



Grade 2 Sample Lesson Plan: Unit 2 – Use Medicine Under Supervision

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.



GRADE: 2
Lesson 1

Department of Teaching and Learning
ATOD Health Education

TIME:
30 minutes



LESSON FOCUS:

To identify why medicines should only be taken under the supervision of an adult and the difference in prescription (Rx) and over-the-counter (OTC) medications.

STATE STANDARD:

2.2. k Identify why medications should only be taken under the supervision of an adult.

DESCRIPTIVE STATEMENT:

Medicine must be taken carefully and only when you are with a trusted adult. If you're not sure whether you should take a pill or liquid, ask a parent, teacher, doctor, or school nurse for help. If you take something by mistake, be sure you notify an adult immediately. There are differences between over-the-counter medications and prescription drugs.



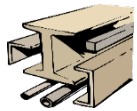
LEARNING TARGET:

I can identify types of medications and explain the importance of having an adult with me when taking medicine.



KEY TERMS:

- Prescription Medicine
- Over-the-Counter
- Trusted Adult
- Supervision



MATERIALS NEEDED:

- Documents appear at the bottom of the learning plan. Copies for Chromebooks can be found in Schoology. Documents needed include:
 - 3-2-1 Exit Ticket
- Strategies for lesson listed in **red** within the lesson. All strategy procedures are listed at the bottom of the learning plan.
- Videos
 - YouTube video: **Wise Owl's Drug Safety Kit: What is Medicine?**
https://www.youtube.com/embed/9OK6_OdWxTA
 - YouTube video: **Wise Owl's Drug Safety Kit: Is That Good for Me?**
<https://www.youtube.com/enbed/004KDZSCLY0>
 - YouTube video: **Medicines In My Home: The Over-the-Counter Drug Facts Label" US Food and Drug**



LINK (activate prior knowledge/lesson intro)

Think/Pair/Share

Ask students:

- What is meant by the term “trusted adult”? Share with a shoulder partner.
- Name adults other than your parents or guardians you consider a trusted adult.

Teacher introduces the lesson for the day and gives the learning target: I can identify types of medications and explain the importance of having an adult with me when taking medicine.



ENGAGE AND EXPLAIN (direct instruction/guided practice):

Introduce vocabulary:

- Prescription medicine: Medicine that you only get when a doctor decides that you need it. The doctor writes a prescription for an adult to pick up at a pharmacy.
- Over-the-counter medicine (OTC): Medicine adults can get without a prescription from a doctor.
- Trusted adult: Believe in the reliability, truth, ability or strength of.
- Adult supervision: Involves parents/trusted adults looking after a child’s activities.

Show video **Wise Owl's Drug Safety Kit: What is Medicine?**

https://www.youtube.com/embed/9OK6_OdWxTA Have students brainstorm conditions people take medicine for. Make a list of the meds/conditions and have them identify whether they think the medications are Rx or OTC.

Show video **Wise Owl's Drug Safety Kit: Is That Good for Me?**

<https://www.youtube.com/embed/004KDZSCLY0> Ask for two volunteers to **Role Play** the following situation and demonstrate good decision-making skills.

- Scenario: What would you do? A student is offered medication from another child. Demonstrate how you would respond. What should you do if another child tries to convince you to take a pill?

Show video: **Medicines In My Home: The Over-the-Counter Drug Facts Label” US Food and Drug**

Administration https://www.youtube.com/embed/hT6Th_QfQKE Ask students why they should not take medication without adult supervision. What could happen?



ACTIVE LEARNING (collaborative learning/work):

Group students and ask them to identify drugs found at home and if they are prescription medications or over-the-counter medicines.

Then discuss the importance of a trusted adult and make connections of the importance of having an adult to advise you about allergies and possible reactions to medications.



REFLECTION (individual work):

Using the information learned in class today, students will work in small groups to identify rules for medicine at home and school.



LESSON CLOSURE:

Teacher tells students to discuss this lesson with their parents.

Exit Ticket: 3, 2, 1: (This can be done with a partner or written out.)

- 3 words we discussed today
- 2 people they identify as trusted adults
- 1 question they still have from today's lesson

Handout is listed at the bottom of the learning plan.

Strategies:

Think/Pair/Share

- Pose a problem or question
- Provide think time
- Ask students to pair with partner and share

Role Play

- Participants are given particular roles to play in a conversation or other interaction
- They are given specific instructions on how to act or what to say
- The participants act out the scenario and afterwards reflect and discuss the interactions, such as alternative ways of dealing with the situation
- A choice can be made to act the scenario out again with changes based on the outcome of the reflection and discussion

3 - 2 - 1 (Exit Ticket): (students write)

- 3 words we discussed today
- 2 people they identify as trusted adults
- 1 question they still have from today's lesson

EXIT TICKET: 3, 2, 1

3. List three words we discussed today.

2. List two people you can identify as trusted adults.

1. Write one question you still have about today's lesson.
