

Facilitator's Guide *Community Classes*



Community Guide

DISCUSSIONS

Discussions allow community-members to process information, share ideas, and use personal experience to add depth to the conversation.

BUILDING BLOCKS

Lessons are about 10-15 minutes long and designed to be stand-alone lessons or stacked on each other like building blocks for longer chunks of learning time.

EXTENSIONS

Suggestions for modifying or extending lessons are provided to help facilitators provide a customized approach for their group.

This facilitator's guide provides a framework for activities promoting medication safety. These activities are designed for the general community, ages 12+. We believe that having a strong foundation in medication safety principles help community-members make better in their teen and adult years. This facilitator's guide highlights these safety principles:



Only take medicine prescribed to you from a doctor.



Do not share medication or take someone else's medication.



Keep medications in their original container.



Always store medicine in a safe place.

These resources are versatile and may be used in small or large groups, as stand-alone activities, or combined with other activities.



INTRODUCTION

This guide provides adults with age-appropriate activities and games that teach key medication safety principles. If you are an educator, you may wish to supplement a lesson plan with some of these resources or simply integrate in one or two activities. Complete lesson plans are included for those who would like a more detailed guide. These lessons are a great opportunity for youth groups, adult or teen leaders, and health care professionals reaching out to the community.

GETTING STARTED

Who is my audience?

The materials provided in this guide are appropriate for those 12+. Suggested activities for other ages are available from Change 4 the Kenai.

How much time do I need?

Activities are designed to be taught individually or stacked together. Most activities take about 10 minutes on their own. Educators can follow the included lesson plans or select individual activities.

I'm not a teacher, but I'd like to spread awareness. Where should I present?

We recommend working with a host organization to make arrangements to

work with teens, young adults, and other adults. The following is a list of great community possibilities:

Schools

Talk to teachers, school nurses, and administrators about volunteering.

Religious Groups

Many faith-based organizations have leaders for their youth programs.

Sports Teams

Work with local coaches to set up teaching time.

Community Youth Organizations

4H, Boy/Girl Scouts, and community recreation centers are great programs to reach out to for volunteering.

Community Education

Check with the local college, Community School groups, or create a group of your own!

Can I adapt activities?

Yes! We encourage you to adapt activities for the students you are working with to ensure learners are engaged. Some activities may be designed with access to technology but are easily adapted.

Parent Communication

We've included correspondence to help parents and guardians educate their children about medication safety. This letter informs parents about the safety principles the child learned and encourages parents to continue education at home.

We've also included an editable flyer to help spread the word about your education opportunities.



LESSONS OVERVIEW

1. What Should We Know About Prescription Drug Abuse?

- Participants will explain the connection between safe use of prescription drugs and overall health.

2. Proper Use of Prescription Drugs

- Participants will explain the practices of proper use of prescription medications.

3. Misuse of Prescription Drugs

- Participants will analyze the health consequences of prescription drug misuse and identify the most commonly misused and abused prescription drugs.

4. Prescription Drug Abuse

- Participants will describe how abuse of prescription drugs can lead to addiction and determine which components of prescription drug abuse should be taught to others.

5. Options for Safe Storage

- Participants will analyze the best options for securely storing prescription medications and describe what makes a location safe or unsafe for medicine storage.

6. Safe Disposal of Prescription Medications

- Participants will think in depth about options for safe disposal, including aspects of health, community, and environment.

7. Understanding Prescription Drug Abuse in Our Community

- Participants will analyze national and local data and research about prescription drug abuse. Using research and data, they will determine the most appropriate strategies for support and assistance.

MATERIALS

MOST ACTIVITIES WILL NEED POSTER OR CHART PAPER, STICKY NOTES, MARKERS, AND PENS.

INTERNET ACCESS FOR VIDEO VIEWING AND RESEARCH OPTIONAL.

Safe • Safe • Safe is an educational program designed to engage the community about the safe use, safe storage and safe disposal of prescription medications, specifically prescription opioids.

By understanding these three key areas surrounding prescription medication safety, we hope community members will be better prepared to prevent accidental overdose and misuse of prescription medications.





Introductory Lesson

What Should We Know About Prescription Drug Abuse?

