

# GenerationRx

Safe medication practices for life.



## PATCH PROGRAM

There are three program guides split by Girl Scout grade levels with age-appropriate introductory activities and activities in each of the three keys – **Discover, Connect, and Take Action**. Girls in each grade level need to complete the number of requirements indicated in their guide. Here is a progression of requirements for all three guides, in case you have multiple troops, a troop that splits grade levels, or want to know what's next!

### Daisy/Brownie (K-3)

Required Introductory Activities	<ul style="list-style-type: none"> <li>Candy vs. Medicine Game</li> <li>Q&amp;A Safety Rounds</li> </ul>
Discover (choose one)	<ul style="list-style-type: none"> <li>Prescription Label Lookouts</li> <li>Good Choice/Bad Choice Game</li> <li>Some Things Aren't Meant to Be Shared</li> </ul>
Connect (choose one)	<ul style="list-style-type: none"> <li>Speak with a person who works in a pharmacy.</li> <li>Schedule a time to visit a pharmacy.</li> <li>Talk to or receive resources from the National Poison Control Center.</li> </ul>
Take Action (choose one)	<ul style="list-style-type: none"> <li>Medication Safety Skits</li> <li>Medicine Hideouts: Safe or Unsafe</li> <li>Share the Candy vs. Medicine Game with others.</li> </ul>

### Junior/Cadette (4-8)

Required Introductory Activities	<ul style="list-style-type: none"> <li>Medication Safety for Teens</li> <li>Spelling Bee</li> </ul>
Discover (choose two)	<ul style="list-style-type: none"> <li>Trivia Game</li> <li>List It</li> <li>Medication Safety Skits</li> <li>Medication Safety Sleuth Digital Game</li> </ul>
Connect (choose two)	<ul style="list-style-type: none"> <li>Survey</li> <li>Speak with a person who works in a pharmacy.</li> <li>Schedule a time to visit a pharmacy.</li> <li>Interview a person whose job teaches or affects safe medication practices, like a primary care physician, psychologist/psychiatrist, counselor, law enforcement officer, or judge.</li> </ul>
Take Action (choose one)	<ul style="list-style-type: none"> <li>Share a classroom talk (peer-to-peer), focusing on safe medication use and storage.</li> <li>Host a community program.</li> <li>Help younger Girl Scouts earn the Generation Rx patch.</li> <li>Inspire and educate</li> </ul>

### Senior/Ambassador (9-12)

Required Introductory Activities	<ul style="list-style-type: none"> <li>Medication Safety for Teens</li> <li>Champions of Rx</li> </ul>
Discover (choose three)	<ul style="list-style-type: none"> <li>Lead the Scene</li> <li>Plot Twists</li> <li>List It</li> <li>Beat the Buzzer Activity</li> <li>Trauma Digital Game</li> </ul>
Connect (choose three)	<ul style="list-style-type: none"> <li>Interview a person in your community whose job teaches or affects safe medication practices.</li> <li>Talk to a recovery group facilitator.</li> <li>Invite someone who works in a pharmacy or who is a first responder to speak.</li> <li>Schedule a time to visit a pharmacy or an emergency department.</li> <li>Interview someone who has been affected by medication misuse. It could be a former misuser, or a family member or friend of a misuser.</li> </ul>
Take Action (choose one)	<ul style="list-style-type: none"> <li>Classroom talk about dangers of misusing prescription medications.</li> <li>Lead prescription drug misuse awareness day at school.</li> <li>Host a community program, perhaps with a pharmacist or other expert.</li> <li>Help younger Girl Scouts earn the Generation Rx patch.</li> <li>Choose a project to educate others.</li> </ul>

The Ohio State University College of Pharmacy and the Cardinal Health Foundation developed Generation Rx, a national prevention education program designed to educate people of all ages about medication safety. Girl Scouts of Ohio's Heartland Council has partnered with Generation Rx to incorporate this important medication safety education into the mission of Girl Scouts.

