

HIGH
SCHOOL

VIDEO TOPIC SERIES EDUCATOR GUIDE

Counterfeit Drugs



INTRODUCTION TO COUNTERFEIT DRUGS VIDEO TOPIC SERIES

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 video topic series was created to give educators ideas and strategies for presenting the content and engaging students about the dangers of counterfeit drugs. It provides detailed plans for educators to be prepared to engage, explain, discuss, and effectively facilitate the activities.

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

ACTIVITIES

The activities that accompany each video are designed for grades 9-12 with a primary focus on Health and English Language Arts courses. While each video and activity can be completed independent of the others in the collection, they all address unique topics and have the ability to build upon one another. Each activity has an expected duration of about 45-60 minutes and includes an overview, learning objectives, materials, procedure, and capture sheets. Each activity pairs with a video to continue conversations into

the classroom with standards-aligned outcomes that promote collaboration, content-specific language, and evidenced-based literacy strategies. Modifications can be made to the activities based on your learning environment. For example, all handouts can be shared virtually or even recreated by students at home. If in-person or online discussions are not possible, activities that include brainstorming, discussions, or group work can also be completed using a shared virtual document.

Extension

To extend the conversation and learning, consider facilitating the digital lesson bundle titled Counterfeit Drugs: Creating a Community Awareness Campaign. In this three-day lesson, students review information from the video topic series and work collaboratively to create a community awareness campaign about the dangers of counterfeit drugs.

BEFORE YOU START

It is essential to create a safe and comfortable classroom atmosphere for students to engage in the content of the Counterfeit Drug 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 activities 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.

All of the activities invite students to discuss either firsthand accounts, data, or new stories that help center the counterfeit drug epidemic. A helpful tool to use for one or all of the activities is the Analyzing Perspectives chart included in this guide. This chart can be used to help students consider the perspectives of others, build empathy, and dig deeper into ideas shared during the lesson.

ANALYZING PERSPECTIVES CHART

NOTICE	Look closely at the work. What do you notice? Create a list of observations and things that come to mind.
CHOOSE A LENS	How do you view the work? Consider your: <ul style="list-style-type: none">○ Identity○ Family○ Background○ Culture○ Community
QUESTION	Consider questions you could ask to broaden your perspective. <ul style="list-style-type: none">○ What did I miss?○ Whose perspective is missing?○ What else do you want to know?
REFLECT	Look at the source again. Do you have new observations? Do themes and new topics come through?

TOPIC 1: IDENTIFYING COUNTERFEITS

Overview

In episode one of the counterfeit drugs video topic series, students will be introduced to the growing epidemic of counterfeit drugs and the negative impacts they have on communities. After watching the video, students will begin exploring 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.

Key Outcomes

- 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.

Reflection 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?

TOPIC 2: EFFECTS ON OUR BRAIN AND BODY

Overview

In the second episode, students meet Dr. Nora Volkow, the director for the National Institute for Drug Abuse. Building on the video, students explore the negative impact that counterfeit drugs have on the teenage brain and body. Following an engage, investigate, and apply format, students use multiple sources of information to build their background knowledge. Students then create and share diagrams to demonstrate their understanding of how counterfeit drugs negatively impact the brain and body.

Key Outcomes

- Discover the negative impact that illegal drugs found in counterfeit pills have on the body.
- Model how drugs disrupt neurological reward and pain pathways.

- Create a life-size infographic poster showing how and where counterfeit pills can have a life-threatening impact on the body and mind.

Reflection Questions

- Why is fentanyl used in the legal manufacture of pharmaceuticals?
- What makes fentanyl so dangerous in counterfeit pills?
- How does fentanyl change the way the brain works?
- What are the effects of fentanyl on the rest of the body?

TOPIC 3: 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.

Key Outcomes

- 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

Reflection 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?

TOPIC 4: CULTURAL SOLUTIONS

Overview

This activity is based on episode four of the “Counterfeit Drugs” series. The video and activity utilize a cultural lens to view prevention work by focusing on how a Native American community is using the cultural value of belonging as a tool for substance misuse prevention. The activity further explores the foundational value of belonging and what it means to truly belong to a community. Students also better understand how an individual’s decisions can impact a community. The final takeaway for students is to engage in an interactive experience of community connection and loss to consider how their own sense of belonging, community, and culture could impact their personal decisions.

Key Outcomes

- Define the feeling of belonging and identify how people know when they belong to a community.

- Connect a personal definition of belonging to the cultural value of belonging in a Native American community.
- Determine how community connectedness impacts one’s decision making.
- Identify how the culture of a community can be used as a preventative measure against substance misuse such as counterfeit pills.

Reflection Questions

- What is belonging? How do people develop a sense of belonging?
- How does engaging with cultural practices or events help a person find belonging?
- How does a sense of belonging help us make better decisions?
- How can a sense of belonging be a preventative measure against substance misuse?