



## Grade 2 Sample Lesson Plan: Unit 3 – Trust and Drugs

### **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 2

**Department of Teaching and Learning**  
**ATOD Health Education**

**TIME:**  
30 minutes



**LESSON FOCUS:**

Identifying characteristics of a trusted adult and why medicines should be taken under the supervision of them. Proper ways to consume drugs to reduce the risk of possible side effects.

**STATE STANDARD:**

- 2.2.p Describe characteristics of a trusted friend and a trusted adult.
- 2.2.h Recognize the harmful effects of drugs, alcohol, and tobacco.

**DESCRIPTIVE STATEMENT:**

The key idea is that drugs should only be consumed when prescribed or recommended by a doctor and only taken in the presence of a trusted adult. The emphasis is on the possible side effects from medicines and how to take them properly to reduce the possibility of these problems.



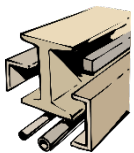
**LEARNING TARGET:**

I can explain the characteristics of a trusted adult and list possible side effects from taking medicine.



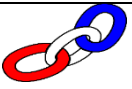
**KEY TERMS:**

- Medicine
- Prescription Medicine
- Over-the-Counter Medications
- Supervision
- Side Effect



**MATERIALS NEEDED:**

- Strategies for lesson listed in **red** within the lesson. All strategy procedures listed at the bottom of the learning plan.
- Post it notes
- Video
  - <https://www.youtube.com/embed/Qp-fOB-8Dqo>



## LINK (activate prior knowledge/lesson intro)

### Post-it Note Response

Teacher has students partner and write their definition of medicine on a post it note and stick it on a board/poster/chart. Teacher reads and discusses the different answers then gives a definition: A drug that can make you feel better, help you get well or help you stay healthy.

### Think/Pair/Share

Teacher reviews the vocabulary words from lesson one. Has students tell each definition to a partner before teacher gives the correct definition of each word:

- 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.

Teacher introduces the lesson for the day and gives the learning target: I can explain the characteristics of a trusted adult and list possible side effects from taking medicine.



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

Teacher says: Sometimes parents or guardians may not be nearby when you need help. Trusted adults should be individuals well known to you that are available to help.

### Think/Pair/Share

Name adults other than your parents or guardians who would be considered a trusted adult.

List characteristics of a trusted adult. (Possible answers: Know you well, Care about you, keep you safe, are good listeners, supportive, encouraging.)

Teacher shows video and reads out loud the statements in the video to the students:

<https://www.youtube.com/embed/Qp-fOB-8Dqo>

Teacher says: Sometimes we have side effects that occur from medicine. A side effect is an unwanted change in the body after taking medicine. Examples include becoming dizzy, sleepy or sick to your stomach. That is one of the reasons why adults should be supervising children when they are taking medications so they can monitor for possible side effects.

Here are some safety tips for prescription medicines to help reduce the possibility of harmful effects:

- Use only as much as the doctor tells you to
- Never take another person's prescription medicine
- A trusted adult should help you take the prescription medicine

Teacher reminds students of the difference between a prescription medicine and an Over-the-counter medicine (OTC) and gives examples of each.

Teacher says: Here are some safety tips for OTC medicines to help reduce the possibility of harmful effects:

- Read the labels carefully and follow the directions
- Read the warnings and side effects



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

Teacher asks students to stand. Then reads different situations and gives students two choices to pick from for what they should do in each situation. If they pick choice “a,” they are to do jumping jacks. If they pick choice “b,” they are to do running in place. (Students can be given the option of choosing the correct answer with a partner.)

Situations:

1. You find pills on the counter. What should you do?
  - a. Take the pills.
  - b. Do not touch the pills. Tell your parent or guardian.
2. You get a headache at your friend’s house. Your friend’s mother offers to give you medicine. What should you do?
  - a. Get your parent or guardian’s permission first.
  - b. Take the medicine.
3. You take some new medicine your doctor gave you. Then you get sleepy. What should you do?
  - a. Tell your parent or guardian about the side effect.
  - b. Lie down and go to sleep.

(Resource - 2016 The Nemours Foundation/Kids Health: <http://kidshealth.org/classroom/prekto2/problems/drugs/drugs.pdf>)

Teacher reveals the answers to each situation and makes needed additional comments to reinforce the learning in the lesson.



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

What would you do if you were feeling bad and a friend offered you a prescription medicine that was not ordered for you?

Why is it important to have a “trusted adult” with you when taking medicine?

Class discussion on student’s answers.



### **LESSON CLOSURE:**

Oral/Written:

If you have a younger sister or brother or you know of a smaller child that will be in your house with you, what might be two important rules you give them about medicines to keep them safe?

### **Strategies:**

#### **Post-it Note Response**

- Give each student a post-it note to write what the word “medicine” means.
- Each student will post their response on a board/poster/chart

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

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