At A Glance <ul style="list-style-type: none">▶ Opening Activity: Walk the Line▶ Learning Activity: Misuse vs. Abuse▶ Closing Activity: Think Pair Share	Time 20-45 minutes
Objectives <ul style="list-style-type: none">✔ Students will explain the connection between safe use of prescription drugs and overall health.✔ Students will define vocabulary.	Integrated Subjects Health and English Language Arts
Key Vocabulary <ul style="list-style-type: none">☆ Prescription Drug☆ Proper Prescription Drug Use☆ Prescription Drug Misuse	<ul style="list-style-type: none">☆ Over-The-Counter (OTC) Drug☆ Illegal Drug☆ Prescription Drug Abuse
Materials <ul style="list-style-type: none">□ Chart paper or board□ Sticky notes (different colors helpful)□ Basic classroom supplies (markers, pencils, writing paper).□ Vocabulary List (provided)□ List of questions (suggestions provided)	Before the Lesson <ul style="list-style-type: none">□ Have questions completed for opening activity□ Have any videos prepped and ready□ Supplies gathered

Key Vocabulary

Prescription Drug:

Medication only provided for a specific individual with a written order from a doctor or other appropriate medical professional.

Illegal Drug: A drug whose production or use is prohibited by law.

Proper Prescription

Drug Use: When someone takes prescription medication exactly as directed. Examples include taking the medication at the right time, taking the right amount, and disposing of the medication appropriately.

Prescription Drug

Misuse: When someone does not take prescription medication as directed or intended either unknowingly or carelessly. Examples include taking the wrong amount, using an expired medication, or taking a medication that was prescribed for someone else.

Over-the-Counter

(OTC) Drug: Medication available without a prescription.

Prescription Drug

Abuse: When someone purposely takes prescription medication in a manner or dosage other than what was prescribed for the purpose of experiencing a desired effect.



Lesson Guideline

Opening the Lesson: Walk the Line

Active Time: 10 minutes

Materials: List of statements (included at the end of this Lesson)

Procedures:

1. Arrange tables and chairs so that there is an open space in the classroom.
2. Have the class line up along one side of the room.
3. Read the statements one at a time, making sure to pause momentarily between statements.
4. If a statement applies to a student or they agree with it, they take a step forward. If it doesn't apply or they disagree, they take a step back.
5. When the list is completed, students should look around the room to notice where people are standing.
6. Students should find a person who is far in front or far behind of them in the space and discuss the exercise.

Learning Activity: Vocabulary and Understanding

Active Time: 10 minutes

Materials: List of vocabulary words (included at the end of this Lesson); Sticky Notes; Pens/Pencils

Procedures:

1. Explain to students that in order to fully understand the issues surrounding prescription drugs, we have to understand the difference between misuse and abuse and we must understand the role that knowing about proper use plays in thwarting both abuse and misuse.
2. Assign each small-group one of the vocabulary terms. Ask students to decide as a group what they think their assigned term means and record it on a sticky note.

3. Ask each group to share their definition, followed by you presenting the given definition.
4. Explain that they must also understand the difference between over-the-counter drugs and prescription drugs, that there are important safety measures, and that abuse and misuse are also a problem for OTC drugs.
5. Explain to students that they must also know the difference between prescription and illegal drugs. Even though prescription drugs themselves are legal, abuse of prescription drugs can lead to legal consequences.

Closing: Think • Pair • Share

Active Time: 5 minutes

Materials: List of statements

Procedures:

1. Question: Why does learning about the misuse, abuse, and proper use of prescription drugs matter to you?
2. Think about your answer.
3. Turn and pair with a partner and share your answers.

Note: This closing exercise can also make a good opening exercise. Answers may change after learning. If extending lessons by adding them together into building blocks for longer classes, think•pair•share makes a nice transition activity following a short break.

Modification/Extension Ideas

Extend the lesson by using actual news and research articles for the opening activity. After students determine if the headlines are real, then have them read the articles. Each small-group can read the article and then students can jigsaw with new small-groups representing one or two students who have read each of the articles and share with the small-group what each article was about.



