

HIGH
SCHOOL

VIDEO TOPIC SERIES

ACTIVITY

Episode One: Identifying Counterfeits



ACTIVITY OVERVIEW

Episode One: Identifying Counterfeits

Overview

In this activity, students will be introduced to the growing epidemic of counterfeit drugs and the negative impacts they have on communities. Students will be introduced to the topic of counterfeit drugs with a slideshow poll where they will be asked to activate their prior knowledge of the topic by comparing photos of real and fake pills and choose which is the counterfeit. Next, students will work collaboratively to analyze information related to counterfeit drugs. Finally, students will work in their jigsaw groups to design and create a social media story public service announcement using paper templates that will inform other teens about the dangers of counterfeit pills.

Learning Objectives

- Discover that illicitly-manufactured drugs can be nearly unrecognizable from prescribed drugs.
- Make connections between the sale of counterfeit pills and deadly consequences for unsuspecting teens.
- Create a fictional PSA social media story that will inform teens about the dangers of counterfeit pills.

Timing

45-60 minutes

Grade Level

9-12

Inquiry Questions

- What makes a drug "counterfeit"?
- What are the dangers of taking counterfeit drugs?
- How are counterfeit drugs being marketed and sold?
- What are effective ways to increase awareness about counterfeit drugs to teens and young people?

Materials

- Counterfeit Drugs Video Topic Series: Episode 1
- Capture Sheet 1: Deciphering Drug Deception
- Capture Sheet 2: Take Note
- Capture Sheet 3: Drug Deception Jigsaw
- Capture Sheet 4: Social Media Story PSA

Background Information

Counterfeit pills often contain fentanyl and are more lethal than ever before. DEA officials report a dramatic rise in the number of counterfeit pills containing at least 2 mg of fentanyl, which is considered a deadly dose. Drug traffickers are using fake pills to exploit the opioid epidemic and prescription drug misuse. The Centers for Disease Control and Prevention reports more than 100,000 drug overdose deaths in the United States in the most recent 12-month reporting period; the most ever recorded. Fentanyl, the synthetic opioid most commonly found in counterfeit pills, is the primary driver in this alarming increase in overdose deaths.

To address this complex problem, federal agencies are working to inform parents, teens, and educators about the dangers of counterfeit pills. This guide was created to give educators ideas and strategies for presenting the content in the digital lesson. It provides detailed plans for educators to be prepared to engage, explain, discuss, and effectively facilitate the content in the presentation. The lesson is designed to cover one 45-60 minute class session, but it is flexible, depending on the student's needs and time available.

For more information on counterfeit drugs, please visit: [One Pill Can Kill](#)

ACTIVITY OVERVIEW (CONTINUED)

Teacher Preparation

It is essential to create a safe and comfortable classroom atmosphere for students to engage in the content of the Operation Prevention sessions. It is suggested that the instructor set up classroom norms/rules such as:

- We value participation by everyone.
- We are open to hearing opinions that may be different from ours.
- We will respect what others have to share and allow them to share it without judgement.
- What we share will be kept confidential. We will not use names when sharing stories.

Discuss these norms with your students prior to beginning the lesson and explain that the purpose is to have a safe place where everyone can feel comfortable sharing and learning.

At different points in the lesson, students may be tempted to share personal information about opioid misuse by themselves or others. As always, be sure to follow school or district policies about the sharing of personal information about minors.

HEALTH STANDARDS

National Health Standards:

- Standard 2: Students will analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors.
- Standard 4: Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.
- Standard 8: Students will demonstrate the ability to advocate for personal, family, and community health.

Next Generation Science Standards

- HS-LS1-2 From Molecules to Organisms: Structures and Processes: Develop and use a model to illustrate the hierarchical organization of interacting systems that provide specific functions within multicellular organisms.

English Language Standards

- CCSS.ELA-LITERACY.RL.11-12.1
Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
- CCSS.ELA-Literacy.CCRA.SL.1(5): Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

PROCEDURE

ENGAGE

- To begin this activity and activate students' prior knowledge of counterfeit drugs, show students the video clip [PSM News of the Week: Fatal Snapchat Pills](#) on the overhead screen. After viewing, ask students to share if they have heard about fake pills such as the ones in the clip.
- Give each student a copy of the **Deciphering Drug Deception** Capture Sheet. Tell students that their next task is to see if they can answer the questions about counterfeit pills correctly and ask them to record their answers independently on their sheet.
- Once students have completed the capture sheet, reveal the answers (*see Instructor Key*) to the class. Ask students for their reactions—could they identify the fake pills and code names and emojis? What made this task difficult?
- Explain to students that the sale of counterfeit drugs that are being sold online, on social media, and on the streets is growing at an alarming rate and that for the next part of the activity, they will view [Counterfeit Drugs: Identifying Counterfeits Episode 1](#). Play the video for students on the overhead screen.

Instructor Key

Task 1: Can you spot the fake?

- a. Oxycodone is pill A
- b. Xanax is pill B
- c. Adderall is pill B

Task 2: Can you identify these drugs by their counterfeit name:

- a. Drug 1: Oxycodone
- b. Drug 2: Xanax
- c. Drug 3: Adderall

Task 3: These emojis are code for...

