pain—like how some medicines can help get rid of stomachaches, headaches, or sore muscles.
  - (Action: *Place both hands over your heart.*) Medicine can also help save someone's life when he or she is having a serious allergic reaction to something like peanuts or bees.
7. Tell students that when we use the correct medicine in a safe way, medicine can help us get, feel, and stay healthy.

9. Click once and point to pictures of different medicines. Explain that medicine can come in many forms: liquids, pills, drops, inhalers, creams, ointments, shots, and more.
10. Explain that when scientists develop a medicine, they decide how it should be taken so it works best in the body.

### KEY TALKING POINTS:

- **Many kinds of scientists work together to make medicine.**
- **Medicine comes in various forms, depending on how it works best in the body.**

### KEY TALKING POINTS:

- **Medicine is powerful.**
- **Medicine can help us get, feel, or stay healthy when used correctly.**
- **Medicine can be used to help:**
  - **prevent disease**
  - **treat symptoms**
  - **relieve or lessen pain**
  - **control illnesses**
  - **save lives when someone is having an allergic reaction**

### Slide 4

11. Tell the class that after scientists develop medicine, a special part of the United States government tests the medicine to make sure it is safe.
12. Explain that once the government decides it is safe to use, adults are allowed to get it at a pharmacy. A pharmacy is a store that sells medicine and other health supplies.
13. Stress that people must always follow the medicine's instructions. The medicine's instructions say how much medicine to take, how often to take it, and for how long.
14. Warn students that if someone doesn't follow the medicine's instructions, it can be dangerous. It can make the person very sick.

### Slide 3

8. Tell the class that all different kinds of scientists work together to research and develop medicines.

## Dose of Knowledge

### A Pharmacists Teach Program

#### KEY TALKING POINTS:

- **The U.S. Food and Drug Administration (FDA) approves all medicine before it can be used to make sure it is safe.**
- **No matter what, a medicine is only intended to be used according to its instructions and by the intended user.**
- **If someone doesn't take medicine according to its directions, it can be dangerous and may make that person extremely sick.**

#### Slide 5

15. Divide students into pairs and distribute a copy of Handout 1: Positive/Negative as well as two markers to each pair.
16. Encourage students to think about what they have learned about medicine so far. Then instruct them to work with their partners to write or draw at least one positive part of medicine in the plus (+) sign and at least one negative (or dangerous) part of medicine in the minus (-) sign.
17. Once a couple minutes have passed, ask students to hold their handouts up in front of them. Encourage students to look around at their peers' work and ask for a few volunteers to share what they recorded for medicine's positive and negative characteristics.
18. Collect the students' work. As you do, summarize that because medicine is powerful it is very important to understand medication safety. We need to always make sure we use medicine's power for good.

## Medication Safety | Digital Lesson Educator Guide

#### KEY TALKING POINTS:

- **Medicine is powerful.**
- **It can heal and save lives when used correctly.**
- **It can put lives at risk when used carelessly.**

#### Slide 6

19. Ask students to demonstrate through a show of hands: Who has rules that they have to follow?
20. Then have students turn to a partner and each share one rule they have to follow at school or at home.
21. Next, ask students to explain to the same partner why they think they have to follow this rule.
22. Regain students' attention and explain that rules are usually created to keep people safe.
23. Click twice and explain that there is one very important rule about medicine that children always need to follow to stay safe: They should only take medicine when it is given to them by a grown-up whom they trust.
24. Take a moment to share examples of trusted grown-ups in the students' lives—parents, grandparents, doctors, or nurses.
25. Encourage students to picture one of these trusted grown-ups in their heads and give you a thumbs up once they have one.
26. Ask a couple students to share the trusted grown-up they are picturing.