Walk the Line Suggested Questions

I consider...	I have....	I know....
I consider prescription drugs safe.	I have shared prescriptions with others.	1 in 5 high school students have taken a prescription drug not prescribed for them.
I consider taking someone else's prescription safe as long as I'm familiar with the medicine.	I have left my prescription out on the counter before.	Teenagers who abuse prescription drugs are more likely to report use of other drugs.
I consider the bathroom cabinet a safe place to store my medications.	I have an understanding between the difference of misuse and abuse.	The majority of people abusing prescription drugs get them easily and for free.
	Add Your Questions:	



Lesson 2

Proper Use of Prescription Drugs

At A Glance <ul style="list-style-type: none">▶ Opening Activity: Rx/OTC Sort▶ Learning Activity: Listen, Look, & Ask▶ Closing Activity: Design a Warning Sticker	Time 20-45 minutes
Objectives <ul style="list-style-type: none">✔ Students will explain the practices of proper use of prescription medications.✔ Students will describe how safe use of prescription medications relates to prevention of prescription drug misuse and abuse.	Integrated Subjects Health, English Language Arts, Science, Social Studies
Key Vocabulary <ul style="list-style-type: none">☆ Prescription Medication☆ Over-the-Counter (OTC)	
Materials <ul style="list-style-type: none">▢ Chart paper or board▢ Sticky notes (different colors helpful)▢ Basic classroom supplies (markers, pencils, writing paper).▢ Rx/OTC sorting cards	Before the Lesson <ul style="list-style-type: none">▢ Print sorting cards on card stock. Prepare one set for each small group.▢ Print copies of the Rx Labels Talking Points page



Lesson Guideline

Opening the Lesson: Sort

Active Time: 5-10 minutes

Materials: Sort Cards

Procedures:

1. Divide students into small groups. Give each group a sorting card. Have groups decide which of the four categories the statement belongs to.
2. Reveal the correct answers and discuss.
3. Review the definitions for prescription and over-the-counter drugs.

Learning Activity: Listen, Look, Ask

Active Time: 10-15 minutes

Procedures:

1. Discuss: Why do some medications require a prescription?
2. Explain that prescription drugs can play an important role in health. Prescription medications are powerful drugs that can be very beneficial when used properly and safely. It is important to know some basic guidelines about taking prescription drugs in order to avoid the risk of misuse.
3. Explain that the guidelines for proper use of prescription drugs can be conveniently remembered by referencing the prescription drug label and instructions. Discuss how each parts of the label relates to proper use.
4. Explain that instructions from health care professionals should be followed. **LISTEN** to instructions. **LOOK** at the label for directions. **ASK** questions.

Closing: Design a Warning Sticker

Active Time: 15 minutes

Materials: Paper, markers

Procedures:

1. Have students design a warning sticker or label to add to prescription medications.
2. If time, have students share their sticker ideas.

Modification/Extension Ideas

Video resources to share:

Change 4 the Kenai's Prescription Safety Video

Long Beach VA 'How to Read a Medication Label' at <https://youtu.be/u4YQt33hXEI>

To reduce lesson time, opening and closing activities can be edited or skipped.



Lesson 3

Misuse of Prescription Drugs

At A Glance <ul style="list-style-type: none">▶ Opening Activity: Drawing the Line▶ Learning Activity: Commonly misused and abused prescription drugs▶ Closing Activity: Think Pair Share	Time 30 minutes
Objectives <ul style="list-style-type: none">✔ Students will analyze the health consequences of prescription drug misuse.✔ Students will identify the most commonly misused and abused prescription drugs.✔ Students will describe how knowing about commonly misused and abused prescription drugs relates to prevention of misuse and abuse.	Integrated Subjects Health, English Language Arts, Science, Social Studies
Key Vocabulary <ul style="list-style-type: none">☆ Prescription Medication☆ Over-the-Counter (OTC)☆ Opioids☆ Depressants☆ Stimulants	<ul style="list-style-type: none">☆ Prescription Drug Misuse☆ Prescription Drug Abuse
Materials <ul style="list-style-type: none">▣ Chart paper or board▣ Sticky notes (different colors helpful)▣ Basic classroom supplies (markers, pencils, writing paper).▣ Construction Paper	Before the Lesson <ul style="list-style-type: none">▣ Video and websites pulled up (if using technology)▣ Poster hung up (if no access to video/powerpoint)



Lesson Guideline

Opening the Lesson: Drawing the Line

Active Time: 5-10 minutes

Procedures:

1. Review definitions for misuse and abuse
2. Ask students why determining the difference between misuse and abuse matters.

