

**Dakota State University  
College of Education  
LESSON PLAN FORMAT**

Name: **Miranda Chedester**  
Grade Level: **1<sup>st</sup> Grade**  
School: **Sample Lesson Plan**  
Date: **10/9/18**  
Time: **During Health**

Reflection from prior lesson: **We have been learning about things to keep our bodies healthy. Today we are going to learn about taking medicine or pills without our doctor's or parent/guardian permission. We are going to explore the different ways to handle situations when it involves taking medicines when we are sick, or even if we find pills that we are unaware of.**

Lesson Goal(s) / Standards:

**Standards 1:** Students will comprehend concepts related to health promotion and disease prevention to enhance health.

**Standards 5:** Students will demonstrate the ability to use decision-making skills to enhance health.

Lesson Objectives:

Students will:

- Describe safe ways to deal with situations in which medicines are involved through reading and understanding the [chart](#) and filling out the medicine safety worksheet (Standard 1).

(Chart link:

<https://docs.google.com/document/d/1X55YWEDSQFTi8NxppnZ9oxKtasbUooRx0vvrPM04PQc/edit?usp=sharing> )

- Demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks and use decision-making skills to enhance health through role-play scenarios and discussion about situations in which they would need to make a decision about medicine (Standard 5).

Materials Needed:

- "What Should You Do?" handout
- Chart paper and markers, or chalkboard and chalk, or interactive whiteboard

## Contextual Factors/ Learner Characteristics:

There are no ELL's or special needs. They are learning what is appropriate and not appropriate actions in a classroom. They like to be read to. First graders are also working on their writing, specifically, forming complete sentences.

### A. The Lesson

#### 1. Introduction (5-10)

- getting attention
  - Alright first graders, clap one time if you can hear me (gets their eyes on me, I look for students sitting criss-cross and ready to learn).
- relating to past experience and/or knowledge
  - So recently we have been learning about how to keep our bodies healthy. Flu season is approaching, and we have explored a lot of things we can do to keep ourselves healthy. For example, washing our hands. Today we are going to learn about things that can be bad for our bodies, like taking medicines or pills that are not prescribed to us from a doctor. We are going to explore all of the ways to avoid mistakenly taking pills or medicine that can hurt us.
- creating a need to know
  - Does anyone know what drugs are?
    - Allow for a few suggestions and proceed to explain that drugs can both be used for good to help heal but can also be used in a bad situation.
  - Today students we are going to be exploring medicine safety.
- sharing objective, in general terms

I know the difference between safe medicines and bad medicines.  
I can practice medicine safety.

#### 2. Content Delivery (20-30 Min)

- Doctors prescribe medicine to people to help them feel better or to make illnesses go away. Grown-ups can buy some medicines in a store without a doctor's permission. These kinds of medicines usually make people feel better when they are sick or hurt. Another word for medicine is "drug."
- When taken the right way, these kinds of drugs help people. But some drugs are illegal. This means that it's against the law to use them because they're very bad for your mind and body. They can hurt your brain, heart, and other organs, and are especially bad for children because your bodies are still growing.
- Even too much of a medicine can make you sick! So it's important for you to know some rules about how to stay safe around medicines. I will present the students with this chart and we will read it together:  
<https://docs.google.com/document/d/1X55YWEDSQFTi8NxppnZ9oxKtasbUooRx0vvrPM04PQc/edit?usp=sharing>

- You and a partner are going to act out some situations in which medicines are involved. You and your partner should discuss how to handle the situation safely, and then act it out that way. We will talk about your choices as a class. After you role-play, you'll complete a handout about medicine safety (role play cards and worksheet attached to dropbox).

### 3. Closure (10-20 Min)

- During this time we are finishing up the role-playing
- So today we learned about medicine safety and what actions to take to keep ourselves and our loved ones safe.
  - Let's go through the chart one more time.
- Please buddy up and complete the worksheet ( we are working on using complete sentences, I will remind them of this).

### B. Assessments Used

- Will use the worksheet to test their knowledge
- Will test their knowledge through their role-playing, we will discuss their answers/ actions they take as a class.
- Will receive feedback from students through various questions asked.

### C. Differentiated Instruction

- To give students extra support, I can present them a different worksheet or graphic organizer that gives them more support. For example, fill in the blank worksheet that guides them through the worksheet.
- To help students on the role-playing if they are not able to read or comprehend the sentences or understand words, I can create a vocab sheet that defines the words that we have not learned.

### D. Resources

- Adapted lesson plan from:  
<https://classroom.kidshealth.org/prekto2/problems/drugs/drugs.pdf>
- Chart from:  
<https://www.tes.com/teaching-resource/medicines-posters-6007467>