- a. Emoji Alias 1: Adderall
- b. Emoji Alias 2: Oxycodone
- c. Emoji Alias 3: Xanax

VIEW AND INVESTIGATE

- After watching the video, ask students to pair up and give each pair a copy of the **Take Note** capture sheet and a copy of the Drug Enforcement Administration [One Pill Can Kill Counterfeit Pill Facts Sheet](#).
- Ask student pairs to take 3–5 minutes to read through the statistics and information on the fact sheet and identify terms they need to know more about, discuss the facts or statistics they found most shocking, and list questions they would like to further explore on their **Take Note** capture sheet.
- When students are finished, give pairs the opportunity to share their notes with the whole group in a class discussion on what surprised them, what they did not already know, and what they would like to investigate further on the topic of counterfeit pills.
- Next, students will participate in a jigsaw where they will each be assigned one of four articles that looks at the fentanyl and methamphetamine crisis linked to counterfeit pills. Divide students into “home groups” of four students each and give each student a copy of one of the four articles.

The four jigsaw articles include the following:

- [Parents of poisoned son warn of deadly “fentapill” danger](#)
- [Same day delivery: Parents warn of fentanyl dealers targeting kids on Snapchat](#)
- [Middle-school children fall prey to fatal fentanyl overdoses](#)
- [Two Portland Teens Died of Suspected Fentanyl Overdoses Within 24 Hours Police Say](#)

APPLY

- To end the activity, tell students that they will work in their jigsaw “home groups” to design and create a social media story public service announcement (PSA) using social media paper templates that will inform other teens using social media about the dangers of counterfeit pills.

Explain to students that they will be trying to spread an important message and that creating a focused and succinct story is important to its success. **Note:** *The YALI Network gives [these tips](#) for incorporating compelling visuals into online campaigns:*

- Create a mini-campaign “brand” for a set of visuals.
- Using consistent fonts, colors and design elements helps drive the overarching message visually.
- Pick the best approach for telling your story.
- Infographics are helpful for distilling finds in reports, photos are best for highlighting real-life impacts, and quotes and graphics are good for elevating direct stories.
- Think of visuals as a companion to your messaging.
- Be creative!

- Give each group a copy of the Social Media Story Capture Sheet. Tell students to create a six-image and text story that uses information, data, and stories they have collected throughout the lesson along with slogans and/or hashtags to make an effective and informative snapchat story using the paper template they are given. Students should have access to colored pencils or markers to allow them to add color to their stories.
- Give groups the remaining time in class to work on their social media PSA story.
- When students finish, each group can then display their stories on the classroom wall if time allows and the class can participate in a gallery walk to view and give feedback about the social media story PSAs.

CAPTURE SHEET 1: DECIPHERING DRUG DECEPTION

Task 1: Can you spot the fake?

Study each of the images and label the pill you think is LEGIT and which one you think is COUNTERFEIT!

PILL 1: OXYCODONE

A



B



PILL 2: XANAX

A



B



PILL 3: ADDERALL

A



B

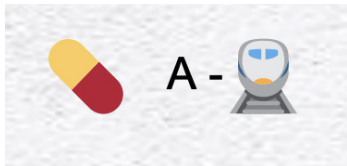

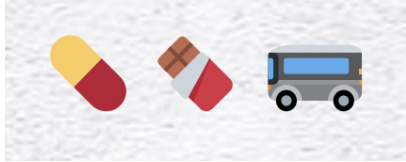


CAPTURE SHEET 1: DECIPHERING DRUG DECEPTION

Task 2: Can you identify these counterfeit drugs by their street names?

| | |
|--|-----------------------------|
| <p>DRUG 1: Beans; Cotton; Hillbilly Heroin; Kickers; Killers; Muchachas; Mujeres; Roxy; Roxy Shorts</p> | <p>THIS DRUG IS:</p> |
| <p>DRUG 2: Bicycle Parts; Footballs; Handlebars; Hulk; Ladders; Planks; School Bus; Yellow Boys</p> | <p>THIS DRUG IS:</p> |
| <p>DRUG 3: Christmas Trees; Co-Pilots; Lid Poppers; Study Skittles; Truck Drivers; Zing</p> | <p>THIS DRUG IS:</p> |

Task 2: These emojis are code for...

| | |
|---|----------------------------|
|  | <p>EMOJI ALIAS?</p> |
|  | <p>EMOJI ALIAS?</p> |
|  | <p>EMOJI ALIAS?</p> |

CAPTURE SHEET 2: TAKE NOTE

Directions: After watching the Counterfeit Drugs: Identifying Counterfeits Episode 1, “take note” of ONE of the following:

What is the most important point?

What are you finding challenging, puzzling, or difficult to understand?

What question would you most like to discuss?

What is something you found interesting?

CAPTURE SHEET 3: DRUG DECEPTION JIGSAW

Topic: The Reality of Counterfeit Pills

Reading assignments for Jigsaw:

1. [Parents of poisoned son warn of deadly “fentapill” danger](#)
2. [Same day delivery: Parents warn of fentanyl dealers targeting kids on Snapchat](#)
3. [Middle-school children fall prey to fatal fentanyl overdoses](#)
4. [Two Portland Teens Died of Suspected Fentanyl Overdoses Within 24 Hours Police Say](#)

My notes for assigned article # ____

Main Idea 1:

Main Idea 2:

Important Terms and Definitions:

Term 1:

Term 2:

CAPTURE SHEET 3: DRUG DECEPTION JIGSAW

Connections or Responses:

- This makes me think of...
- Questions I have are...

Other notes from “expert group:”

Notes from “home group” about articles:

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○

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CAPTURE SHEET 4: SOCIAL MEDIA STORY PSA

Directions: Use the six sections below to capture your social media story. Remember to be creative and follow the helpful design tips!

