

Sixth Grade Lesson Plan Over-the-Counter and Prescription Medications

Health SOL 6.6b: The student will access and analyze information for the purpose of improving personal and family health. Key concepts/skills include interpretation of the contraindications for prescription drugs and over-the-counter medicines

Interdisciplinary SOLs:

Math 6.9 The student will compare and convert units of measure for length, area, weight/mass, and volume within the U.S. Customary system and the metric system and estimate conversions between units in each system:

- b) weight/mass — milligrams/grams
- c) liquid volume — milliliters

English 6.5 The student will read and demonstrate comprehension of a variety of informational selections.

- b) Make, confirm, or revise predictions.
- c) Use context to determine meanings of unfamiliar words and technical vocabulary.
- d) Draw conclusions and make inferences based on explicit and implied information.

Rationale:

Students should be able to read over-the-counter and prescription medication instructions, warnings, and labels. They should be able to determine the proper usage, administration, and effects of medications used for common illnesses such as colds, the flu, allergies, stomach irritation, and bacterial infections (antibiotics)

Goal:

For students to be able to make healthy decisions about the usage of over-the-counter and prescription medications

Objectives: *The student will be able to...*

- Determine when to use medications appropriately
- Determine dosage and frequency of administration
- Determine when to use an antibiotic, and the appropriate use of antibiotics

Materials:

- Several empty boxes of over-the-counter medications for cold, flu, allergies, stomach discomfort, etc. compete with package inserts
- Several empty prescription bottles with the labels in tact, and contraindication information that came with the medication if possible (you may be able to obtain the printouts from local pharmacies). Make sure that at least one of the prescriptions is for an antibiotic.
- Colored chalk

Before the Lesson:

Obtain the materials listed above. Ask students' parents to send in empty boxes/inserts and medicine bottles/indications in advance so that you do not have to buy them; or, collect them yourself over time to bring in.

Time: 1 hour

Advance Organizer/Set: (10 minutes)

- 1) Place the packages of medications on a table in plain view of the class and allow them to walk by and briefly look over the packages.
- 2) Ask students whether they ever read the labels on medications before they take them.
- 3) Ask students to generate a list of several common illnesses such as colds, the flu, allergies, stomach irritation, and bacterial infections (such as an ear ache), and write their answers on the board

Procedure: (30 minutes)

- 1) Ask the students to tell you which of the medications they saw would help to treat the illnesses you listed on the board. Write their answers next to the illnesses and do not comment on whether they are right or wrong.
- 2) Depending on the size of your class, have the students choose one of the medications/contraindications from the table (or put students in small groups and let them choose a medication)
- 3) Ask the students to carefully examine all of the box labels and inserts in the over-the-counter drugs and the contraindication print-outs with the prescription medications.
- 4) Ask students to write answers to practical and critical thinking questions below (can use attached sheet in class) in complete sentences. Answers can be found on the packages and labels.

Questions:

- 1) What is this medication used for? How do you know?
- 2) How many times per day can you take this medication? How do you know? (ex. If the label says take every 4 hours, divide 24 hours by 4 hours = 6 times per day)
- 3) When should you stop taking this medication? (on over-the-counter drugs, this may be a warning label; on antibiotics, the drug should be taken as directed until the prescription has been finished)
- 4) How much medication is in each dosage? (in milliliters (ml) or milligrams (mg)—if students are not yet familiar with those abbreviations or units, address their questions as they arise)
- 5) **For students with over-the-counter drugs: What is different about the dosage for children and adults? Why do you think it is different?
- 6) **For students with prescription labels: Do you think that a child would need the same dose of this medication as an adult? Why or why not?
- 7) Why do we need different drugs for different illnesses?

Closure: (20 minutes)

- 1) After students have answered the written questions, go back to the illnesses that were listed on the chalkboard at the beginning of class and address each illness.
- 2) Ask the students again which of the medications they examined are suitable for treatment of each illness. In a color chalk different from the one you used to write the drug names, cross out incorrect answers and write in correct ones as they are voiced by the students.
- 3) Ask students if they are surprised by what they have learned about medications and prescriptions. What surprised them?

Assessment:

- 1) Assess their answers on the sheets that they filled out for their medications.
 - a) Did they read the package correctly?
 - b) Did they think critically about the use of medications to treat certain illnesses? (see "Why" questions)
- 2) Did students correctly identify which medications are used to treat specific illnesses after reading the contraindications?
- 3) Did they correctly assess when to use an antibiotic and how to use them? (if applicable)

Differentiation

- Determine when to use medications appropriately
- Determine dosage and frequency of administration
- Determine when to use an antibiotic, and the appropriate use of antibiotics