Learning Activity: Commonly Misused and Abused Prescription Drugs

Active Time: 20 minutes

Materials: Video/Powerpoint/Poster

Procedures:

1. Tell students that they will be learning about commonly misused and abused prescription
2. drugs. Learning about prescription drugs, how they affect the body, and what the potential risks are will help them remember to avoid misuse and abuse of prescription drugs.
3. Present information (powerpoint, video, or posters if technology not accessible).

Closing: Think Pair Share

Active Time: 5 minutes

Materials: Paper, markers

Procedures:

1. Think: How does understanding facts about commonly misused and abused prescription drugs prevent the actual abuse and misuse of them?
2. Pair and share with a partner.

Modification/Extension Ideas

Video resources to share:

Change 4 the Kenai's Safe Use Video

Extension (1-2 class periods): Have students research a specific drug online and share their findings. Rx Drug name, Rx Drug classification, street name, purpose, how they work, side effects, similar Rx drugs, statistics about misuse or abuse, warnings/consequences, and their sources. Share small-group presentations with the whole class.



Lesson 4

Prescription Drug Abuse

At A Glance <ul style="list-style-type: none">▶ Opening Activity: Drug Abuse Brainstorm▶ Learning Activity: Prescription Drug Abuse▶ Closing Activity: Educating others	Time 30 minutes
Objectives <ul style="list-style-type: none">✔ Students will analyze the short- and long-term health consequences of prescription drug abuse.✔ Students describe how abuse of prescription drugs can lead to addiction.✔ Students will determine which components of prescription drug abuse should be taught to others.	Integrated Subjects Health, English Language Arts, Science, Social Studies
Key Vocabulary <ul style="list-style-type: none">☆ Prescription Medication☆ Over-the-Counter (OTC)☆ Opioids☆ Depressants☆ Stimulants	<ul style="list-style-type: none">☆ Prescription Drug Misuse☆ Prescription Drug Abuse
Materials <ul style="list-style-type: none">□ Chart paper or board□ Sticky notes (different colors helpful)□ Basic classroom supplies (markers, pencils, writing paper).□ Construction Paper	Before the Lesson <ul style="list-style-type: none">□ Video and websites pulled up (if using technology)□ Poster hung up (if no access to video/ powerpoint)



Lesson Guideline

Opening the Lesson: Brainstorm

Active Time: 20 minutes

Materials: Posters with headings

Procedures:

1. Write the term 'drug abuse' on the board or chart paper. Ask everyone to think for a moment about what comes to mind when they see that term.
2. Hand out sticky notes. Have each person share their thoughts and record each idea onto a sticky note.
3. Hang up each heading poster. Have students now organize the sticky notes under each heading. Tell students you will discuss these posters.
4. Review the terms prescription drug misuse and prescription drug abuse. Explain that misuse becomes abuse the the misuse is carried out intentionally for a desired effect. Both misuse and abuse can have the same result. If someone takes a friends' prescription pain medication to a party to share with friends to get high, this is prescription drug abuse. If someone takes too much of their own prescription pain medication because they misread the label, this is prescription drug misuse. The difference between misuse and abuse in the intent.

Learning Activity: Drug Abuse Talking Points

Active Time: 30 minutes

Procedures:

1. Comment on each poster and read a few sticky notes under each. Encourage group discussion.
2. Think pair share the following questions and facts:
 - Is prescription drug abuse as serious an issue as the abuse of other drugs?
 - Do teens abuse prescription drugs more or less than other drugs?
 - Prescription and OTC drugs are among the most commonly abused drugs by 12th graders after alcohol, marijuana, and tobacco.
 - Teens who abuse prescription medications are more likely to report use of other drugs.
3. Encourage either whole group or round table discussion for the following questions. Groups may wish to take notes on chart paper.
 - Where are young people getting the prescription drugs they are abusing?
 - Why are young people abusing prescription drugs?
 - How are young people abusing prescription drugs?
 - What is drug addiction?
 - Is continued drug abuse a voluntary behavior?
 - What can happen to someone who abuses prescription drugs?
 - What can young people do to refuse the invitation to abuse prescription drugs?
 - Who can people turn to for help for a friend or family member who is abusing prescription drugs?