## Dose of Knowledge

### A Pharmacists Teach Program

#### KEY TALKING POINTS:

- **Rules exist to keep us safe.**
- **A very important medicine rule is: Medicine should only be given to children by a trusted adult.**
- **A trusted adult is someone who always wants what is best for you and someone with whom you feel comfortable and safe.**

#### Slide 7

27. Explain that there are two different kinds of medicine: over-the-counter medicine and prescription medicine.
28. To help students understand the difference between the two types of medicine, explain that you are going to need a few volunteer actors. Then call on four students to come to the front of the room.
29. Tell the class that these actors will help everyone understand what prescription medicine is.
30. Prepare the student actors for their “performance” by doing the following:
  - Take out the cards cut out from Handout 2: Scenario Cards.
  - Give one student a card that says “Doctor.” Ask that student to stand on the left side of the slide in front of the doctor’s office image.
  - Give another student a card that says “Pharmacist.” Ask that student to stand on the right side of the slide in front of the pharmacy image.
  - Give the remaining cards (Trusted Grown-up and Child) to the other two students. Ask these students to stand off to the side of the slide.
31. Then slowly and clearly read the following script. Emphasize the roles in bold as you read and give further prompts to the actors as needed.
  - A **child** is feeling sick. The child has a cough and a fever, so a trusted **grown-up** takes the child to see a doctor.
  - The **doctor** takes the **child’s** temperature and listens to the child breathe.
  - The **doctor** decides that the **child** has an infection and needs medicine, so the **doctor** writes a prescription. A prescription is a doctor’s note that says the type of medicine the person needs, how much of it the person should take, and when the person should take it. A prescription is written specifically for you and your body. The **doctor** then gives the prescription to the **grown-up**.
  - Next, the **child** and **grown-up** go to a pharmacy, like CVS. (*Point to the pharmacy photo on the slide.*)
  - At the pharmacy, the **grown-up** gives the prescription to the **pharmacist**.
  - It is now a part of the **pharmacist’s** job to prepare the medicine according to the doctor’s prescription.
  - When the medicine is ready, the **pharmacist** will explain the prescription’s directions, answer any questions the grown-up may have, and gives the prescription medicine to the **grown-up**.

## Dose of Knowledge

### A Pharmacists Teach Program

- The **grown-up** and the **child** go home.
  - Once they are home, the **grown-up** reads the prescription medicine's directions. The **grown-up** then carefully gives the medicine to the child according to the directions. The directions say the child should take 1 tablespoon of this liquid medicine twice a day for five days.
  - Little by little, the **child** starts to feel better. At the end of the five days, the **child** feels like new!
32. Wrap up the performance by thanking the actors and encouraging them to take a bow. Collect their cards before they sit down.
33. Summarize the performance and explain that prescription medicine is medicine that is *prescribed* by a doctor especially for one person. Children should only take prescription medicine when it is given to them by a grown-up they trust.

#### KEY TALKING POINTS:

- Prescription medicine is medicine you need a medical prescription for.
- Pharmacists prepare your medicine according to your doctor's instructions.
- Prescription medicine must be:
  - given to children by a trusted adult.
  - taken only by the person for whom it is prescribed.
  - taken according to instructions.

#### Slide 8

34. Ask for three more volunteer actors to act out a story about over-the-counter medicine and have them come to the front of the room.
35. Prepare these actors for their performance by doing the following:
- Give one student a card that says "Trusted Grown-up" and ask that student to stand in front of the bedroom image on the left side of the slide.
  - Give the card that says "Child" to another student. Ask that student to join the parent in standing in front of the bedroom image on the left side of the slide.
  - Then give the "Pharmacist" card to the third student and ask this student to stand in front of the pharmacy image on the right side of the slide.
  - Remind the actors to listen carefully to the story you are about to read and act out their parts.
  - Remind the rest of the class to watch quietly and listen for details about over-the-counter medicine.
36. Then slowly and clearly read the following script. Emphasize the words in bold as you read and give further prompts to the actors as needed.
- Sometimes when people aren't feeling well—but only have mild sickness like a stomachache or allergies, they may be able to take a type of medicine called "over-the-counter" medicine. Over-the-counter medicine is medicine that adults can buy without going to the doctor's office first.
  - Today, this **child** has a stomachache and feels like he or she might throw up.
  - While the **child** stays home and lays down, their **trusted grown-up** goes to a pharmacy.
  - At the pharmacy, the **grown-up** describes how the child feels and asks the **pharmacist** where to find medicine that might make the child feel better.

