

Medicine Safety

GRADES K–1

35 MINUTES

Lesson Overview

This lesson explores medicine safety with the support of trusted adults. Students deepen their understanding of how to be safe with medicine through images and discussion activities.

Essential Questions

- What is a trusted adult?
- Who are my trusted adults?
- How can a trusted adult help me be safe with medicine?

Student Learning Goals

- I can name a trusted adult who can help me be safe with medicine.
- I can explain why I need a trusted adult to help me be safe with medicine.

Related Standards

Health Standards

K.SUB.1 Discuss how to use medicines correctly.

1.SUB.1 Identify trusted adults who can answer questions about medicines and household products.

Transformative SEL Standards

Standard 2: Self-management and Agency Use management strategies to build personal and collective agency that lead to achieving goals and aspirations.

Standard 4: Relationship Skills and Collaborative Problem-solving Establish and maintain healthy, supportive relationships and effectively navigate diverse settings in order to collaboratively solve problems.

Lesson Materials

- Slide deck
- Chart paper and marker

Lesson Plan

Preparation

Review slides and prepare chart paper to capture student responses in the brainstorm.

Learning Sequence

Activity 1. Welcome and Lesson Overview | 3 minutes

1. Read the essential questions (Slide 2) to students.
2. Read the student learning goals (Slide 3) to students.

Activity 2. Activate Prior Knowledge and Reflect | 7 minutes

1. Ask students to turn to a partner and share what they know about medicine (Slide 4).
2. Listen to student conversations and note their existing knowledge and areas for growth or clarification.
3. Ask students to share their ideas and write them on chart paper.
4. Add a checkmark next to each idea that is related to medicine safety. Add additional ideas if needed. Examples might include
 - I talk to an adult if I don't feel well.
 - An adult helps me take medicine when I need it.
 - An adult measures the correct amount of medicine for me.

Activity 3. Deepen Content Knowledge and Engage in Learning | 10 minutes

1. Read the definition of medicine (Slide 5).
2. Make connections to the students' ideas about medicine.
3. Share how medicine can help us (Slide 6).
4. Describe how medicine can be harmful (Slide 7).
5. Explain that kids don't take medicine on their own; only take medicine from a trusted adult (Slide 8).

6. Define “trusted adult” and explain why trusted adults are important when taking medicine.
7. Ask students to share who are some trusted adults they might know. Examples include teachers, neighbors and firefighters.

Activity 4. Apply Learning | 15 minutes

1. Explain that there are many adults we can trust, but only some adults are trusted to help us be safe with medicine. Tell students they will partner to name some adults we often trust to help us be safe with medicine.
2. Explain the discussion activity directions and ask students to stand and locate their first partner (Slide 9).
3. Share the first image of a trusted adult (Slide 10). Ask students to talk with their partner to name the role of the trusted adult in the image and how they might help us be safe with medicine. An example response might include “A dad could help us be safe with medicine by making sure we take the right kind when we need it.”
4. Ask students to find a new partner and help as needed. Guide students through the remaining images and complete the discussion activity (Slides 11–14).
 - Slide 10 is an image of a parent.
 - Slide 11 is an image of a grandparent.
 - Slide 12 is an image of a babysitter.
 - Slide 13 is an image of a nurse.
 - Slide 14 is an image of a school staff member.

Activity 5. Review Key Lesson Takeaways | 5 minutes

1. Review the lesson’s essential questions (Slide 15) and learning goals (Slide 16) with students.
2. Ask students to think about a trusted adult they know who can help them be safe with medicine (Slide 17).
3. Ask for student volunteers to share about their trusted adult with the whole group. Provide support as needed to help students identify a trusted adult they know.

Formative Assessment Opportunities

Listen For

1. Listen for students sharing their existing knowledge—note areas for growth and provide clarification as needed.