Continued...



4. Connect back to the brainstorm. Focus on the drug abuse consequence of addiction and the interaction of drugs and the brain. Use posters as talking points if powerpoint is not available.
5. Share the signs of prescription drug abuse.

Closing: Last Thoughts

Active Time: 5 minutes

Materials: Paper, markers

Procedures:

1. Encourage everyone to share one last thought about the conversation.
2. If returning after a break, this can be a nice way to reconvene to move forward rather than closing.

Modification/Extension Ideas

Extend the lesson by having students take 'The Science of Addiction' lesson or review the article on NIDA.

Students can also study the laws concerning prescription drugs and legal consequences for drug abuse regarding prescription drugs.



Lesson 5

Options for Safe Storage

At A Glance <ul style="list-style-type: none">▶ Opening Activity: Brainstorm▶ Learning Activity: Your Best Bet▶ Closing Activity: Keeping Loved Ones Safe	Time 40 minutes
Objectives <ul style="list-style-type: none">✔ Students will analyze the best options for securely storing prescription medications.✔ Students will describe what makes a location safe or unsafe for medicine storage.✔ Students will identify potential consequences of unsafe medicine storage.	Integrated Subjects Health, English Language Arts, Science, Social Studies
Key Vocabulary	
Materials <ul style="list-style-type: none">▢ Chart paper or board▢ Sticky notes (different colors helpful)▢ Basic classroom supplies (markers, pencils, writing paper).▢ Construction Paper	Before the Lesson <ul style="list-style-type: none">▢ Video and websites pulled up (if using technology)▢ Poster hung up (if no access to video/ powerpoint)



Lesson Guideline

Opening the Lesson: Brainstorm

Active Time: 5 minutes

Materials: Sticky Notes

Procedures:

1. Write the term 'safe storage' on the board or chart paper. Ask everyone to think for a moment about what comes to mind when they see that term.
2. Hand out sticky notes. Have each individual share their thoughts and record each idea onto a sticky note.
3. Give students a couple minutes to look at others' comments.

Learning Activity: Keep Loved One's Safe

Active Time: 30 minutes

Materials: Presentation (digital or poster); sample lock box

Procedures:

3. Introduce students to the idea that there are multiple reasons for keeping medications stored safely. Preventing accidental ingestion by a child or pet; preventing theft; preventing accidental overdose; and preventing deterioration of the drug itself due to excessive heat or moisture.
4. Ask students to raise their hand each time you call out a place that is safe and secure for storing prescription medications. Call out commonly used places such as the bathroom cabinet, a kitchen cabinet, a purse.
5. Break students into small groups. Give them a piece of paper and some markers. Assign everyone a 'location' that was discussed. Have them brainstorm reasons why this is a safe or unsafe location and what options may be better. Have groups briefly share their posters.

6. Close the conversation with a brief discussion about lock boxes and best options for safe storage.

Closing: Up and Away

Active Time: 5 minutes

Materials: Online

Procedures:

1. Share the website 'Up and Away'
2. If technology is unavailable, share posters or brochures.









Modification/Extension Ideas

Ask students to create a tool or advertisement to help people remember to keep their home medication-safe. Ideas may include a video, website, posters, an app, a 'jingle', a slogan, a survey.



Lesson 6

Safe Disposal of Prescription Medications

<p>At A Glance</p> <ul style="list-style-type: none">▶ Opening Activity: Safe Disposal Brainstorm▶ Learning Activity: Stay Safe Each Step of the Way▶ Closing Activity: Educating others	<p>Time</p> <p>30 minutes</p>
<p>Objectives</p> <p> Students will think in depth about options for safe disposal, including aspects of health, community, and environment.</p>	<p>Integrated Subjects</p> <p>Health, English Language Arts, Science, Social Studies</p>
<p>Key Vocabulary</p> <p></p>	
<p>Materials</p> <ul style="list-style-type: none"> Chart paper or board Sticky notes (different colors helpful) Basic classroom supplies (markers, pencils, writing paper). Construction Paper	<p>Before the Lesson</p> <ul style="list-style-type: none"> Video and websites pulled up (if using technology) Poster hung up (if no access to video/powerpoint)



Lesson Guideline

Opening the Lesson: Brainstorm

Active Time: 10 minutes

Materials:

Procedures:

1. Write the terms 'environment,' 'loved ones,' and 'community' on the board. Assign each section to a small group. Have them brainstorm medication disposal options that are safe for their assignment. For example, how can we dispose of medications to keep our loved ones (including pets) safe? How can we dispose of medications and keep our environment healthy?

