Health Education

P^2D^2

Pontiac Prescription Drug Disposal:
A Cooperative Program between High School Students, Local Officials, and Pharmacies
www.p2d2program.org

Lesson Plan

Health Education Prescription Drug Lesson—P²D²

Objectives

Students will:

1. Describe the factors that influence people to use prescription drugs.

2. Understand the effects of the use of different prescription drugs on the body and on developing fetuses.

3. Learn about the programs that will help a person overcome their addictions.

[Note: Detailed objectives are listed under the individual lessons for Days 1-5.]

Illinois State Goals

1. State Goal 22: Understand principles of heal0th promotion and the prevention and treatment of illness and injury.
    a. 22.A.4b: Analyze possible outcomes of effective health promotion and illness prevention.
    b. 22.A.5a: Explain strategies for managing contagious, chronic and degenerative illness.
    c. 22.B.4: Explain social and economic effects of health problems on individuals and society.
2. State Goal 23: Understand human body systems and factors that influence growth and development.
    a. 23.A.4: Explain how body systems functions can be maintained and improved.
    b. 23.B.4: Explain immediate and long-term effects of health habits on the body systems.
    c. 23.B.5: Understand the effects of healthy living on individuals and their future generations.
3. State Goal 24: Promote and enhance health and well-being through the use of effective communication and decision-making skills.
    a. 24.B.4: Explain how decision making affects the achievement of individual health goals.
    b. 24.B.5: Explain immediate and long-term impacts of health decisions to the individual, family, and community.
    c. 24.C.4: Formulate a plan to achieve individual health goals.
    d. 24.C.5: Evaluate progress toward the attainment of a health goal.

MPO's:

1,2,7,8,9,10,12,21,23

Procedure

Day 1

Objective 1: Identify reasons why people use prescription drugs.

- Prevent disease
- Relieve pain
- Fight pathogens
- Promote health

Duration: 10 minutes
Format: Lecture
Assessment: Teacher observation

Objective 2: Identify factors that influence teens to abuse prescription drugs.

- Peer pressure
- Family members
- Role models
- Media messages
- Perceptions of drug behavior
- Misleading information

Duration: 10 minutes
Format: Lecture
Assessment: Teacher Observation

Objective 3: Define substance abuse.

- Any unnecessary or improper use of chemical substances for non-medical purposes

Duration: 5 minutes
Format: Lecture
Assessment: Teacher Observation

Objective 4: Describe the dangers of substance abuse.

- Physical health
  - Tolerance
  - Physiological dependence
  - Addiction
  - Increased high risk behaviors
- Mental health
  - Psychological dependence
  - Depression
  - Suicide
- Social health
  - Loss of interest and goals
  - Increased violence and crime

Duration: 20 minutes
Format: Lecture
Assessment: Teacher observation

Day 2

Objective 1: Define prescription drugs

- A drug prescribed to a patient by a Doctor or licensed health professional that requires government control
- Non-food substances that alter the functions of the body and/or mind

Duration: 5 minutes
Format: Lecture
Assessment: Teacher observation

Objective 2: Differentiate between responsible and irresponsible prescription drug use.

- Responsible prescription drug use
  - Taking a prescription drug as it is intended
    - To promote good health
- Irresponsible prescription drug use
  - Selling prescription drugs
    - Jail time
    - Fines
    - Loss of social network
  - Sharing prescription drugs
    - Cause of overdose
    - Death
    - Disease
      - HIV
      - Hepatitis B
  - Using prescription drugs not prescribed
    - Overdose
    - Death
    - Disease
      - HIV
      - Hepatitis B

Duration: 20 minutes
Format: Lecture
Assessment: Teacher observation

Objective 3: Explain ways prescription drugs can enter the body.

- Implantation
  - Drugs placed under the skin
    - Absorbed in the bloodstream
- Mouth
  - Swallowing
    - Absorbed in the bloodstream after reaching the stomach and small intestines
- Injection
  - Syringe and Needle Use
    - Absorbed in the bloodstream immediately after being injected into muscle or blood vessel
    - High risk of HIV and hepatitis B if syringes are shared

Day 2 (cont'd)

- Absorption
  - Buccal
    - Oral absorption between the cheek and gum
      - Enters the bloodstream through the skin or mucous membranes
  - Sublingual
    - Oral absorption under the tongue
      - Enters the bloodstream through the skin or mucous membranes
  - Skin Patch
    - Enters the bloodstream through the skin or mucous membranes
  - Suppository
    - Anal Absorption
      - Enters the bloodstream through the skin or mucous membranes
    - Vaginal Absorption
      - Enters the bloodstream through the skin or mucous membranes
  - Topical
    - Enters the bloodstream through the skin or mucous membranes
      - Cream
      - Lotions
      - Ointment
      - Sprays
- Inhalation
  - Nasal Passage
    - Enters the bloodstream in the lungs
  - Oral Passage
    - Enters the bloodstream in the lungs

Duration: 20 minutes
Format: Lecture
Assessment: Teacher observation

Day 3

Objective: Discuss factors that determine prescription drug effects.

