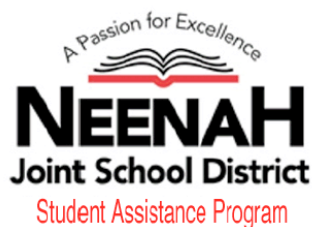
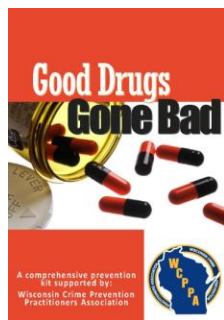


Ten Forty-Eight

Educator's Guide

Be the change!

Colin, Ashleigh, Justin and Natalie are high school seniors enjoying their final year at school and looking forward to their future. Ethan and Aubrey have always wanted to fit in with the “in crowd” and finally get that chance when they are invited to a party. Their admission in...bring some pills. In a minute, decisions are made at this party that changes everyone's lives forever.



TEN FORTY-EIGHT

Thank you for purchasing the movie "Ten Forty-Eight" for classroom or AODA group use.

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Special thanks to Vicki Bayer, Diane Doersch, Aaron Zemlock and Jason Weber for assistance in creating this teacher's guide.

INTRODUCTION

The Centers for Disease Control and Prevention has classified prescription drug abuse as an epidemic. While there has been a marked decrease in the use of some illegal drugs like cocaine, data from the National Survey on Drug Use and Health (NSDUH) show that nearly one-third of people aged 12 and over who used drugs for the first time in 2009 began by using a prescription drug non-medically.

Some individuals who misuse prescription drugs, particularly teens, believe these substances are safer than illicit drugs because they are prescribed by a healthcare professional and dispensed by a pharmacist. Addressing the prescription drug abuse epidemic is not only a top priority for public health, it will also help build stronger communities and allow those with substance abuse disorders to lead healthier, more productive lives.

As with many other states, Wisconsin is no stranger to prescription drug abuse. Communities, both large and small, have been affected by this epidemic, from crimes to deaths. In the spring of 2009, a 30 year old Menasha man went on a crime spree throughout the Fox Valley, committing a dozen burglaries and two robberies in his search for prescription medication. That same year, in March, an 18 year old college freshman attending a house party took ½ of a pain pill and died.

These are just two examples that led crime prevention officers of Northeast Wisconsin to partner with other organizations, businesses and residents to raise awareness of this epidemic of prescription drug abuse and create the educational toolkit *Good Drugs Gone Bad*. This toolkit has received local, state and national recognition since its launch in September of 2009.

The toolkit has been distributed to school districts and prevention practitioners across Wisconsin and multiple states during train the trainer seminars that are taught by two police officers, Jason Weber (Town of Menasha PD) and Aaron Zemlock (City of Menasha PD).

In March of 2011, the founders of *Good Drugs Gone Bad* partnered with Ron Haese, Video/Multimedia Producer at Lakeshore Technical College to produce three public service announcements (PSA) aimed at reducing prescription drug abuse. These PSA's aired locally in the Fox Valley in a movie theater chain during the holiday season. They also continue to be aired on two northeast Wisconsin television stations.

These PSA's inspired Haese to create a film on the same topic. Using student actors from Kimberly, Kiel and Neenah High Schools along with several other local adult actors, police officers, paramedics, and emergency room staff, Haese was able to create a film centered on the dangers of misusing prescription medication. The film's title, *Ten Forty-Eight*, is the emergency radio code for an overdose.

Ron Haese is an independent filmmaker from Sheboygan, Wisconsin with his company, Haesefilms Ltd. And has produced and directed over 60 feature films and over a thousand documentaries. Haese has also worked with many non-profit organizations and community based programs such as the Boys and Girls Club, United way as well as many state organizations such as the Wisconsin Department of Justice and Training Bureau and the Wisconsin Technical College System.

Haese has entered 15 of his films into national film festival competitions and his work has earned him 14 national awards with four awards for his writing. In 2004, Haese began working with high schools throughout Wisconsin with a program, PLEDGE2CHANGE, which Haese himself created. The program works with local high school areas to create films and educator guides for teachers about awareness issues. Each film is created specifically for each community to create awareness for students and adults.

