

HIGH  
SCHOOL

# VIDEO TOPIC SERIES ACTIVITY

Episode Three: Community Impact



# ACTIVITY OVERVIEW

## Episode Three: Community Impact

### Overview

In this activity, students will first watch Episode Three of the series Counterfeit Drugs to introduce them to the topics they will explore in the activity. Students will then discuss the various perspectives of individuals and the connections they may have to this topic in their own communities and demographics. Next, students will work in groups to use data and research to better understand the people and communities impacted by counterfeit drugs. Finally, students will create a script for an informational video that creates awareness about the impact on their assigned community and demographic.

### Learning Objectives

- Make connections between the people and impact of counterfeit drugs
- Use research and data to understand how various communities and demographics are using and dying from counterfeit drugs
- Create an information video script and storyboard that will inform the community of the dangers and prevention of counterfeit drugs

### Timing

45-60 minutes

### Grade Level

9-12

### Inquiry Questions

- Who is impacted by counterfeit drugs?
- Which communities or demographics are most at risk from the sale of counterfeit drugs?
- Is the use of counterfeit drugs limited to certain communities or demographics?
- What strategies can communities use to best educate people about the dangers of counterfeit drugs and prevent their use?

### Materials

- Capture Sheet 1: Parts, Perspectives, Me
- Capture Sheet 2: Community/Demographic Impact of Counterfeit Pills Research Sheet
- Capture Sheet 3: Informational Video Script and Storyboard

### 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.

## Common Core Alignment and National Civics Standards

- 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.

## 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.

# PROCEDURE

## ENGAGE

- To begin this activity, students will first watch “Episode Three: Community Impact,” to introduce them to the topics they will explore in the activity.
- After they watch episode three, ask students to individually complete an activity called PARTS, PERSPECTIVES, ME to help them think about the complexity of the problem of counterfeit pills and identify the stakeholders in the video. Give each student a copy of the “Parts, Perspectives, Me” capture sheet.
- When students have completed their “Parts, Perspectives, Me” capture sheets, ask them to find an elbow partner (someone sitting next to them) or form a small group of three. Explain that the groups should collaborate by sharing the perspectives of stakeholders in other communities and demographics, as well as the connections they may have to this topic in their own lives.
- Encourage students to add new perspectives and ideas that they may not have thought about earlier to their own capture sheet as they discuss with their elbow partner or small group. This process encourages students to listen, consider, and revise.
- If time allows, the instructor may give students the chance to share their thoughts from the “Parts, Perspectives, Me” activity with the whole class.

**Teacher Note:** *When students are completing the Parts, Perspectives, Me capture sheet, it may be helpful to encourage students to:*

- Think broadly about how different people interact or are connected to the object or system: who is involved in making it, who is affected by it, who cares about it?
- Consider the different ways that this topic may touch their lives or the lives of people they know.
- Consider any feelings, assumptions, connections, beliefs, attitudes, or associations they have with it.

# VIEW AND INVESTIGATE

- Divide students into six groups of four students each (more or less depending on class size). Display a list of the following communities/demographics that have been impacted by counterfeit drugs on the board or overhead screen for students to view.
  - [Trumbull, Connecticut](#)
  - [Antioch, Tennessee](#)
  - [Grand Junction, Colorado](#)
  - [Sacramento, California](#)
  - [Wellington, Florida](#)
  - [Sour Lake, Texas](#)
- Allow each group to select a different community/demographic from the list. Each group represents a different demographic from various parts of the country.
- If students have 1-1 devices or direct access to the internet, they should be given the “Community/Demographic Impact Research” capture sheet that contains links for their specific community/demographic.
- Students will be introduced to their group’s perspective with an article that tells the story of how their assigned community/demographic has struggled with this growing issue. Students should read through their article and complete the first section of the research capture sheet.
- Next, the group will be tasked with using specific websites to uncover data and statistics about their community or demographic, and how counterfeit drugs have infiltrated and created a negative impact on the lives in that area. (If students do not have access to the internet or student devices, a folder containing documents with statistics and data could be provided for each group.)
- Students will use the links provided and work together to complete sections two and three on their research sheet.