This program is in partnership with:



# INTRODUCTION ACTIVITY: Q&A SAFETY ROUNDS

## *Outcome*

- Learn common medication terms and safe medication-taking practices.

## *What to do*

- Divide participants into groups of six or less.
- Cut out Q&A Safety Rounds question and answer cards in the Q&A Safety Rounds Activity Sheet.
- Make sure each group has their own set of questions and answers.
- Pass out the question cards and answer cards evenly between the participants in your group.
- Ask a participant to begin by reading one of their questions out loud.
- Everyone should look at their answer cards to see if they have the answer to that question.
- Read the answer card out loud if the participant believes she has the correct answer.
- Decide as a group if that answer is indeed correct.
- When all the question cards have been paired with an answer card, check to see if the answers are correct using the Q&A Safety Rounds Answer Sheet.

## *At a glance*

- Participants will match question and answer cards together to identify best medication safety practices.

### **YOU WILL NEED:**

- Scissors
- Q&A Safety Rounds Activity Sheet
- Q&A Safety Rounds Answer Sheet

### **TIME**

- Five minutes

### **TAKE HOME MESSAGES**

- Only take medicines with permission of a parent or guardian.
- Follow the instructions on medication labels.
- Never share your medicine with others.

# Q&A SAFETY ROUNDS ACTIVITY SHEET

**What is a  
medicine?**

**What is a  
prescription  
medicine?**

**What is  
an over-  
the-  
counter  
medicine?**

**TRUE OR FALSE?**

***You should only  
take a medicine  
when given to you  
by a trusted adult.***

**TRUE OR FALSE?**

***Taking more of a  
medicine than  
instructed will  
always make you  
feel better.***

**TRUE OR FALSE?**

***It is okay to share  
your medicine  
or take somebody  
else's prescription  
medicine.***

# Q&A SAFETY ROUNDS ANSWER SHEET

**A substance  
that is used to  
treat disease  
or injury.**

**One type of  
medicine that  
a doctor  
prescribes to  
treat disease  
or injury.**

**One type  
of medicine that  
can be purchased  
at a drug store  
or pharmacy  
without a  
prescription.**

**TRUE**

**FALSE**

**FALSE**

# INTRODUCTION ACTIVITY: CANDY VS. MEDICINE

## Outcome

- Understand that some medicine can look like candy and some candy can look like medicine.

## What to do

- Participants can work on this individually or in a group.
- Copy enough Candy vs. Medicine Activity Sheets for each person/group.
- Have participants decide which picture is candy and which is medicine within each group.

## At a glance

- Participants will decide which picture represents candy or medicine within each group.

## Questions

- How are the medicine and candy matches the same? How are the medicine and candy matches different? (Think about size, shape and color.)
- Why do you think it is important to keep medicines in their original bottles or containers?
  - **Adults:** Medicine and candy have remarkable differences in their effects on the body once ingested. Therefore, medicines should be kept in their original bottle or container to prevent identifying it as candy and thereby potentially hurting someone if accidentally ingested.
  - **Girls:** Medicine and candy do different things to our bodies. We always want to keep medicines in their original bottle or container. We don't want anyone to get hurt if they think medicine is leftover candy and eat it. The best way to keep that from happening is to talk to a trusted adult to ensure medicine stays in its container and candy stays in its package.

### YOU WILL NEED:

- Pen or pencil
- Candy vs. Medicine Activity Sheet
- Candy vs. Medicine Answer Sheet

### TIME

- Five minutes

### TAKE HOME MESSAGES

- Only take medicines with permission of a parent or guardian.
- Always keep candy and medicine in their original containers.
- Ask a trusted adult to keep medicines in a safe place in their home.