Our hope is that you will find this movie and supplement to be valuable tools to aid in discussions about decision-making, goal-setting, refusal skills, responsibility, and the ripple effect.

SUGGESTIONS FOR USE

The following lessons plans are intended for a week long series, using the four lesson plans each day leading up to the showing of the film on the fifth day. The first lesson plan is geared to educate the students on the myths and dangers of misusing prescription and over the counter medications. The remaining three lesson plans cover the decision making process, refusal skills and the ripple or after effects of these decisions.

These lessons can be incorporated into an already existing class schedule or could be the focus of the entire class hour.

The creators of this educator's guide felt that even though the film is centered around the decision and after effects of misusing medications, the lessons learned from decision making and its effects have a profound effect on the decisions one makes throughout life.

The film, *Ten Forty-Eight*, is 55 minutes in length. During the showing of the film, we recommend stopping the film in the middle to discuss some the decision making and refusal skills. At the end of the film we also encourage a discussion on the ripple effects of those decisions. With that said, the time dedicated to showing the film may require about an hour and a half.

This film is a project of the *Good Drugs Gone Bad* program that was created in 2009. The program is centered on an educator's toolkit that contains a CD and DVD of teacher's materials including PowerPoint presentations and support materials such as handouts, ready made posters and PSA's. Train the trainer seminars on the toolkit have been held around Wisconsin and the United States. For more information on obtaining a toolkit or to attend a training, please visit the program's website, www.gooddrugsgonebad.com

BEFORE VIEWING *Ten Forty-Eight*

LESSON: FACTS AND MYTHS OF MEDICATIONS

Each month approximately 5 million prescriptions are filled at pharmacies across Wisconsin. These medications are prescribed to our parents, relatives, and friends and maybe even ourselves for a variety of ailments and illnesses. We see these medications at home in our bathrooms and kitchen cupboards which allow easy access to our teens.

There are many different medications available and the most commonly abused pills can be categorized into four types.

- **Pain Pills**
 - These medications are used to treat mild to severe pain.
 - Medications include: ***fentanyl*** (Actiq), ***hydrocodone*** (Vicodin, Lortab), ***oxycodone*** (Oxycontin, Percodan, Percocet), ***morphine***.
 - These medications are taken orally but can be crushed and snorted or injected. Crushing the pills negates the time release mechanism in many of the pills so that the user experiences the full effect at all at once.
- **Stimulants**
 - These medications are used to treat obesity, attention deficit and hyperactivity disorders (ADHD/ADD) and sinus problems.
 - Medications include: ***amphetamines*** (Adderall, Dexedrine, Concerta, and Ritalin).
 - These medications are taken orally but can be crushed and snorted or injected.
- **Depressants**
 - These medications are used to treat anxiety, insomnia, seizure disorders, and are also used to sedate and relax muscles.
 - Medications include: ***benzodiazepines*** (Valium, Xanax, Klonopin), ***sleeping pills*** (Ambien, Sonata).
 - These medications are typically taken orally.
- **Over the Counter (OTC)**
 - There are thousands of OTC medications available. These medications can generally be obtained by anyone without a prescription.
 - OTC that is commonly abused includes those that contain ***alcohol*** or ***dextromethorphan (DXM)***. DXM is found in several cold medications either in liquid or gelcap form.

Many people do not know enough about these medications or their dangers. They believe that taking these pills is much safer than taking an illegal drug such as heroin or cocaine. In fact, according to The Partnership at Drugfree.org, ***each day across the United States 2,500 teens will take a prescription medication non-medically for the first time.***

Just because these pills are taken by people that we know, or are available for purchase in the store, does not mean that they are safe to use without a doctor's prescription or if you are not sick. We have seen several incidents in Wisconsin where teens have misused prescription medication that led to tragic consequences.

- *A 19 year old college student took one-half of a pain pill at a college party and never woke up.*
- *A 13 year old boy took one pain pill at a sleepover and never woke up.*
- *A 14 year old boy took three pills while at a friend's house after school. He began convulsing and was taken by ambulance to the hospital. The pills affected his breathing and he later died.*
- *A 19 year old boy was at an underage drinking party and began taking a pain pill to get high. The pain pill was an extended release pill and he didn't feel the effects immediately which led him to take 6 more pills. When the medication began working, his body couldn't handle it. His friends became scared and dropped him off at home, passed out. His mother found his body in bed the following day.*

These pain medications are opioids, which are a part of the opiate family, of which heroin is. We are starting to see a very large increase in heroin abuse across Wisconsin and some of that reason can be associated with the abuse of prescription pain medication.