- Age
  - Drug effects will vary for:
    - Infants
    - Teens
    - Adults
    - Elderly
- Albumin concentration
  - Protein found in the bloodstream and urine
- Alcohol intake
  - Alcohol mixed with drugs can produce a multiplier effect
    - Antagonism
      - Occurs when each drug's effect is canceled out or reduced by another
    - Synergism
      - Occurs when drugs interact to produce effects greater than those that each drug would produce alone
- Amount or Dosage of Drug/s Used
  - Prescription drugs are prescribed according to the patients size and weight
- Barometric pressure
  - Changes drug action
  - Changes metabolism
- Behavior
  - Violent
  - Depression
  - Anger
  - Hyperactivity
- Body Fat of User
  - Prescription drugs are prescribed according to the patients size and weight
- Body Weight of User
  - Prescription drugs are prescribed according to the patients size and weight
- Cardiovascular function
  - Heart health
- Dietary Factors
  - Amount of food eaten
  - Types of foods eaten
- Disease
  - Alters how the body would normally use the drug
- Fever
  - Alters how the body would normally use the drug
- Gastrointestinal function

Day 3 (cont'd)

- Absorption capabilities
- Presence of acids

- Gender
  - Lean versus fat body tissue
    - Males
    - Females
- Immunologic function
  - Presence of white and red blood cells
- Infection
  - Alters how the body would normally use the drug
- Lactation
  - Nursing mothers
  - Alters how the body would normally use the drug
- Liver function
  - The rate at which the liver can breakdown and absorb the drug
- Marijuana intake
  - Marijuana mixed with drugs can produce a multiplier effect
    - Antagonism
      - Occurs when each drug's effect is canceled out or reduced by another
    - Synergism
      - Occurs when drugs interact to produce effects greater than those that each drug would produce alone
- Mood
  - Stress
  - Anger
  - Fear
  - Anxiety
  - Joy
- Nicotine intake
  - Nicotine mixed with drugs can produce a multiplier effect
    - Antagonism
      - Occurs when each drug's effect is canceled out or reduced by another
    - Synergism
      - Occurs when drugs interact to produce effects greater than those that each drug would produce alone
- Pregnancy
  - Alters how the body would normally use the drug due to an increase in hormones

Day 3 (cont'd)

- Presence of Other Drugs in the Body
  - Drugs mixed with other drugs can produce a multiplier effect
    - Antagonism
      - Occurs when each drug's effect is canceled out or reduced by another
    - Synergism
      - Occurs when drugs interact to produce effects greater than those that each drug would produce alone
- Renal function
- Speed At Which the Drugs Were Taken
- Sunlight
  - Increased metabolism
  - Increased coagulation
- Type of Drug/s Used
  - Antibiotic
  - Antidepressant
  - Antiepileptic
  - Antihypertensive
  - Antiulcer
  - Bronchodilator
  - Hypnotic
  - Lipid Lowering
  - Prescription Analgesic
  - Sedative