## Dose of Knowledge

### A Pharmacists Teach Program

- The **pharmacist** leads the **grown-up** down one of the aisles and shows the grown-up where to find the best over-the-counter medicine for a child's upset stomach.
  - The **grown-up** picks one of the medicines off the shelf and carefully reads the information on the box.
  - The **grown-up** then takes the medicine to the cash register to pay for the medicine.
  - Next, the **grown-up** goes home.
  - At home, the **grown-up** carefully reads the medicine's directions before the medicine is used. The **grown-up** then gives the medicine to the **child** according to the directions. The **child** is supposed to chew two tablets.
  - After taking the medicine two times, the **child** starts to feel better.
37. Wrap up the performance by again thanking the actors and encouraging them to take a bow. Collect their cards before they take a seat.
38. Summarize the performance and explain that over-the-counter medicine is a type of medicine that an adult can buy at a pharmacy without a doctor's prescription. Over-the-counter medicine can be most helpful when you are treating something mild like a stomachache, headache or allergies, or when a prescription medicine may not be necessary. However, like all types of medicine, children should only take over-the-counter medicine when it is given to them by a grown-up they trust.

### KEY TALKING POINTS:

- Over-the-counter medicine is a type of medicine that adults can buy at a pharmacy or in the medicine aisle of other stores without a doctor's prescription.
- Over-the-counter medicine must be:
  - given to children by a trusted adult
  - taken according to the instructions
- Taking over-the-counter medicine when you don't need it or when you don't follow the directions can be dangerous.

### Slide 9

39. Tell the class that vitamins are another product that adults can buy from the aisles of a pharmacy like CVS, without going to a doctor first.
40. Ask students to give you a thumbs up if they have ever taken a vitamin.
41. Follow up by asking students to give you another thumbs up if they have ever thought that their vitamin tasted like candy.
42. Explain that while vitamins may have a sweet flavor or a gummy texture so that we like to take them, what is inside vitamins is very different from candy.
43. Tell the class that vitamins have nutrients inside of them. While we get nutrients from the food we eat, some people may not get enough. The job of a vitamin is to help make sure we get the nutrients we need to help us grow and stay healthy.
44. Stress that, like medicine, vitamins also come with clear instructions. It is important to take all vitamins according to their instructions and only when they are given by a trusted adult. Our bodies can't handle too many vitamins.

## Dose of Knowledge

### A Pharmacists Teach Program

45. Wrap up the slide by telling students that it is important to treat vitamins just as seriously and with the same amount of care as they treat medicine.

#### KEY TALKING POINTS:

- **Vitamins**
  - **are over-the-counter products that can help supplement our diets**
  - **may taste like candy, but are very different from candy**
  - **may only be given to children by a trusted adult**
  - **must be taken according to directions**

#### Slide 10

46. Now lead students in a review of what they have learned so far. Begin by pointing to the pharmacy counter in the back section of the slide's image and remind students that this is where adults can get medicine if they have a prescription from a doctor.

47. Instruct students to turn to a partner and share as much as they can remember about prescription medicine.

48. After students have a moment to discuss, point to the aisles in the slide's image and remind students that this is where adults can get over-the-counter medicine and vitamins.

49. Instruct students to turn to the student on the other side of them and describe everything they can remember about over-the-counter-medicine and vitamins.

50. Introduce the following activity:

- Explain that you are going to share a few statements.

- If the statement is true, students should silently jump to their feet and give you a thumbs up. (*Demonstrate what this looks like.*)
- If the statement is false, students should stay seated and make an X with their arms in front of their face. (*Demonstrate this action as well.*)
- In between statements, student should take a seat back on the floor.

51. Statements:

- To get prescription medicine, you need to see a doctor first. (*Thumbs up!*)
- Over-the-counter medicine can be bought at a pharmacy without seeing a doctor first. (*Thumbs up!*)
- It's OK to take medicine or give someone medicine without reading the directions first. (X)
  - Correction: Medicine should always be taken according to its directions.
- If someone takes too much medicine, or the wrong kind of medicine, it can be bad for the body. (*Thumbs up!*)
- It's OK for someone to eat too many vitamins. (X)
  - Correction: As with medicine, it is also dangerous to eat too many vitamins.
- You should only take prescription medicine, over-the-counter medicine, and vitamins when they are given to you by a grown-up whom you trust. (*Thumbs up!*)
- Prescription medicine, over-the-counter medicine, and vitamins should all be taken according to their directions. (*Thumbs up!*)

52. Wrap up by emphasizing that both types of medicine, as well as vitamins, should only be given to students by a trusted grown-up according to the directions. While both types of medicine can help people become (and feel) better and vitamins may help your body get the nutrients it needs, they can all be dangerous when used incorrectly.