In addition to the health risks associated with the abuse and misuse of medications, many people are unaware of the legal consequences. Many of these prescription drugs are a controlled substance or narcotic, which is controlled by law on who can dispense and possess. If you possess a prescription medication that doesn't belong to you, you are breaking the law. Also, if you share, give, trade, sell your prescription drugs, you are a drug dealer and can be arrested.

Activity:

- Have students break into four groups and each pick a type of drug and develop a one page fact sheet to include:
 - Brief overview of drug
 - Street names
 - Effects on mind and body
 - Side effects

- Prescription medication is legal to possess with a valid prescription. Many people do not realize that many of these are controlled substances and by sharing and selling these to others is against the law. Research what the consequences are for possessing and distributing these medications without a prescription.

BEFORE VIEWING *Ten Forty-Eight*

LESSON: DECISION-MAKING

Introduce the decision-making process with your class. It is helpful to create posters with each of the six steps, so students can refer to them during the activity portions of the film.

A decision is a choice that is influenced by our values, goals, standards, needs, and wants.

There are six steps to decision-making.

- **Identify the decision.** Be sure you understand what decision you need to make. The best way to do this is to state your decision or problem as a goal.
- **List all possible options.** For most decisions you will have more than one option. Always try to list at least two alternatives.
- **Evaluate each option.** Take a good look at each option. Think through what would be the results if you choose that option.
- **Choose the best option.** After all options have been considered, decide which one is the best choice. Sometimes you can choose more than one option.
- **Act on your decision.** Now you are ready to take action. You will need to do what is necessary for you to accomplish and carry through your decision.
- **Evaluate your outcomes.** Evaluate whether the decision you made was the right choice. Will the decisions help you reach your goals?

Every decision we make has potential to affect others. This is why we must be skilled in the decision-making process.

Read the following scenario to the class:

Five minutes before Algebra class, Tiffany asked Clint if she could copy his worksheet because she forgot it was due today. Clint had spent an hour last night working on it. He works hard for his grades and even gave up a chance to hang out with friends so that he could get the assignment done in time. What should he do?

With a partner, ask the class to go through the six steps of decision-making and come to a conclusion that best represents Clint's values, goals, standards, needs, and wants.

Discuss as a group.

LESSON: REFUSAL SKILLS

Whenever you are confronted with a situation that you know you must get out of, you may have to do some quick thinking.

- What exactly are they asking you to do? (EX: They are asking me to smoke. They are asking me to lie to my parents.)
- Why are they asking you to do this? (EX: They don't want to do it alone.)
- Consider what consequences this action could lead to. (EX: I could get kicked off the team. My parents could find out and be upset. It goes against my values, so I could disappoint myself.)

Once you determine that this is something you should not do, yet you want to maintain a relationship with this person, state "no" firmly and then consider offering an alternative suggestion. Suggesting an alternative can be very effective if you are asked to do something that makes you uncomfortable.

Rejecting the activity itself, not the person suggesting it, is less likely to generate hostility.

Some suggestions include:

- "No thanks, but how about going to see the new Batman movie?"
- "No, but let's call Jacob and Emily and see if they want to do something."
- "No, but I'm going to the mall if you want to come along."
- "No, I'm heading home. But if you want to come over, I'm sure my parents won't mind."

Keep in mind; you do not have to give a reason why you don't want to do something. You can just repeat the word "no" until either they stop asking or you leave.

Leaving is the final step. Sometimes others do not respect you enough to accept your decision not to do something. Anytime you feel you are not being heard, or you feel afraid or threatened, leave.

Avoiding questionable places in the first place can do a great deal in preventing you from being put in awkward situations. The more you are able to resist peer pressure, the more you work towards empowering yourself to handle future pressures.