Duration: 20 minutes
Format: Lecture
Assessment: Teacher observation

Day 4

Objective 1: Discuss common types of prescription drugs

- **Antibiotic**
  - Used to treat bacterial infections
    - Aminoglycosides, Carbapenems, Cephalosporins (1st Generation, 2nd Generation, 3rd Generation, 4th Generation, 5th Generation), Fluoroquinolones, Glycycline, Macrolides, Monobactam, Penicillins, Polypeptides, Sulfonamides, Tetracyclines, Miscellaneous Antibiotics
- **Antidepressant**
  - Used to treat depressive disorders
    - Asendin, Cymbalta, Desyrel, Dexedrine, Effexor, Elavil, Lexapro, Ludiomil, Luvox, Norpramin, Nardil, Pamelor, Parnate, Paxil, Pertofrane, Prozac, Remeron, Ritalin, Serzone, Sinequan, Surmontil, Tofranil, Wellbutrin, Zoloft
- **Antiepileptic**
  - Used to control and prevent epileptic seizures
    - Celontil, Cerebex, Convulex, Depakene, Depakote, Diacomit, Diamox, Dilantil, Epanutin, Epilim, Felbamate, Felbatol, Fosphenytoin, Frisium, Gabapentin, Gabitril, Gemonil, Keppra, Klomopin, Lamictal, Lamotrigine, Lyrica, Mesatoin, Milontil, Mysoline, Neptazane, Neurontin, Peganone, Rivotril, Sabril, Tegretol, Topamax, Topiramate, Tridione, Trileptal, Valium, Zarotin, Zonegran
- **Antihypertensive**
  - Used to reduce elevated blood pressure
    - Accupril, Altac, Aceon, Adalat CC, Anhydron, Apa-Doxazosin, Aquatag, Aquatensen, Atacand, Atenolol, Avapro, Benicar, Blocadren, Calan, Capoten, Cardene, Cardizem, Cardura, Cartrol, Coreg, Corgard, Cozaar, Diovan, Diucardin, Diuril, Doxaloc, DynaCirc, Enduron, Esidrix, Exna, Gen-Doxazosin, HydroDiuril, Hytrin, Inderal, Isoptin, Kerlone, Levatol, Lopressor, Lotensin, Marazide, Mavik, Med-Doxazosin, Metahydrin, Micardis, Minipress, Monopril, Naqua, Naturetin, Nimotop, Normodyne, Norvasc, Plendil, Prinivil, Procardia XL, Renese, Renormax, Saluron, Sectral, Sular, Tenormin, Teveten, Tiazac, Trandate, Univasc, Vascor, Vasotec, Verelan, Visken, Zebeta, Zestril, Ziac
- **Antiulcer**
  - Used to treat ulcer discomfort
    - Axid, Carafae, Cytotec, Pepcid, Prilosec, Tagamet, Zantac
- **Bronchodilator**
  - Opens airways for those with asthma
    - Albuterol, Bitolterol, Epinephrine, Fenoterol, Formoterol, Isoetharine, Isoproterenol, Metaproterenol, Pirbuterol, Procaterol, Racepinephrine, Salmeterol, Terbutaline
- **Hypnotic**
  - Sleep Aids
    - Abilify, Adapin, Adderall, Akineton, Ambien, Ambien-CR, Amytal, Anafranil, Antabuse, Aquachloral, Aropax, Artane, Asendin, Atarax, Ativan, Aurorix Provigil, Aventyl, Benadryl, Buspar, Butisol, Campral, Catapres, Celexa, Centrax, Cibalith-S, Cipram, Cipramil, Citopam, Clozaril, Cogentin, Compazine, Concerta, Cylert, Cymbalts, Cytomel, Dalmane, Decadron, Depakene, Depakote, Deprax, Deroxat, Desoxyn, Desyrel, Dexedrine, Dobupal, Dolophane, Doral, Dutonin, Edronax, Effexor, Elavil, Eldepryl, Emsam, Equanil,

Day 4 (cont'd)

Equetro, Eskalith, Eufor, Faverin, FazaClo ODT, Felbatol, Fluanxol, Fluctine, Fluocim, Gabitril, Geodon, Gladem, Halcion, Haldol, Imovane, Inderal, Invega, Kemadrin, Keppra, Klonopin, Lamictal, Lexapro, Lexomyl, Lexotan, Lexotanil, Librium, Litarex, Lithane, Litonate, Litotabs, Loxitane, Ludiomil, Lunesta, Lustral, Luvox, Manerix, Marplan, Mellaril, Metadate-CR, Metadate-ER, Methylin, Miltown, Mirapex, Moban, Modiodal, Nalorex, Nardil, Navane, Nefadar, Nembutal, Neurontin, Niravam, Norebox, Norpramin, Nortilen, Nozinanan, Odranal, Orap, Pamelor, Parnate, Paxil, Periactin, Pertrofran, Pexeva, Phaltrexia, Placidyl, Prisdal, Prolixin, Prosom, Prozac, Psiquial, Reapam, Remeron, Restoril, ReVia, Risperdal, Ritalin, Ritalin-LA, Rivotril, Rozerem, Saroten, Seconal, Serax, Sercerin, Serentil, Seresta, Serlect, Seropram, Seroquel, Serotax, Serzone, Sinequan, Somnote, Sonata, Stesolid, Strattera, Subutex, Surmontil, Symmetrel, Synthroid, Tegretol, Temesta, Tenormin, Thorazine, Tofranil, Tolre, Topamaxn, Tranxene, Trexan, Trilafon, Trileptal, Trypitzol, Typtanol, Urecholine, Valium,Veritina, Versed, Vestra, Visken, Vistaril, Vivacil, Vivitrol, Wellbutrin, Wellbutrin-SR, Wellbutrin-XL, Xanax, Zoloft, Zonegran, Zyban, Zyprexa