# CANDY VS. MEDICINE ACTIVITY SHEET

1



2



3





# CANDY VS. MEDICINE ACTIVITY SHEET

4



5



6



# CANDY VS. MEDICINE ANSWER SHEET

1



Medicine



Candy

2



Candy



Medicine

3



Candy



Medicine



# CANDY VS. MEDICINE ANSWER SHEET

4



Medicine



Candy

5



Candy



Medicine

6



Candy



Medicine

## **DISCOVER ACTIVITY:** **SOME THINGS AREN'T MEANT TO BE SHARED**

### ***Outcome***

- Participants will learn or review the medication safety principle that we should never share medication with others.

### ***What to do***

- Participants can do this in groups or individually.
- Using the Some Things Aren't Meant to be Shared Activity Sheet, have participants put an "X" through items that you should not share with others and need to keep for yourself.

### ***At a glance***

- Participants will apply their understanding of safe medication practices by identifying items that are either safe or unsafe to share with others.

#### **YOU WILL NEED:**

- Pen or pencil
- Some Things Aren't Meant to be Shared Activity Sheet

#### **TIME**

- 5-10 minutes

#### **TAKE HOME MESSAGES**

- While it's nice to share some items (e.g. toys, and books), not all items are meant to be shared.
- Everyone is different, so we should never share items made just for you – like medications, toothbrushes, or even germs or your underwear!
- By not sharing medication, this lowers the chance that it may hurt us. Lastly, we should only take medication with permission from a parent or guardian.

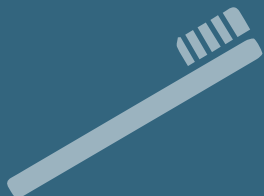
# SOME THINGS AREN'T MEANT TO BE SHARED

## ACTIVITY SHEET

**Books**



**Toothbrush**



**Doll**



**Baseball Bat**



**Medicine**



**Crayon**



**Stuffed Animal**



**Cookie**



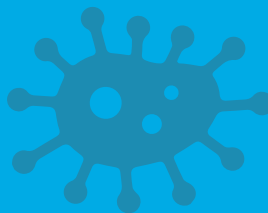
**Basketball**



**Toy Truck**



**Germ**



**Marker**



**Guitar**



**Bike**



**Soccer Ball**



**Underwear**



## DISCOVER ACTIVITY: PRESCRIPTION LABEL LOOKOUTS

### *Outcome*

- Participants will understand various parts of a prescription label in order to properly identify instructions and important information.

### *What to do*

- Participants can do this individually or in groups.
- Have participants study the prescription medicine label in the Prescription Label Lookouts Activity Sheet and answer the questions following the label.

### *At a glance*

- Participants will identify the different parts of a prescription medicine label.

#### **YOU WILL NEED:**

- Pen or pencil
- Prescription Label Lookouts Activity Sheet
- Prescription Label Lookouts Answer Sheet

#### **TIME**


- 10-15 minutes

#### **TAKE HOME MESSAGES**

- Only take medicine that is prescribed for you.
- Always follow the instruction written on the prescription.
- Never share your medicine with others.



# PRESCRIPTION LABEL LOOKOUTS ACTIVITY SHEET

Pharmacy Name		Local Pharmacy	
Pharmacy Address		123 Main Street Anytown, USA 11111	Pharmacy Phone Number (800) 555-5555
Prescription (Rx) Number		Rx #: 0060023-08292	
Patient Name		JACK SMITH	
Prescription Instructions		TAKE TWO PILLS BY MOUTH ONCE DAILY FOR 10 DAYS UNTIL GONE.	
Medicine Name		PENICILLIN	200 MILLIGRAMS
			Medicine Dose

## Questions

1. What is the name of the only person who should take this prescription medicine?
2. Jack must pick up this medicine at his local pharmacy. What is the address?
3. If Jack has a question for the pharmacist, what phone number should he call?
4. What is the name of Jack's prescription medicine?
5. How many medicine pills will Jack take every day?
6. Jack has a sister, Jane, who becomes sick with the same illness as him. Should Jane take some of Jack's prescription medication? Why or why not?