**Teacher Note:** *If students do not have devices or access to the internet, resources can be printed out using the links provided on the capture sheet and placed into a “Community/Demographic Impact research materials folder” for each group to read and analyze.*

# APPLY

- To close this activity, student groups will use the information they have learned to write a script and create a storyboard for a short informational video aimed at the members in their assigned community and/or demographic.
- The videos should give background information on how community members, or their family or friends, are at risk for the deadly impact that counterfeit drugs can have. They should also highlight some of the solutions that could help or are helping combat the problem.
- Give each group a copy of the “Counterfeit Drugs Informational Video Script and Storyboard” capture sheet. Students should use the information they recorded from the capture sheets to help them write the script and record their informational video. Students can follow the storyline provided in the capture sheet and work together to create both words and imagery that will provide a detailed outline for shooting an informational video.
- Once students have finished their script and storyboard, they can share it in various ways (depending on time and resources).
  - Students can record their video, if they have access to devices or cell phone cameras, and the instructor can upload it to a common student platform for other groups to view. (Depending on the platform used, students may be able to give feedback to other groups.)
  - Students can choose a representative (or representatives) from their group to give background information on their community and demographic, then summarize their script and storyboard for the whole group to get feedback.
  - Each group can perform their informational video live (according to the script and storyboard) for the class to gain feedback.

# CAPTURE SHEET 1: PARTS, PERSPECTIVES, ME

After watching “Episode Three: Community Impact,” answer the following questions about the topic.

**PARTS: What are its parts?**

*Think about the following: What are the various parts to this issue? Who are the stakeholders in a community that would be impacted by counterfeit drugs?*

**PERSPECTIVES: What are its various pieces or components?**

*Think about the following: What might the different viewpoints of stakeholders and community members be? When decisions are made about this issue, who is making them, who is affected by them, and who cares about them?*

**ME: From what perspectives can you look at it?**

*Think about the following: How are you involved? What connections do you have? What assumptions, interests, or personal circumstances shape the way you see it?*

# CAPTURE SHEET 2: COMMUNITY/DEMOGRAPHIC IMPACT OF COUNTERFEIT PILLS RESEARCH SHEET

Use the links provided below (or printed pdfs) to complete your research for your community/demographic of focus.

## PART 1: Introduction: Who has been Impacted?

COMMUNITY	LINK
Trumbull, Connecticut	<a href="https://www.safemedicines.org/wp-content/uploads/2019/09/2020-PSM-JakeBeddoe-SECURE.pdf">https://www.safemedicines.org/wp-content/uploads/2019/09/2020-PSM-JakeBeddoe-SECURE.pdf</a>
Antioch, Tennessee	<a href="https://www.safemedicines.org/wp-content/uploads/2019/09/2019-JoshHolton-1page.pdf">https://www.safemedicines.org/wp-content/uploads/2019/09/2019-JoshHolton-1page.pdf</a>
Grand Junction, Colorado	<a href="https://www.safemedicines.org/wp-content/uploads/2019/08/2019-AshleyRomero-8-2019-SECURE.pdf">https://www.safemedicines.org/wp-content/uploads/2019/08/2019-AshleyRomero-8-2019-SECURE.pdf</a>
Sacramento, California	<a href="http://www.safemedicines.org/wp-content/uploads/2019/10/2019-Butler-1page-48_33-8-2019-SECURE-1.pdf">http://www.safemedicines.org/wp-content/uploads/2019/10/2019-Butler-1page-48_33-8-2019-SECURE-1.pdf</a>
Wellington, Florida	<a href="http://www.safemedicines.org/wp-content/uploads/2019/03/2019-MaggieCrowley-1p-update-3-2019-SECURE.pdf">http://www.safemedicines.org/wp-content/uploads/2019/03/2019-MaggieCrowley-1p-update-3-2019-SECURE.pdf</a>
Sour Lake, Texas	<a href="https://www.safemedicines.org/wp-content/uploads/2019/10/2019-BlainPadgett-1page-49-38-Oct-2019-SECURE.pdf">https://www.safemedicines.org/wp-content/uploads/2019/10/2019-BlainPadgett-1page-49-38-Oct-2019-SECURE.pdf</a>

Describe the person highlighted in the article.	
What type of counterfeit drug did the victim take?  What made it counterfeit?	
Why did they initially take the counterfeit pill?  Were they aware it was counterfeit?	
What did you find surprising about the article? What did you have questions about?	

## PART 2: Community/Demographics Information

COMMUNITY	LINK
Trumbull, Connecticut	<a href="https://www.census.gov/quickfacts/fact/table/trumbulltownfairfieldcountyconnecticut/PST045221">https://www.census.gov/quickfacts/fact/table/trumbulltownfairfieldcountyconnecticut/PST045221</a>
Antioch, Tennessee	<a href="https://www.census.gov/quickfacts/fact/table/nashvilledavidsonmetropolitangovernmentbalancetennessee/PST045221">https://www.census.gov/quickfacts/fact/table/nashvilledavidsonmetropolitangovernmentbalancetennessee/PST045221</a>
Grand Junction, Colorado	<a href="https://www.census.gov/quickfacts/fact/table/grandjunctioncitycolorado/PST045221">https://www.census.gov/quickfacts/fact/table/grandjunctioncitycolorado/PST045221</a>
Sacramento, California	<a href="https://www.census.gov/quickfacts/fact/table/sacramentocitycalifornia/PST045221">https://www.census.gov/quickfacts/fact/table/sacramentocitycalifornia/PST045221</a>
Wellington, Florida	<a href="https://www.census.gov/quickfacts/fact/table/wellingtonvillageflorida/PST045221">https://www.census.gov/quickfacts/fact/table/wellingtonvillageflorida/PST045221</a>
Sour Lake, Texas	<a href="https://www.census.gov/quickfacts/fact/table/hardincountytexas/PST045221">https://www.census.gov/quickfacts/fact/table/hardincountytexas/PST045221</a>