- **Lipid-Lowering**
  - Lowers blood cholesterol levels
    - Advicor, Altocor, Antara, Atromid-S, Colestid, Crestor, Lescol, Lipitor, Lipofen, Lopid, Lovaza, Mevacor, Niacor, Omacor, Pravachol, Questran, Simcor, Tricor, Triglide, Vitorin, Welchol, Zetia, Zocor
- **Prescription Analgesic**
  - Pain Reliever
    - Damason-P, Darvon Compund-65, Empirin with Codeine No. 3, Empirin with Codeine No. 4, Endodan, Lortab ASA, Panasal 5/500PC-Cap, Percodan, Percodan-Demi, Propoxyphene Compound-65, Roxiprin, Synalgos-DC Talwin Compound
- **Sedative**
  - Slows down the central nervous system
    - Calms behavior
      - Ambien, Carisoma, Equinail, Hypnoge, Ivadal, Lunata, Meprospan, Miltown, Myslee, Nimadorm, Nitrest, Sanoma, Sanval, Soma, Somit, Stella, Stilnoct, Stilnox, Zodorm, Zoldem, Zolfresh, Zolt

Duration: 20 minutes
Format: Lecture
Assessment: Teacher observation

Objective 2: Discuss prescription drug guidelines

- Keep prescription drugs in their original containers.
- Never take prescription drugs that have been prescribed for another person.
- Keep prescription drugs out of the reach of children.
- Follow instructions for storing the prescription drug.
- Do not use a prescription drug if it is expired.
- Never take prescription drugs if that appear to have been tampered. with, are discolored, or have a suspicious odor.
- Carefully follow the instruction on the label.
- Do not stop taking the drug if you start feeling better.
- Report new or unexpected symptoms to a physician.
- Contact a physician if the drug does not seem to be producing the desired effects.

Duration: 25 minutes
Format: Lecture
Assessment: Teacher observation

Day 5

Objective 1: Discuss off-label drug use

- Prescription Drug Not Approved by the FDA
  - Drugs Commonly Prescribed Off-Label
    - Albuterol, Aripiprazole, Gabapentin, Lamictal, Lisoderm, Modafinil, Propranolol, Risperidone, Tiagabine, Topiramate, Trazodone, Viagra

Duration: 10 minutes
Format: Lecture
Assessment: Teacher observation

Objective 1: Describe what is involved in making a commitment to be drug-free

- Working on refusal statements
- Finding healthy alternatives
- School efforts
- Community efforts

Duration: 10 minutes
Procedure: Lecture
Assessment: Teacher observation

Objective 2: Identify help that is available for individuals who presently use Drugs

- Sources in the community
  - Counselors
  - Support groups
  - Outpatient drug-free treatment
  - Short-term treatment
  - Maintenance therapy
  - Therapeutic communities
- Friends
- Family

Duration: 10 minutes
Format: Lecture
Assessment: Teacher observation

Objective 3: Discuss the costs of drug use to the user, the user's family and friends, and to society in general

- Individual
  - Physical health
    - Tolerance
    - Physiological dependence
    - Addiction
    - Increased high risk behaviors
  - Mental health
    - Psychological dependence
    - Depression
    - Suicide

Day 5 (cont'd)

    - Social health
        - Loss of interest and goals
        - Increased violence and crime
- Family and friends
    - Stop spending time with family and friends
    - Emotional betrayal
    - Financial loss
- Society
    - Rise of drug related crime and violence
    - Cost to U.S economy due to:
        - Jail time
        - Accidents
        - Deaths
        - Health care costs
        - Legal fees
        - Law enforcement costs
        - Insurance costs
        - Drug-related damages

Duration: 25 minutes
Format: Lecture
Assessment: Teacher observation

Developed by: Heather Christenson, Betty Murphy, Health Education Department, Pontiac Township High School and Tara Hanson, Graymont Grade School

Language Arts

P^2D^2

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Lesson Plan

Language Arts Lesson—P^2D^2

The Eco-ku

Objectives

Students will:

1. Work in a cooperative learning environment to employ figurative language, written in haiku format, to express a message of ecological importance to a greater audience.

2. Confer with classmates regarding format, message, and editing issues.

3. Present their "eco-ku" orally to the class along with appropriate illustrations, graphics, and explanations.

Illinois State Goals

The lesson plan addresses, but is certainly not limited to, the following Illinois Learning Standards:
2A4a, 2b4a, 3A4, 3B4b, 3B4c, 3C4b, 4B4a, 4B4b

Materials

Notebook paper
Pen
Magazines
Construction/printer paper
Markers or other drawing/writing utensils
Tape or glue
Scissors
Stapler

Procedure

Background and Overview of the Lesson:

Eco-kus are a hybrid of ancient Japanese poetry and a contemporary awareness of environmental needs in our community. Written in haiku form, eco-ku are created to carry ecology-oriented messages to the public. The eco-ku lesson plan was inspired by the P^2D^2 project and conceived as a device to interest students who were not ordinarily high achievers in language arts courses, but were heavily invested in local ecology projects. Through their efforts in writing eco-ku, students will be simultaneously exposed to a new form of critical and creative writing as well as given an opportunity to articulate the pro-environmental message of programs such as P^2D^2.