# PRESCRIPTION LABEL LOOKOUTS ANSWER SHEET

## Questions

1. What is the name of the only person who should take this prescription medicine?
  - Jack Smith
2. Jack must pick up this medicine at his local pharmacy. What is the address?
  - 123 Main Street, Anytown, USA 11111
3. If Jack has a question for the pharmacist, what phone number should he call?
  - (800)555-5555
4. What is the name of Jack's prescription medicine?
  - Penicillin
5. How many medicine pills will Jack take every day?
  - 2 pills
6. Jack has a sister, Jane, who becomes sick with the same illness as him.  
Should Jane take some of Jack's prescription medication? Why or why not?
  - No, Jane should not take Jack's prescription medication.
  - Jack needs all of his medicine since the instructions say to "take 2 pills by mouth once daily for 10 days until gone". We want to make sure we follow the instructions as they are given.
  - Jane is very different from Jack, even if Jane has the exact same illness as Jack, we don't know how Jane will respond to the medicine. Taking Jack's medicine could potentially make Jane even more sick.

## DISCOVER ACTIVITY: GOOD CHOICE OR BAD CHOICE?

### *Outcome*

- Participants will learn through scenario based teaching that they have the power to make good or bad choices when taking medication.

### *What to do*

- Participants can do this activity in groups (or individually without cutting out the smiley faces and by writing the answers on the activity sheet).
- Have participants cut out the smiley faces (one sad and one happy each) and color the happy face green and the sad face red. Templates located in the Good Choice or Bad Choice Activity Sheet.
- Read the scenario located in the Good Choice or Bad Choice Activity Sheet out loud to the participants. After each scenario has been read, have the participants hold up the green happy face to denote that the individual within the scenario made a good choice or hold up the red sad face to denote that the individual within the scenario made a bad choice. Repeat with all following scenarios.

### *At a glance*

- Participants will learn some potential good vs. bad choices regarding taking medication.

#### **YOU WILL NEED:**

- Green or Red Marker (color pencil/crayon, etc.)
- Good Choice or Bad Choice Activity Sheet
- Good Choice or Bad Choice Answer Sheet
- Scissors

#### **TIME**

- Five minutes

#### **TAKE HOME MESSAGES**

- Only take medicines with permission of a parent or guardian.
- Always keep candy and medicine in their original containers.
- Ask a trusted adult to keep medicines in a safe place in their home.

# GOOD CHOICE OR BAD CHOICE? ACTIVITY SHEET





# GOOD CHOICE OR BAD CHOICE? ACTIVITY SHEET

## *Scenario*

1. Cindy takes MORE medicine than instructed.
2. Josh discovers an object that may be medicine or candy. He decides to immediately give it to an adult.
3. Jack decides to share his medicine with Susie.
4. Julie is six years old and feels sick. She decides to take her medicine all by herself.
5. Kevin tells his parents that medicine should be stored in a secure cabinet in his home.
6. Jonathan isn't sure if this is medicine or candy. He decides to eat it anyway.
7. Your friend Emily is sick. You tell her that you will NOT share your medicine with her.
8. David stores his medicine with his toys.
9. Kathy feels sick. She decides to ask a trusted adult for help instead of taking medicine by herself.

# GOOD CHOICE OR BAD CHOICE? ANSWER SHEET

## Scenario

1. Cindy takes MORE medicine than instructed.
  - Answer: Bad Choice
2. Josh discovers an object that may be medicine or candy. He decides to immediately give it to an adult.
  - Answer: Good Choice
3. Jack decides to share his medicine with Susie.
  - Answer: Bad Choice
4. Julie is six years old and feels sick. She decides to take her medicine all by herself.
  - Answer: Bad Choice
5. Kevin tells his parents that medicine should be stored in a secure cabinet in your home.
  - Answer: Good Choice
6. Jonathan isn't sure if this is medicine or candy. He decides to eat it anyways.
  - Answer: Bad Choice
7. Your friend Emily is sick. You tell her that you will NOT share your medicine with her.
  - Answer: Good Choice
8. David stores his medicine with his toys.
  - Answer: Bad Choice
9. Kathy feels sick. She decides to ask a trusted adult for help instead of taking medicine by herself.
  - Answer: Good Choice

