

GED 2002 Teachers' Handbook of Lesson Plans

Area/Skill - Science	Cognitive Skill Level - Evaluation	Correlation to Framework - 03.02/03.04/03.05	Lesson Number - 11
<p>Activity Title - Are We Taking Drugs that are Safe?</p> <p>Goal/Objective</p> <p>To compare ideas and make a value judgment about medications and their reliability.</p> <p>Lesson Outline</p> <p>Introduction</p> <p>Medicines and medications are a big part of our society today. We frequently take medications without a thought as to the safety of the product. Yet in recent years there are many examples of medications that have been approved as safe by our own government and put into use by the consumer. These same drugs have later actually been found to be harmful to the very individuals using that medication.</p> <p>Activity</p> <p>Discuss the reasons that we have medication and why we use it. Next, brainstorm the pros and cons of following others actions and directions. Talk about the medical profession, its reliability and expertise, and the government and its rules on the regulation of drugs. The students will also identify any medications that they know of that have been approved for use by the government and/or the medical association and that were later found to be harmful to humans.</p> <p>Debriefing/Evaluation Activity</p> <p>Everyone needs to be an informed consumer. Discuss how students can become informed about medications that they may be taking. Examples may include: reading the warning labels or prescription information, discussing the pros and cons of a medicine with a doctor, researching the medication, etc. Have the students discuss the effects that medications may have on them. Discuss the need for each student to become aware that there are medications on the market that may be harmful and to find out what ones might be harmful for them.</p>			<p>Materials/Texts/Realia/Handouts</p> <ul style="list-style-type: none"> • Labels or empty bottles from over the counter drugs • Chart paper, markers
			<p>Extension Activity</p> <p>Have students search for articles on medications that have severe side effects. Create a list of the different medications and a short synopsis of the side effects. Have students share with the class their findings and what the findings could mean to them.</p>
<p>Real-Life Connection</p> <p><i>Ask:</i> Has anyone ever known someone who has had a reaction to an over the counter drug, such as Tylenol, cough syrup, or vitamins? Does anyone have an allergy to something? Examples could include reactions to bee stings, penicillin, different materials, etc. Discuss the consequences of reactions such as swelling, difficulty in breathing, etc. <i>Ask:</i> What can be done to prevent another reaction or to inform others of the possibility of a reaction? Examples may include: medical records of allergies, medical cards in one's billfold, a medallion worn on a chain, etc.</p>			<p>ESE/ESOL Accommodations</p> <ul style="list-style-type: none"> • Pair students with others to assist in reading or writing activities. • Summarize discussions. • Have students report information through talking, writing or drawing.

GED 2002 Teachers' Handbook of Lesson Plans - Script

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Activity Title - Are We Taking Drugs That Are Safe?

Introduction

Ask: Why do we take medicine? Answers will include such things as to make us feel better, because the doctor told us that it would help us, or to keep us healthy. Discussion should lead into the idea that medicines/medications were originally made to help cure people from illnesses and the beliefs that the individual has.

Main Activity

Ask: Just because someone tells you to do something should you always do it? Discuss the pros and cons of following someone else's advice. Write on the board the list of pros and the list of cons. *Ask:* If a doctor prescribes a medicine should you take it? Why or why not? Discussion will lead to the fact that doctors have been trained and are the experts and should know what is best for you. *Ask:* If doctors or the government always know what is best, why is it that some drugs have been found to be actually harmful to humans after they have been approved for use? Have students identify any kinds of drugs that they may know of that have been approved, but later were found to be harmful.

Closure/Conclusion

Ask: After the discussion today and knowing now that some medications can actually be harmful to you, what should you do to ensure you maximum safety? Talk about reading the precautionary statements on prescription drugs and the warning labels on medications such as aspirin. Discuss the need to be an informed consumer and ask the expert about any possible harmful effects of medications and whether the benefits outweigh the effects.

Follow-Up Lessons/Activities

Bring in labels from different over the counter drugs such as Tylenol, Aspirin, Excedrin, cough syrup, vitamins, or others. Divide students into small groups of 4-6. Provide them with several labels to compare and contrast. *Say:* Look at the labels and see if there is acetaminophen on it. Identify other common ingredients in the medications.

Debrief the activity by making a list of those drugs that contain acetaminophen in them. Also list other common ingredients and what types of medications they are most often found. *Ask:* What drugs contain acetaminophen? What other common ingredients did you find in medications? Do all medications for colds, headaches, etc. contain similar products? What conclusions can you draw from knowing this information?