



## Grade 1 Sample Lesson Plan: Unit 5 – Medicine Harmful and Proper Use




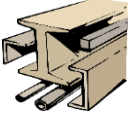
### **Description**

Please see attached handout for a lesson submitted by a Virginia teacher

### **Handout**

The next page includes a handout for the lesson. The handout is designed for print use only.



<b>GRADE: 1</b> Lesson 3	<b>Department of Teaching and Learning</b> <b>ATOD Health Education</b>	<b>TIME:</b> 30 minutes
 <b>LESSON FOCUS:</b> To understand what happens to the body from proper and improper use of drugs and prescription medicines.		
<b>STATE STANDARD:</b> 1.1. g Describe the harmful effects of medicine, alcohol and tobacco, to include poor concentration; impaired balance, vision and memory; shortness of breath; cancer; lung and heart disease; and changes to the way a person feels, thinks and acts. 1.2. k Explain the harmful effects of misusing medicines and drugs.  <b>DESCRIPTIVE STATEMENT:</b> Medicines can be both helpful and harmful. Emphasis is on safe use of drugs and medicines only prescribed for the individual.		
 <b>LEARNING TARGET:</b> I can explain the importance of only using drugs prescribed for me.	 <b>KEY TERMS:</b> <ul style="list-style-type: none"><li>• Medicine</li><li>• Prescription</li><li>• Side effects</li></ul>	
 <b>MATERIALS NEEDED:</b> <ul style="list-style-type: none"><li>• Strategies for the lesson are listed in <b>red</b> within the lesson. All strategy procedures are listed at the bottom of the learning plan.</li><li>• Laptop and projector</li><li>• Poster paper or dry erase board</li><li>• Video<ul style="list-style-type: none"><li>- BrainPOP Jr. video on medicine: <a href="https://jr.brainpop.com/health/drugs/medicine/">https://jr.brainpop.com/health/drugs/medicine/</a> (VBCPS District-purchased resource)</li></ul></li></ul>		



## **LINK (activate prior knowledge/lesson intro)**

### **KWL**

**What Do You Know** – Think of a time when you or someone else took a medicine and it affected them. Things like: hard to walk, blurred vision, upset stomach, breathing different, sleepy, etc. Tell your story to a partner.

**What Do You Know** – Based on the stories you told to your partner, what do you predict you will learn today? Tell your prediction to a partner.

Introduce the lesson for the day and give the learning target: I can explain the importance of only using drugs prescribed for me.

### **Think/Pair/Share**

Ask students to discuss with a partner:

- Why should we take medicines correctly?
- What are some of the safety rules we should follow when taking medicines?
- What are some things that can happen when you do not take medicines correctly?

Have students share out answers and use them to review lessons 1&2.



## **ENGAGE AND EXPLAIN (direct instruction/guided practice):**

Say to students: One job of a drug is to change the way the mind works. If medicine isn't taken correctly or the wrong medicine is taken, it makes a person confused, makes it difficult to think clearly and can affect a person's ability to make good choices. It also makes it hard to concentrate on schoolwork or remember important information.

Have everyone stand up and then stand on one foot. Ensure that students are in a safe space and then ask them to close their eyes while standing on one foot for a few seconds. Have students return to their seats.

Say to students: How many of you lost your balance a little bit when you tried standing on one foot with your eyes closed? When it is not taken correctly, medicine can affect muscles in the same way as closing your eyes while standing on one foot. Medicine will affect balance and can slow people down, which makes them less able to do things.

The last body part we are going to talk about is the stomach. Turn to a partner and talk about how you think taking medicine incorrectly may affect the stomach? Give students time to discuss and then ask for volunteers to share.

Medicine affects the stomach by damaging the lining of the stomach, which can cause it to have problems digesting food properly. It can make an upset stomach or cause aches and pains.

Say to students: To make sure we do not get sick from medicine we need to have some rules. Who remembers a rule for taking medicine? Teacher puts their ideas on the board or chart paper.

Rules should include:

- Keep medicine in a safe place.
- Take medicine only when it is needed.
- Be sure candy is not medicine.

- Only take medicine from a trusted adult (parent, grandparent, doctor, nurse, school nurse).
- Take only the amount of medicine that you are given.
- Never share medicine.

Show BrainPOP Jr. video on medicine: <https://jr.brainpop.com/health/drugs/medicine/>  
(VBCPS District-purchased resource)

Ask students to watch specifically for the sections of the video related to the side effects we just discussed.

Information covered in the video:

- Medicine is a drug that can help you get better when you're sick.
- A prescription is a note from the doctor that recommends a medicine. The prescription is taken to a pharmacist to get the medicine.
- Sometimes you get medicine when you're not sick like a shot, so you wouldn't get the measles.
- The most important part of taking medicine is following directions. The directions tell you the dosage, which is how much medicine to take and how often to take it. It might tell you to take the medicine with food, keep it in the refrigerator or stay out of the sun.
- Never give your medicine to someone else. Medicine that helps one person might make someone else sick.
- Medicines can also have side effects. Those are icky feelings that come from taking the medicine, like dizziness or an upset stomach. If you feel worse after taking a medicine, you should tell a grownup.



### **ACTIVE LEARNING (collaborative learning/work):**

Based on the lesson and the information in the video, students will get a partner and create a sign or poster about the safe use of medicines and drugs to share at home.



### **REFLECTION (individual work):**

Students will reflect on why their posters might be important to others in their homes.



### **LESSON CLOSURE:**

**KWL**

**What Did You Learn** – Students will complete the last piece of the KWL by telling a partner what they learned today.

Teacher reviews the lesson through student answers.

## **Strategies:**

### **Think/Pair/Share**

- Pose a problem or question.
- Provide individual think time.
- Pair -- Tell students to discuss answers with partners.
  - Set a time limit
  - Consider having a stop signal
- Share -- Have students use active participation to share answers

### **KWL**

- Based on the question/thought presented, students relate their answers to something they know or has occurred in their lives.
- Based on the question/thought presented, students predict what the lesson might be about.
- At the end of the lesson, students tell what they learned.