In its initial run, the eco-ku lesson was an astounding success, generating interest from both the governor of Illinois and school districts state-wide. Although this lesson plan was designed primarily for high school sophomores and keyed accordingly to the appropriate Illinois Learning Standards, modifications can easily be made for different age levels.

1. The lesson will begin with a teacher led-discussion of the haiku format:

   <u>Haiku Rules</u>

   - Has three lines
   - Has 17 syllables
   - Has 5 syllables in the first line, seven in the second, and five in the third

2. Next, analyze and discuss an original composition from the instructor:

Example Haiku written by Mr. Soares

Sitting in the sand
Wave touches foot and pulls back
Old sand trades for new

4. Using the Smartboard, explore haikus further on http://www.haikusociety.com, discussing content and counting syllables.

5. Eco-ku Explanation: "Haiku-writing is an ancient Japanese practice that tries to capture a 'moment in time,' much like a snapshot. For this project, you will consider what you have learned about our environment today and programs such as P^2D^2. Ultimately, you will create 'eco-ku' based on those concepts. You will either cut out or create three pictures and write an eco-ku poem for each. These three poems need to be turned in as a book with your name on the cover."

6. In groups of two or three, students should begin discussing haiku and ecology, culminating in the creation of eco-ku. Magazines should be available for students to find pictures which will accompany their eco-ku; conversely, they may create their own pictures by drawing them (or creating them on a computer). For verification purposes, the students will confer with each other on format and syllable count. When a student has created three eco-kus, he or she should use available materials to construct a "book," gluing or creating a picture for each eco-ku. In addition, the student should add a cover incorporating his or her name into a title.

7. Before students submit their eco-ku books, they will have their work peer reviewed by those in their groups. Any corrections can be made at this time.

8. Finally, students will use their eco-ku books to facilitate an oral presentation replete with any explanations necessary. Students making the oral presentations should be prepared to answer any questions from fellow students concerning the message of their eco-ku. Please see student-created haikus in the section "Sample Student Stewardship Projects to Initiate Action."

Rubric

Timely Completion: Was it done on time? Yes No _____(5 pts)

Basic Criteria Met: Did it follow the prescribed pattern? Yes No _____(5 pts)

Creativity: Is it imaginative? Eye-catching? Colorful? Neat? _____(5 pts)

Correctness: Are there errors in spelling? Grammar? Syllables? _____(5 pts)

(Total) _____(20 pts)

Developed by Michael Soares, English Department, Pontiac Township High School

Pontiac Township High School Student Examples, 2009

Eco-ku: Ecology-inspired poems written in haiku form.

Old meds with no clue?
Just send to P^2D^2.
Make safe energy. By Myles Rich

Don't do wrong, instead
Be eco-smart, re-claim meds
P^2D^2 saves. By Marcus Fultz

Got old, unused drugs?
Turn them in while you still can.
Improve our future! By Chase Alford

Pharmaceuticals?
Be responsible with them.
P^2D^2 works! By Megan Schmoeger

To make energy
Send your expired pills to
Local pharmacies. By Jake Heller

Do you have old pills?
Take them to a pharmacy.
Save our planet now! By Alex DeMattia

Don't flush medicine.
Take them to a pharmacy.
Go P^2D^2! By Jacqui DeFrees

Got old medicine?
P^2D^2 will take them.
Let's save the planet. By Jacqui DeFrees

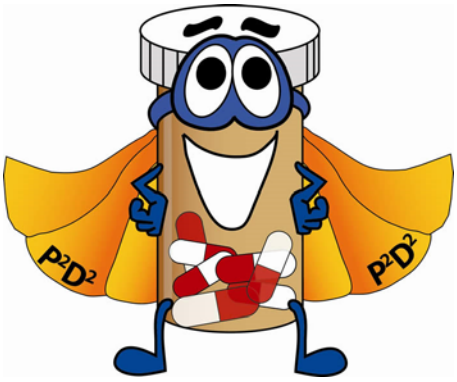
Get rid of old pills.
Let's start saving the planet.
Go P^2D^2! By Jacqui DeFrees

And the winner:

Take back your old pills
Before fish have many more gills.
Save the water now. By Liz Howard

Music

P^2D^2



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Lesson Plan

Project Plans: Creating a Radio Jingle

Objectives

Students will:

1. Collaborate within their class and offer input to create an effective jingle.

2. Incorporate the use of composition, ear training, music theory, and music technology knowledge and skills, as well as an understanding of how the final musical product will reflect and promote the message or product.

