

# Lesson 6

## LESSON 6

**At the conclusion of this lesson, your students should be able to distinguish between legal and illegal drugs, and identify the harmful effects of drug dependence.**

**Materials Needed:** Copy of Activity Sheet C-4 for every student

**Step I** Ask the students:

*When you are sick, what can you do to get well?*

Students' suggestions may include **getting extra rest, eating healthy foods, drinking liquids, and taking the proper medicine.**

Explain that medicines that can help them become well are **legal drugs**. Legal drugs are medicines that can be bought: **over the counter** or **through a doctor's prescription**.

An example of an over-the-counter drug is aspirin. Other over-the-counter drugs are some cough medicines, some allergy medicines, some painkillers, and some cold medicines.

There are cough medicines, allergy medicines, painkillers, and cold medicines that **cannot** be bought without a doctor's prescription.

Ask the class:

*Why do you think a doctor has to prescribe some cough medicines, allergy medicines, painkillers, and decongestants?*

(Some of these drugs are very strong and can be harmful if taken the wrong way. A doctor knows what drugs can or cannot be taken together. )

Tell the class that the doctor will prescribe the best medicine for a person's age, size, and body's particular need so that the person will become well again.

## Step II

Ask the students:

*What does the pharmacist have to be sure to do when a prescription is filled?*

Students' responses should include the following:

The pharmacist has to be sure that **the amount of medicine given is the same amount as the doctor prescribed** and that **the container for the medicine has (a) the number of the prescription on it; (b) the sick person's name on it; and (c) the directions that state the amount of medicine to take at one time and the number of times per day that it should be taken.**

Explain that some medicine is more effective when it is taken at one time rather than at another time, the directions may suggest that the medicine be taken before a meal, after a meal, before going to school, or before bed-time. Some medicines have to be taken two, three, or more times a day.

## Step III

Ask the class:

*Why do you think a prescription is numbered?*

Explain that a prescription is numbered, recorded, and the number of refills for that prescription are limited so that the patient does **not** continue to use the medicine **after** she or he is no longer under the doctor's care. When people continue to use medicine they risk becoming **drug dependent**.

## Step IV

Ask the class:

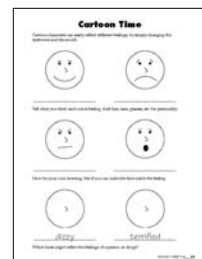
*What does drug dependence mean?*

(People who become drug dependent feel that they **must** use a drug in spite of knowing its harmful effects.)

Explain that drug-dependent people find it **very difficult** to stop using drugs. When they stop, they can experience **nausea, depression, anxiety, shaking, dizziness, nosebleeds, stomach cramps, inability to concentrate, hallucinations, flu-like symptoms, and insomnia**. Drug dependence **damages** the heart, brain, liver, and kidneys. It can cause **death**.

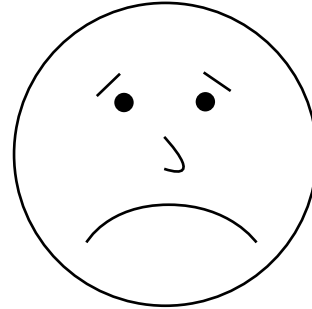
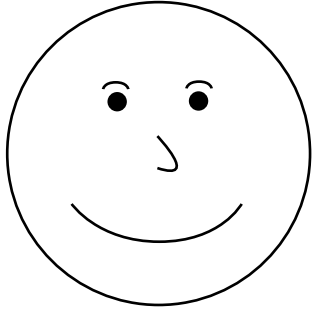
## Step V

Distribute a copy of Activity Sheet C-4, "Cartoon Time," to every student. Read the directions out loud. When the students have completed their papers, ask for volunteers to share with the class how they have drawn their faces.



# Cartoon Time

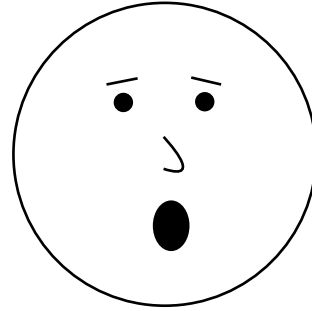
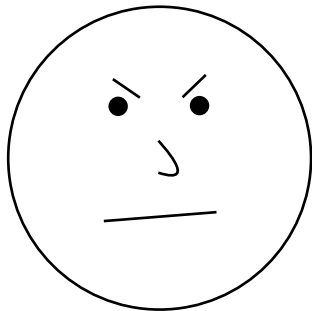
Cartoon characters can easily reflect different feelings, by simply changing the eyebrows and the mouth.



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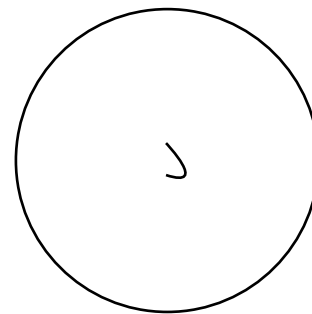
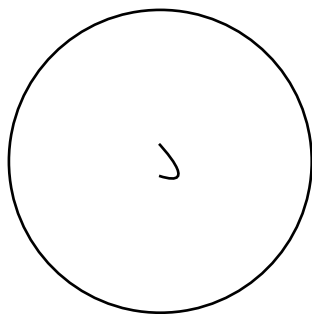
Tell what you think each one is feeling. Add hair, ears, glasses, etc. for personality.



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Now try your own drawing. See if you can make the face match the feeling.



dizzy

terrified

Which faces might reflect the feelings of a person on drugs?