## **CONNECT ACTIVITY:**

### **SPEAK WITH A PERSON WHO WORKS IN A PHARMACY**

1. Speak with a person who works in a pharmacy. This could be a pharmacist, medical or pharmacist technician, or clerk. You could invite them to a troop meeting. Be prepared with questions to ask about:
  - Their job duties
  - What they love about their job
  - The challenges of their job
  - What inspired them to pursue this career
2. Schedule time to visit a pharmacy. You could visit a neighborhood pharmacy or a chain store. They probably won't allow you in the dispensing area due to laws and regulations, but you can see the drop-off and pick-up windows and over-the-counter medication areas. Be prepared with questions to ask about:
  - The important places in the pharmacy
  - What makes that pharmacy special
  - The challenges of working there
  - The best part about working there
3. Review resources from the American Association of Poison Control Centers at [aapcc.org](https://aapcc.org).

## **TAKE ACTION ACTIVITY:**

### **CANDY VS. MEDICINE EDUCATION**

Inspire others with what you learned in the Candy vs. Medicine Game. Play the game with at least four other people to see if they can tell which is which. Share the information you've gained during the program with them once they've completed the game.

- Did they score as well as you on the game?
- What did they learn from you?
- Who else can you share this information with to Take Action in your community?



## **TAKE ACTION ACTIVITY: MEDICATION HIDEOUTS: SAFE OR UNSAFE?**

### ***Outcome***

- Participants will learn and share safe and unsafe medication storage principles.

### ***What to do***

- Participants can do this individually or within a group.
- Using the Medication Hideouts: Safe or Unsafe Activity Sheet, decide which areas are safe to store medicine and explain why.
- Participants can brainstorm on other places that medicine could be safely or unsafely stored.
- After completion of the activity, have participants create a poster that denotes a safe and unsafe area to store medicine.

### ***At a glance***

- Participants will make a poster to show a safe and unsafe place in their home to store medicine.

#### ***YOU WILL NEED:***

- Pen or pencil
- Medication Hideouts: Safe or Unsafe Activity Sheet
- Medication Hideouts: Safe or Unsafe Answer Sheet

#### ***TIME***

- 15-30 minutes

#### ***TAKE HOME MESSAGES***

- Medicines should always be stored in locked cabinets or high shelves where they cannot be easily accessed.

## MEDICATION HIDEOUTS: SAFE OR UNSAFE? ACTIVITY SHEET

# *Possible places to store medicine in your home:*

1. Bathroom counter
2. Bathroom closet
3. Nightstand
4. Kitchen cabinet
5. Medicine cabinet
6. Kitchen counter

### **SAFE:**

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Other: \_\_\_\_\_

Other: \_\_\_\_\_

### **UNSAFE:**

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Other: \_\_\_\_\_

Other: \_\_\_\_\_

### **Discussion Question:**

**Why are some medication storage places safer than others?**

## **MEDICATION HIDEOUTS: SAFE OR UNSAFE? ANSWER SHEET**

# ***Possible places to store medicine in your home:***

- |                     |                     |
|---------------------|---------------------|
| 1. Bathroom counter | 4. Kitchen cabinet  |
| 2. Bathroom closet  | 5. Medicine cabinet |
| 3. Nightstand       | 6. Kitchen counter  |

### ***SAFE:***

Bathroom closet  
Kitchen cabinets  
Medicine cabinets

### ***UNSAFE:***

Bathroom Counter  
Nightstand  
Kitchen counter

### **Discussion Question Answer:**

Some storage places are unsafe because they can be easily accessed by others, including young children. Therefore, medicine should always be stored in safe places such as locked cabinets or high shelves where they cannot be easily accessed.