3. Use technology through computer notation and sequencing software.

4. Learn to consider performance by creating melody and harmony vocal lines, and creation of appropriate sound effects and instrumental parts

5. Gain "real-world" music experience and record tracks in a studio environment.

6. Create a radio jingle to reinforce the goals of the P^2D^2 Program.

Illinois State Goals

STATE GOAL 25: ***Know the language of the arts.*** Students should understand the sensory elements, organizational principles and expressive qualities of the arts. Students will analyze and evaluate student and professional works for how aesthetic qualities are used to convey intent, expressive ideas and/or meaning.

STATE GOAL 26: ***Through creating and performing, understand how works of art are produced***. Students will understand the processes, traditional tools and modern technologies used in the creation of their work. They will analyze and evaluate how the choice of media, tools, technologies and processes support and influence the communication of ideas. Students will apply the skills and knowledge necessary to create and perform their jingle. Students will create and perform a complex work of art using a variety of techniques, technologies and resources and independent decision making.

STATE GOAL 27: ***Understand the role of the arts in civilizations, past and present.*** Students will analyze how music functions in history, society and everyday life. They will see how careers in the arts are expanding based on new technologies and societal changes. They will also see how music shapes and reflects ideas, issues or themes.

Procedure

1. Students will research the P^2D^2 project to understand its unique goals and purposes. Students will learn about the methods used to deliver relevant science and stewardship messages. By listening to and discussing real radio jingles, they will gain understanding about the impact the lyrics may have on the listener and the possible musical reasons for this impact.
2. From their own concept of the product and the project, students will create their own lyrics for a thirty-second radio jingle.

3. Students will individually create a melody and lead sheet for the lyrics. These student-created melodies may change or alter the original lyrics, but must maintain the integrity of the message.
4. Students will brainstorm possible tunes from any style of music (classical, jazz, rock, pop, etc) that have already been written that might fit the chosen lyrics.
5. From a recording of the tune selected, students will transcribe all parts to computer music notation in score format. Adaptations to the original in length, timbre, and style may be made once the transcription has been created.
6. After assembling all of the potential jingles from all classmates, the class will make the final decision for the chosen jingle (lead sheet) they should continue to pursue. Students will then create in computer notation all appropriate parts necessary for the performance and recording of the jingle. [See the final P^2D^2 jingles, "Cleaner Water" and "We Love $P^2D^{2"}$ following this lesson.]
7. Students will rehearse the performance of the vocal and instrumental parts to the music.
8. Students will use a music sequencing software program to create and record all parts, instrumental and vocal, for the finished product. If a local recording studio is available, students will record to CD the instrumental and vocal tracks.
9. The jingle will be then tested and feedback drawn from students and adults as to its possible impact and usefulness in a real world situation.

Developed By: Keith Schmink, Music Department, Pontiac Township High School

Art Design

P^2D^2

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Lesson Plan

Art Lesson Plan – P^2D^2

P^2D^2 T-shirt design

Objectives
Students will:
1. Use art skills and practices to create a design for a t-shirt that represents the message being conveyed through the P^2D^2 program.
2. Receive an overview of the program and discuss possible designs.
3. Learn balance and composition, which will be encouraged in the design.

Illinois State Goals
Visual Arts: Analyze and evaluate how tools/technologies and processes combine to convey meaning.

Materials
P^2D^2 poster
Photo of P^2D^2 mailbox design
Handout of P^2D^2 design
Performance Assessment(s) Rubric

Procedure
Days 1-3: Students will examine a poster of a student-created P^2D^2 drug disposal project and brainstorm and sketch out ideas for a t-shirt to promote the program. Students will also examine a handout explaining the general requirements of the design. (e.g., one color, good balance, P^2D^2 logo, year, and school). Once the t-shirt designs are completed, one will be chosen by the science department to represent the P^2D^2 program.

Details, Process, Practice, Method, Course of Action, Formula:

Anticipatory Set - Introduce the lesson by showing a poster of the P^2D^2 drug disposal program created by students. Discuss the background goals of the P^2D^2 program, and its benefits. This will provide a foundation for creating a design that will best illustrate and promote the P^2D^2 program messages.

Input - (Teacher-guided) Students brainstorm and sketch out ideas for the P^2D^2 t-shirt designs. Once the ideas have been discussed with the instructor, students can move on to the final design.

Closure - Review keys to the t-shirt design.

Assessments
Personal Communication(s)
Observation
Whole group instruction
One-on-one instruction
Performance Assessment(s) Rubric

Potential Accommodations
Students with disabilities will receive extra time on their drawings.