**Describe your community in each of the following categories:**

Population	
Race and ethnic origin	
Education	
Health	
Income and Poverty	

**PART 3: State information and data related to the opioid crisis and counterfeit drugs**

<b>COMMUNITY</b>	<b>LINK</b>
Trumbull, Connecticut	<a href="https://www.youthinkyouknowct.org/">https://www.youthinkyouknowct.org/</a> <a href="https://www.safemedicines.org/wp-content/uploads/2021/04/CT-2021-update-infosheet-SECURE.pdf">https://www.safemedicines.org/wp-content/uploads/2021/04/CT-2021-update-infosheet-SECURE.pdf</a>
Antioch, Tennessee	<a href="http://www.safemedicines.org/wp-content/uploads/2018/10/TN-2019-StateSheet-Designupdate-LTR-SECURE.pdf">http://www.safemedicines.org/wp-content/uploads/2018/10/TN-2019-StateSheet-Designupdate-LTR-SECURE.pdf</a>
Grand Junction, Colorado	<a href="http://www.safemedicines.org/wp-content/uploads/2021/07/CO-2021-update-infosheet-SECURE.pdf">http://www.safemedicines.org/wp-content/uploads/2021/07/CO-2021-update-infosheet-SECURE.pdf</a>
Sacramento, California	<a href="https://www.safemedicines.org/wp-content/uploads/2021/04/CA-2021-HeavyIncident-infosheet-Update-v5.pdf">https://www.safemedicines.org/wp-content/uploads/2021/04/CA-2021-HeavyIncident-infosheet-Update-v5.pdf</a>
Wellington, Florida	<a href="http://www.safemedicines.org/wp-content/uploads/2021/12/FL-2021-infosheet-Heavy-Update-letter-SECURE.pdf">http://www.safemedicines.org/wp-content/uploads/2021/12/FL-2021-infosheet-Heavy-Update-letter-SECURE.pdf</a>
Sour Lake, Texas	<a href="http://www.safemedicines.org/wp-content/uploads/2018/10/TX-2020-NEW-letter-Heavy-Update-SECURE.pdf">http://www.safemedicines.org/wp-content/uploads/2018/10/TX-2020-NEW-letter-Heavy-Update-SECURE.pdf</a>

**Describe the impact of counterfeit drugs on your community using the information provided in the information sheet for the state:**

**PART 4: Brainstorm ways to prevent the use of counterfeit pills in the community and demographic**

**Need help? Use the following information from the CDC and DEA:**

“One Pill Can Kill”

[https://www.dea.gov/sites/default/files/2021-12/DEA-OPCK\\_FactSheet\\_December%202021.pdf](https://www.dea.gov/sites/default/files/2021-12/DEA-OPCK_FactSheet_December%202021.pdf)

“The Facts About Fentanyl”

[https://www.cdc.gov/stopoverdose/fentanyl/pdf/Fentanyl\\_Fact\\_Sheet\\_508c.pdf](https://www.cdc.gov/stopoverdose/fentanyl/pdf/Fentanyl_Fact_Sheet_508c.pdf)

“Counterfeit Pills”

<https://www.dea.gov/sites/default/files/2021-05/Counterfeit%20Pills%20fact%20SHEET-5-13-21-FINAL.pdf>

# CAPTURE SHEET 3: INFORMATIONAL VIDEO SCRIPT AND STORYBOARD

## Video Title

## Script

Appropriate and attention-grabbing introduction:

Information about the state/community/demographics:

Information about the impact of counterfeit drugs on the state/community/demographic:

Ways to prevent the use of counterfeit drugs in the community:

**Storyboard**

Attention-Grabbing Introduction:

Describe what is happening in the image	Describe what is happening in the image	Describe what is happening in the image

Information about the state/community/demographics:

Describe what is happening in the image	Describe what is happening in the image	Describe what is happening in the image

Information about the impact of counterfeit drugs on the state/community/demographic:

Describe what is happening in the image	Describe what is happening in the image	Describe what is happening in the image

Ways to prevent the use of counterfeit drugs in the community:

Describe what is happening in the image	Describe what is happening in the image	Describe what is happening in the image