# TAKE ACTION ACTIVITY: MEDICATION SAFETY SKITS

## Outcome

- Participants will learn medication safety principles through skit-based learning

## What to do

- Participants will do this in groups. There are four scenarios. You can divide the participants into four small groups and provide each group with a different scenario, or, if your group is small, they can act out some or all the scenarios. The scenarios are listed on the Medication Safety Skits Activity Sheet.
- Have the participants read the scenario and discuss the main problem faced by the characters.
- Finish the script – write an end to this skit based on how the participants think the characters should solve the problem.
- Once the script is written, have participants rehearse and perform the skit for an audience!

## At a glance

- Participants will analyze scenarios to determine if children followed safe medication-taking practices.

## Questions

- **Scenario 1:** Why do you think it's important to only take medicine from individuals that a parent (or guardian) gives permission?
  - A: This helps ensure that you are following instructions, taking the right medicine, and helping—not hurting—your body.
- **Scenario 2:** Why do you think we should only take prescription medicines prescribed for us by our doctor and not share medicine, even if it is to treat the same illness?
  - A: Everybody is different, and you should only take prescription medicines that are prescribed for YOU. It is never okay to share or take somebody else's medicine.
- **Scenario 3:** Why do you think it is important to follow the EXACT instructions listed on the medicine label?
  - A: Taking more of a medicine than instructed could actually harm your body and make you feel more sick.
- **Scenario 4:** Why do you think it is important that we always keep our medicines in the original bottle provided by the pharmacist?
  - A: Medicines can look very similar to one another yet have entirely different uses. If medicines are removed from their original bottle, it is difficult to identify the medicine and this may lead to a potentially dangerous situation.
  - A: Medicines removed from its original containers may easily become confused with candy.
  - In case of an emergency, remind participants to notify an adult.

### YOU WILL NEED:

- Pen or pencil
- Medication Safety Skits Activity Sheet

### TIME

- 60-90 minutes

### TAKE HOME MESSAGES

- Only take medicine from individuals that a parent (or guardian) gives permission.
- Everyone is different, only take medicine that is prescribed for you.
- Always follow instructions and only take the instructed amount of a medicine from a trusted adult.
- Always store medicine in the original containers and in safe places to ensure that children cannot accidentally access the medicine and take it without the supervision of an adult.



# MEDICATION SAFETY SKITS ACTIVITY SHEET

## **SCENARIO 1**

Where: The Smith's Kitchen

When: After School

What's happening:

Robyn has been fighting a horrible cough for weeks. Robyn's doctor prescribed her a prescription cough syrup to help her cough and allow her to feel better. Robyn and her brother, Sam, enter their kitchen so that Robyn can ask her mom for more of her prescription cough syrup. Although Robyn cannot find her mom, she still removes the cough syrup from the kitchen cabinet.

Sam: "Are you going to take some of that cough syrup?"

Robyn: "Yeah, I can't stop coughing and I think I remember how much mom gives me."

## **SCENARIO 2**

Where: Kim's backyard

When: A weekend afternoon

What's happening:

Kim and Sophia are playing outside when Sophia begins to not feel well.

Sophia: "I don't know why but I suddenly don't feel well. My nose feels really stuffy and I feel really cold and achy."

Kim: "I just felt like that a few days ago - I think I still have the medicine my mom gave me to help me feel better. Do you want me to go inside and get it for you?"

# MEDICATION SAFETY SKITS ACTIVITY SHEET

## **SCENARIO 3**

Where: The Smith's bathroom

When: After Dinner

What's happening:

Carol has a bad headache. Her younger brother Kevin brings her some over-the-counter pain medicine to treat her headache.

Kevin: "The bottle says that you should take one pill. But maybe if you take two pills, you will feel better even faster!"

## **SCENARIO 4**

Where: Local Restaurant

When: Dinner time

What's happening:

Teri is hungry as she waits with her older brother, Joey, and her mom at a restaurant. She finds a small bag of tablets in her mom's purse. The tablets are not in the original container.

Teri: "I'm so hungry! Mom, this bag looks like it has candy in it. I'm going to eat some as a snack."

Joey: "No, Teri! That's not candy!"