Developed by: Nick Vogt, Art Department, Pontiac Township High School

P^2D^2 T-shirt Design

Students will create a design for the P^2D^2 prescription drug program. Included in the design will be the name of the school, and the year. Special attention should be paid to design and layout. Pill bottle Phil should be incorporated in some way to advertise the logo. Design should be balanced. This project is worth 50 points.

P²D² Design Rubric

Focus (15pts)

Design incorporates P2D2
Interesting creative design/ Interesting layout
Design has year/logo

Elements of Design (15pts)

Design has good balance
Good use of line/shapes/ Pill Bottle Phil drawn accurately
Good use of color

Creativity effort (20pts)

Spent time wisely
Did not rush/put effort in design
Unique unlike any others/ did not trace/transfer images
Worked to develop to full potential
Solved problems

Art Lesson Plan - P^2D^2

P^2D^2 Drop-off Box Lesson

P2D2 Drop-off box design

Objectives

Students will:

1. Use art and design skills to create a graphic design for the prescription drug drop-off box. The drop-off box is an old mailbox that has been painted white.
2. The students will hear an overview of the purpose of the program, and discuss the purpose of the drop-off box with Mr. Ritter.
3. After completing their design, the students will write about their design proposal, explaining how their design expresses the intent of the p2d2 program and the purpose of the drop-off box.
4. The students will present their final design to the class.

Illinois State Goals

25.A.4 – Analyze and evaluate the effective use of elements, principles and expressive qualities in a composition/performance in the visual arts.
26.B.4d – Demonstrate knowledge and skills that communicate clear and focused ideas based on planning, research, and problem solving.
27.A.4b – Analyze how the arts are used to inform and persuade through traditional and contemporary art forms.
26.A.5 – Analyze and evaluate how the choice of media, tools, technologies and processes support and influence the communication of ideas.

Materials

The actual mailbox is in the room.

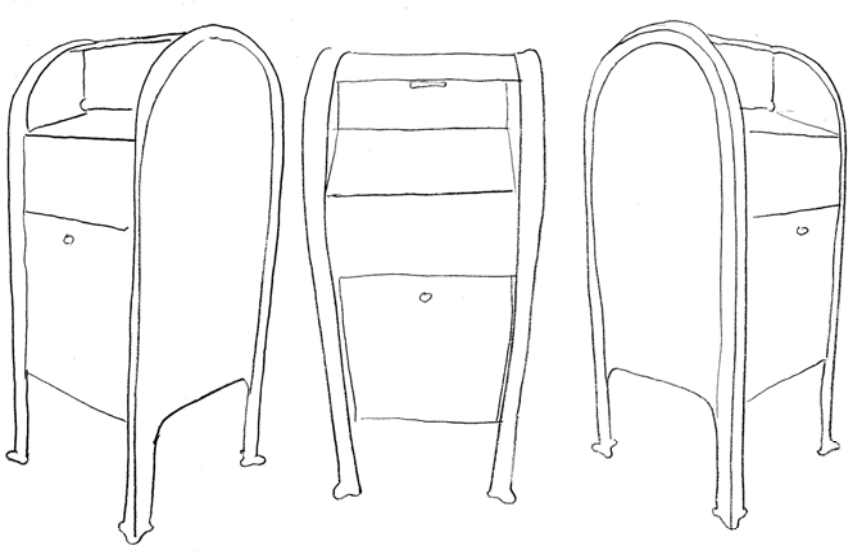
List of people or groups that need to be recognized on the mailbox:

Illinois Enviromental Protection Agency-logo
Illinois Indiana Sea Grant-logo
PTHS Ecology class
PTHS Illinois Studies class
PTHS Music Theory class
LACC Commercial Art class
LACC Welding class
Wilson Auto Body
Diaz Sign Art
Illinois State Police, State Police patch

Artwork of Pill bottle Phil

Drawing paper, colored pencils, etc.

A drawing template of the mailbox with three views for sketches.



Procedures

Day 1,2, and 3: Introduction to the graphic design assignment, p2d2 drop-off box. Mr. Ritter presents to the class information about the program, and the purpose of the drop-off box. Students can also look up information at the web site, www.p2d2program.org. Students are given handouts with the information that must appear on the box. The front and sides of the mailbox will be utilized in the design. The students will create a list of their own ideas and use the template to sketch out a minimum of five different concepts for their design. These are done quickly. These are due at the beginning of the 4th day.

Day 4 and 5: The students will do their final design based on their sketches, changing and altering them as needed. The final design will show the three sides, be in color, and show the placement of the necessary elements for the design. The design can be done by hand or on the computer. They must also write a one page paper with an explanation of their design concept.