# Dose of Knowledge

## A Pharmacists Teach Program

### KEY TALKING POINTS:

- **Both types of medicine, as well as vitamins, should only be given to children by a trusted adult.**
- **Both types of medicine, as well as vitamins, must be taken according to the directions.**
- **While both types of medicine can help you become (and feel) better and vitamins may help your body get the nutrients it needs, they can all be dangerous when used incorrectly.**

#### Slide 11

53. Take a moment to explain that the students have learned a lot about different kinds of medication. Now they are going to hear from people who are medication experts: pharmacists.
54. Tell the students that they will now watch a video that features pharmacists who work at CVS.
55. As students watch the video, encourage them to listen carefully for how pharmacists make sure medicines are taken safely.
56. Then play the video.

#### Slide 12

57. Explain that there are also actions that people can take at home to make sure everyone stays safe.
58. Direct students' attention to the image on the slide and ask them to share what is wrong with the scene.
59. After hearing a few students' ideas, point out the medicine and vitamin bottles.
60. Explain that children or pets can get sick from medicine or vitamins because they don't know what they are. While the students in the class are

old enough to recognize medicine and know not to eat or drink substances they don't recognize, younger children, like their little brothers, sisters, or cousins, may not be. Remind students that, like you discussed before, vitamins and even some medicines may taste or look like candy.

61. Click twice and explain that, for this reason, vitamins should be stored securely and out of sight and reach of children. Even products like eye drops and creams can be harmful if used incorrectly. Children, including each student in the class, should not take medicine or vitamins without a trusted grown-up giving it to them. It is best to safely store all types of medication out of sight and out of reach!

### KEY TALKING POINTS:

- **All medicine and vitamins should be stored securely and out of sight and reach of children.**
- **Students should only take medicine or vitamins when a parent or trusted adult has given it to them.**

#### Slide 13

62. Tell students that even when you try to be safe, it's still possible for accidents to happen.
63. Explain that if someone in their home takes medicine in an unsafe way or takes too many vitamins, they should tell a grown-up right away and make sure someone calls 911. Both children and adults may make this call, and the person on the line for 911 will tell them what to do. They are there to help the caller.

# Dose of Knowledge

## A Pharmacists Teach Program

### KEY TALKING POINTS

- If someone in your home takes medicine or vitamins in an unsafe way,
- tell an adult immediately
- make sure someone calls 911. Anyone can call 911.

### Slide 14

64. Prepare students to participate in a wrap-up activity by performing the following steps:
- Divide students into pairs.
  - Explain that you are about to describe a few situations where pairs will have to decide what to do.
65. Then click once and explain each of the following scenarios, one at a time. After you share a scenario once, encourage pairs to discuss which choice makes the most sense. Then read the scenario and choices one more time, this time instructing students to give you a thumbs up when you share the choice that they decided is best. Discuss the correct answer (in bold) before clicking twice to move on to the next scenario.
- Situation 1: You don't feel well and you think you may need some medicine. What should you do?
    - Give yourself a medicine that your Mom takes
    - **Explain how you feel to a grown-up you trust**
    - Look at the medicine that you have in your house and try to decide which one will help you
  - Situation 2: You found medicine on the kitchen table. What should you do?
    - Show your little sister what you found

- **Tell a grown-up you trust so he or she can put it in a safe place**
- Ignore it

- Situation 3: Your friend asks if you want to try his medicine. What should you do?
  - Say no
  - Tell a grown-up you trust
  - **Number 1 and Number 2!**
- Situation 4: You think your little brother may have eaten your vitamins. What should you do?
  - **Immediately tell a grown-up you trust**
  - Not worry about it

66. Congratulate the class on deciding how to safely handle medicine in different kinds of tricky situations before you move on to the next slide.

### Reflect

#### Slide 15

67. Wrap up by encouraging students to remember the following key messages from this activity—and to share them with other kids they know.
- Medicine is powerful. Medicine can help us get healthy and help keep us healthy.
  - Both types of medicine (over-the-counter and prescription) and vitamins should always be given to children by a trusted grown-up.
  - If there is a medication or vitamin emergency, tell a trusted grown-up. If a trusted grown-up is not available, call 911.
68. If time allows, provide students with the opportunity to ask questions. You may tell the students that if they ever have questions about medicine or their overall health or they want to learn more about the pharmacist's job, they are always welcome to speak with a pharmacist at their local pharmacy.

