

Unit: Medication Safety

Objective

Ps will identify how the improper use of medication can be dangerous and how to keep medication use safe.

Materials

- **Large flashcards – different kinds of medication**
- **Prescription Labels**
- **Warning Labels**
- **Warning Label Cards**
- **Do`s and Don`ts**
- **MIPS**
- **Why Medication can be Dangerous (teacher copy only)**
- **ERIK forms (optional)**

Step 1 Warm Up (5 minutes)

What is Medication Safety:

- Hold up the **large flashcards of different medications**. Ask “What is this?” Can they identify the different types of medication?
- Ask who is taking medication. (they can chose not to share this information)
- Can medication be dangerous? Have them tell you why? List their answers on the board.
- Read aloud **Why Medication can be Dangerous**.
- Say today we will be discussing medication safety.

Step 2 Work out (60 minutes)

Learning about Medication Safety:

- Ask them what a prescription label is? Can they read and understand? Hand out the **Prescription Labels** – tell them you will be discussing all parts of the label. List the following questions on the board.
 - Who is the prescription for?
 - What is the name of the Pharmacy?
 - Who is the doctor?
 - What is the name of the medication?
 - What are the instructions?

- What is the prescription code?
 - How many repeats?
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- Do one or two labels together and then have them in pairs answer the questions for the rest of the labels. Come back to share their answers.
 - Hand out the **Warning Label** sheet – go over what warning labels are.
 - Talk about the difference between the instructions on the label and the warning labels.
 - Point out how the warnings can be difficult to understand. Read them together. What do they mean? Explain that there are many other warning labels not listed today, many more that they may not understand.
 - Hand out a **Warning Label Card** to different Ps in the class. (these should be cut into 6 different cards) Have each Ps take turns reading their card aloud. Discuss what each one means. Do they see how difficult such warnings can be to understand?
 - Ask them about their own prescriptions. Do they read their instructions? Do they understand them? Do they ask for help if they don't understand them? Who do they ask? Write all their responses on the board.
 - Write Do and Don't on the board. Ask the Ps to name Dos and Don'ts of medication safety. Write their answers on the board.
 - Hand out the **Do's and Don'ts** sheets and go over it with them. If they wish they can add some off the board if there are some different suggestions.
 - Hand out **MIPS** page on medication safety. Read it together.
 - If you have decided to do the **ERIK** option, hand them out and have the Ps begin to fill them out. They can bring them back to class to complete or complete at home.

Step 3 Cool Down (10 minutes)

Check their progress

- Ask them why medication can be dangerous.
- Ask them what they could do to protect themselves from misusing medications. (Talk to pharmacist, talk to doctor, ask family member that speaks good English.)
- Will they do anything different from now on?
- What would they tell their friends about what they learned today?