Day 6: Students present their designs to the class. The class discusses the various designs with the intent to come to a consensus of the best design possibilities.

Closure

Our goal was to have a student generated design for the mailbox/drop box that could be repeated on many other mailboxes. Rather than have the students paint the mailbox, a time consuming project, we brought our best concepts to Diaz Sign Art, a local company. They assisted us with the final design so it looked professional, and could be then printed on a wrap and used on as many mailboxes as needed. The final design on the mailbox is incredible. Most schools will probably want to paint the drop-off box themselves, and this is a good way to do it. Our final design was a combination of 3-4 ideas by the students. Diaz Sign Art shared the design with us, and after the graphics were added to the mailbox, it was returned to the art room for final discussion by the class. It was then taken out to the State Police Headquarters where it is being used.

Assessments

Observation and communication with students while working on the assignment.

Thumbnail sketch ideas (50 points)
- minimum of five different ideas for design.
- interesting design concepts
- required elements are present in the designs
- on task during class

Final Design (50 points)
- has all required elements in the design
- on task during class
- design shows development from one or more of the thumbnail sketches
- design is appropriate for the use of the drop-off box
- skill and knowledge of color, drawing skills, etc. are evident
- final design demonstrates effort, care, and concern

Writing and presentation (20 points)
- presents ideas clearly with elaboration
- conventions, grammar used correctly
- presentation was done

Students with disabilities will receive extra time if necessary.

Our Final Design

Commercial art students designed the mailbox for the drugs that were collected by the police department. This mailbox was one that was completed and is now located at a state police headquarters. (News release about use of these drop-off boxes follows.)

At the State Police Headquarters

Developed by: Robert Sear, art instructor, Livingston Area Career Center, Pontiac Township High School

Illinois State Police NEWS

Larry G. Trent • Director

FOR IMMEDIATE RELEASE

January 13, 2009

Contact:
Trooper Joseph Dittmer
815-844-1500
Illinois State Police
District Six Headquarters

The Illinois State Police District Six provide pharmaceutical disposal.

PONTIAC – The Illinois State Police District Six and the Students and staff of Pontiac Township High School in Pontiac have teamed together to provide a safe location for prescription drug disposal. The lobby of the Illinois State Police District Six headquarters has been equipped with a prescription drug disposal box. The disposal box will be maintained and operated by Illinois State Police personnel.

In the past year, the students and staff of the Pontiac Township High School took part in establishing the Prescription Pill and Drug Disposal Program (P^2D^2). The program focuses on a cleaner environment by providing the public with a safe and secure means of disposing of unused pharmaceuticals. The P^2D^2 program has been successful in collecting and properly disposing of thousands of pounds of medications. The program has also been adopted in the city of Fife, Washington.

The Illinois State Police supports the environmental efforts and is proud to provide a safe and secure disposal location at the Illinois State Police headquarters located at 800 South Old Airport Road in Pontiac.

Foreign Language

P^2D^2

Pontiac Prescription Drug Disposal:
A Cooperative Program between High School Students, Local Officials, and Pharmacies
www.p2d2program.org

Lesson Plan

P^2D^2 Program Website
Spanish National Honor Society (SNHS) Translation Project

Objectives

Students will:

1. Undertake a collaboration project with the P^2D^2 program in order to provide a Spanish version of their website.

2. Be responsible for translating a section of the P^2D^2 program.com website, either as part of a group, or individually.

3. Implement a similar (P^2D^2) program in our community.

4. Be awarded community service Hours.

Learning Standards - Texas Essential Knowledge and Skills (TEKS) alignment

This project aligns with the 5 C's (Communication, Cultures, Connections, Comparisons and Communities) as follows:

1. Communication
   1.c Present information and convey short messages on everyday topics to listeners and readers
2. Cultures
   2.b Use the language to demonstrate understanding of products and how they are related to the perspectives of cultures.
3. Connections
   3.b Use language to obtain, reinforce, or expand knowledge of other subject areas.
4. Comparisons
5. Communities
   5.a Use the language beyond the school setting through activities such as participating in cultural events and using technology to communicate.

Procedure

The translation of the entire website shall be completed in no more than one month.
(The following schedule assumes that there are two meetings per month):

Meeting 1: The first meeting will consist of distribution of the tasks. Tasks will be distributed based on preferences of the student.
After tasks are assigned, students will deliver a rough draft to be edited (if necessary) and approved by the rest of the SNHS members in attendance.

Meeting 2: Students will complete the translation process during a 2-week period between meetings. A completed translation must be turned in at the second meeting.

Assessment

The completed website will be verified by the teacher for accuracy.

Developed By: Xavi Salat-Foix, Spanish Teacher, Carl Wunsche Senior High School (Spring Texas)