Some examples of situations could be:

- What if your best friend wanted to go and you knew he/she would get into trouble if you didn't go with him/her?
- What if the girl/boy you wanted to ask to homecoming was going to the party?
- What if your parent's were out of town and you had permission to stay over at a friend's house?

Let's review:

- Think about what they are asking you to do, and why they are asking you to do this.
- Consider the possible consequence.
- State "no" and suggest an alternative.
- Leave.

Let the students know that during the movie they will witness situations that required the skill of refusal. Some segments will pause and students will be prompted to volunteer to act out the scene, by using the four steps to using refusal skills. You may want to post these four steps in the classroom so that students could refer to them during the movie.

LESSON: RIPPLE EFFECT

Every decision that we make, every action that we take, not only has an impact on you personally, but also has a way of affecting those around us. We may recognize the effect immediately, or we may never know what impact we have had.

Ask students to consider all of the decisions they have made over the past week. Ask them to write down ten of those decisions, whether they seem big or small. After each decision leave some space for reflection.

Give a few examples of how the ripple effect works.

Example One: I didn't brush my teeth this morning.

Ripple Effect: Someone made fun of my breath during English class and I was embarrassed. The rest of the class might think differently of me now-- they might think I am dirty all of the time.

Example Two: I copied the answers to a history worksheet from a friend of mine.

Ripple Effect: My friend might have felt mad or guilty for sharing their answers with me. I didn't do well on the quiz that day because I didn't do the work myself.

Ask the students to reflect upon ten decisions they had made during the past week. What was the Ripple Effect for each one? They may have to speculate, so explain that because we don't always know the consequence of our behaviors, they should write down what could have happened without their knowledge.

Let the students know that the movie they are about to watch deals with teens making some decisions that end up having the ripple effect on many others.

The abuse and misuse of prescription and over the counter medications has affected lives all over Wisconsin. As the instructors in the Good Drugs Gone Bad program have travelled the state, they have accumulated countless stories of how this has impacted lives.

- *My granddaughter has had 3 friends die of prescription drug overdoses.*
- *Had 6th graders using prescription drugs taken from their home.*
- *I had my identity stolen by someone to obtain prescription drugs.*
- *A friend of my 16 year old daughter has recently started abusing RX drugs – taking them from the parents.*
- *My nephew became addicted to Oxy so bad that he was stealing money/valuables from family. He has been in rehab 3 times so far!*
- *A grandma at our senior center has a 4 year old great granddaughter whose parents give the girl a “little pill” to help her sleep.*
- *A staff person at our senior center has an 8 year old that has a hard time going to sleep and the mother gives the child a teaspoon of cough syrup at night to help sleep.*
- *A family member was staying at my house for the weekend and took my prescription medicine out of the bathroom cupboard. She does doctor shop between where she lives in Northern Wisconsin and Madison. We have suspicions about her Rx abuse.*
- *A family member is addicted to Adderall. He has attempted to go doctor shopping due to his psychiatrist denying him Adderall.*
- *My grandfather had cancer and was taking Oxycontin. My aunt was talking about it at her work and a lady from her work tried to break into my grandfather’s house to steal the Oxycontin. She was caught before she was actually able to get into the home.*
- *I called 911 on my best friend five years ago because she took drugs from my neighbor’s cupboard while visiting us. That was the start of a long term relationship of tough love. She is still my best friend and is still getting help and still has a problem.*
- *Last year we had 15 middle school students caught with or using prescription drugs in a ten day period. Two of the children had been using for over a year. One was extremely high when caught and wasn’t able to totally recall how much he had taken. Very scary!*

DURING *Ten Forty-Eight*

LESSON PLAN: PUTTING IT ALL TOGETHER

Watch the movie *Ten Forty-Eight*. At two points in the movie you will be prompted to pause the DVD and lead the class in different activities. Be sure to have given students information on decision-making, refusal skills, goal-setting, and the ripple effect before viewing.

ACTIVITY ONE (*Stop film as squad car arrives to 911 call*)

In this first half of the film, our characters have faced several **decision making** points with opportunities to use **refusal skills**. Some of those include:

- Ethan and Aubrey are invited to the party. They are told that it is a “skittle party” and they are required to bring some prescription medication to get in.
- Ethan, Aubrey and the “new kids” arrive at the party. Their friends find out that this is a “skittle party” and question this. Ethan tells them not to worry and that they need to “fit in”.
- Colin tells Ashleigh that he wants to “take it easy” tonight. Later on he tells Justin that he is “done”. Justin pressures Colin into taking more.
- Ethan and Aubrey’s friends want to leave. They talk about getting a movie and are worried about Ethan and Aubrey staying.