## Extension Ideas for Educators

- Guide students in applying what they have learned to begin a schoolwide poster campaign about the power of medicine.
- Challenge students to develop a list of questions they still have about medicine or the pharmacist profession. Then guide them in finding books, articles, or videos to learn more and/or invite a pharmacist to your classroom for a Q&A session.
- Encourage students to continue this discussion about medication at home.

## National School Standards

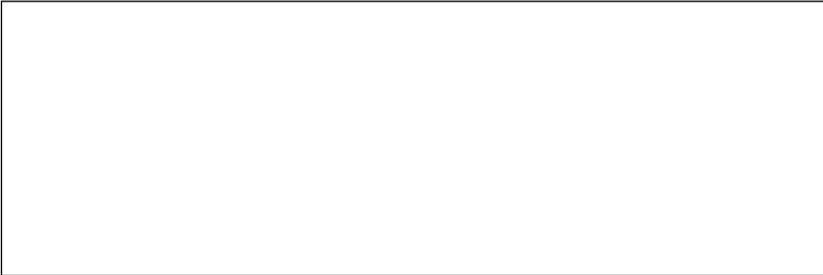
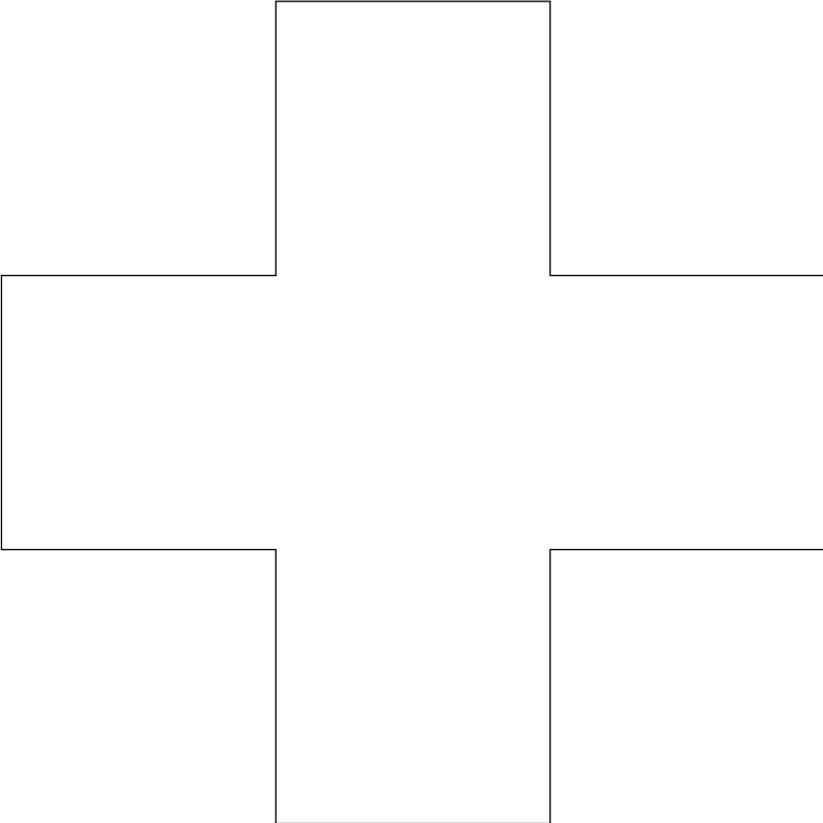
### [National Health Standards](#)

- Standard 1: Students will comprehend concepts related to health promotion and disease prevention to enhance health.
- Standard 7: Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.

### [Common Core State Standards for English Language Arts](#)

- Speaking and Listening
  - CCSS.ELA-LITERACY.CCRA.SL.1: Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing one's own clearly and persuasively.
  - CCSS.ELA-LITERACY.CCRA.SL.2: Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

# Positive / Negative



**Pharmacist**

**Doctor**

**Trusted  
Grown-Up**

**Child**