Note: This is a nice pre-eval to see what types of disposal students are familiar with.

2. Have groups briefly share their poster.

Learning Activity: Drug Abuse Talking Points

Active Time: 15 minutes

Materials: Optional display items like disposal bags; powerpoint or poster

Procedures:

3. Share the safe medication disposal guide.
4. Highlight take back events in our area.
5. Discuss other opportunities for safe disposal.
6. Have students brainstorm how to share this information with families.

Closing: Other sources

Active Time: 5 minutes

Materials: online

Procedures:

1. Share some online resources like the DEA's take back website or Change 4 the Kenai's safe disposal video.



Lesson 7

Understanding Prescription Drug Abuse in Our Community

At A Glance ▶ Opening Activity: ▶ Learning Activity: ▶ Closing Activity:	Time 30 minutes
Objectives ✔ Students will analyze national and local data and research about prescription drug abuse. ✔ Students will use research and data to determine the most appropriate strategies for support and assistance.	Integrated Subjects Health, English Language Arts, Science, Social Studies
Key Vocabulary ☆	
Materials ❑ Chart paper or board ❑ Sticky notes (different colors helpful) ❑ Basic classroom supplies (markers, pencils, writing paper).	Before the Lesson ❑ Video and websites pulled up (if using technology) ❑ Poster hung up (if no access to video/ powerpoint)



Lesson Guideline

Opening the Lesson: Brainstorm

Active Time: 5 minutes

Materials: Chart Paper and Markers

Procedures:

1. Ask participants to write down a few things they'd like to talk about as far as drugs in the community. For example, media's portrayal, education programs, new laws, etc.
2. Have them place sticky notes on a board/chart paper.
3. During the last minute, organize the sticky notes into similar categories. These will become the talking groups/sessions of discussion OR if a small overall group, these will become the topics discussed.

Learning Activity: Drugs in Our Community

Active Time: 20-40 minutes

1. How do we confront prescription opioid misuse in our community?
2. Discuss with the class how drug use is portrayed in the media. For example, what do the people drinking or smoking look like? Are they well dressed and attractive? Are they engaged in an appealing activity, such as picnicking in the park, or laying on the beach? Ask the students if they think these images make drug use more attractive to young people. If so, do they think that the media contributes to drug use in our society?
3. Break into small groups (or begin the discussion of the first shared prompt). The idea is to facilitate the group, not to lead it. Keep talking on topic and on track. Take notes where appropriate. Share ideas and watch the time.
4. Ideally people will get to 2-3 groups or topics.

Closing: Other sources

Active Time: 5 - 10 minutes

Materials: none (note taking optional)

Procedures:

1. Bring the groups back together, if necessary.
2. Share in a final quick discussion: Are these suggestions enough? Are they realistic for our area? Should we do more? Where should we concentrate? How can individuals and families make a difference? Other ways forsafe use, safe storage, and safe disposal?

Modification/Extension Ideas

Ask students to create a tool or advertisement to help bring awareness to drugs in our community. Ideas may include a video, website, posters, an app, a 'jingle', a slogan, a meme, or a survey.



Suggested Pacing Guides

Classroom Format

Select a few lessons to integrate into other curriculum plans or one of the presented lessons each day.

All-in-One Session

- 5 min Walk the Line (Lesson 1)
 - 5 min Vocabulary (Lesson 1)
 - 25 min Presentation: Rx Labels Talking Points & C4K Video ‘Understand Your Label.’ Misuse of Prescription Drugs Presentation & C4K Video, Safe Storage Presentation and C4K Video. About 25 minutes total (Lessons 2/5/6)
 - 10 min BREAK
 - 30 min Discussion Groups, 2 rotations (Lesson 7)
 - 15 min Create a slogan, survey, or poster to represent an aspect of the Safe Safe Safe program (Extension Activity)
- 90 minutes total





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