Discussion points:

- How many of you have ever been in a similar situation?
- What values might Ethan and Aubrey have considered before making a decision to go to the party or not? Write these on the board.
- Every day teens are put into situations like this, where they have to make a decision that could affect the rest of their lives. What are some other decisions that teens are confronted with regularly, which could have a lifelong impact?
- Have you ever been in a situation where you are surrounded by others that are doing something that you know you shouldn't do?
- How did it make you feel, to be pressured by "friends"?
- Have you ever pressured someone to do something?

ACTIVITY TWO (end of film)

The second half of the film focuses on the **effects** of these decisions made by the characters. Colin and Ethan overdose on the medication that they have taken. Lifesaving efforts are performed on both Colin and Ethan. Tragically, Colin passes away in Justin's basement while Ethan is revived at the Emergency Room.

As a result of these decisions, there were several effects and consequences. Take some time to address the following discussion points:

- Colin passes away. This is not only devastating to those close to him, as witnessed after lifesaving efforts have stopped and at the funeral, but these deaths also tend to have a ripple effect on the school and community. How would this affect your family, school, community?
- Ethan is revived in the Emergency Room through a dramatic stomach pump scene and the use of Narcan (a drug administered by paramedics and/or emergency room personnel to reverse the effects of an overdose. This is a harsh reality of an overdose that many people are unaware of.
- Travis, Justin and Natalie are taken into custody for their roles in supplying the medication. Although not shown in the film, a police investigation would eventually result in several others being charged with their role in obtaining and possessing the prescription medication in addition to underage drinking.
- One of the myths of prescription drug abuse is that they are safe; they are prescribed by a doctor, the FDA approves the medication, and everyone takes medicine. In reality, as seen in the film, this medication can lead to tragic outcomes.
- The characters in the film are shown taking multiple doses of medication (swallowing, crushing/snorting, cough medicine), this is done to illustrate the many ways of ingestion. In addition, they are combining them with alcohol, which oftentimes has interacts negatively with medication. Alcohol is the number one drug of choice among our youth in Wisconsin. Even though the film centers on prescription medication, a discussion among underage drinking is certainly warranted.
- In the beginning of the film, we met the characters and saw who they were and what their ambitions were, how did this party change those ambitions?

AFTER VIEWING *Ten Forty-Eight*

LESSON PLAN: The Aftermath

Project the movie forward another ten years. Ask the students to choose one of the characters from the movie to write a reflection paper on. What do you think their life is like now? Do you think they drink alcohol, take drugs, party? Do you think they have a stable life? What kind of job do they have, if any? What is their family life like? Do they still keep in touch with the friends they had at the party?

Characters to choose from:

- Ethan *need bio on each from beginning of film and effect on them*
- Aubrey
- Justin
- Ashleigh
- Natalie

Other Suggested Activities

- Have the students read through the local newspaper and find articles in which someone else's decision had a ripple effect on others. Have students share those stories with the rest of the class. Make a list of alternative choices that person could have made. Discuss.
- Have the students create their own public service announcement on prescription drug abuse. The PSA should be limited to no longer than 2 minutes. These PSAs can then be used on social media and in school. Some examples of videos include:

Winnebago County Crime Stoppers contest Jackson County Peer to Peer

- Have students develop a survey on the common myths of prescription drug abuse. Then have them interview at least 5 other students outside of the class and develop a report on their findings.

RESOURCES

Good Drugs Gone Bad

www.gooddrugsgonebad.com

The Partnership at Drugfree.org

www.drugfree.org

U.S. Drug Enforcement Administration

www.justice.gov/dea/index.shtml

White House Office of National Drug Control Policy

www.whitehouse.gov/ondcp

Haese Films/Pledge to Change

www.pledge2change.com

THANK YOU TO THE FOLLOWING FOR MAKING OUR EFFORTS POSSIBLE!

