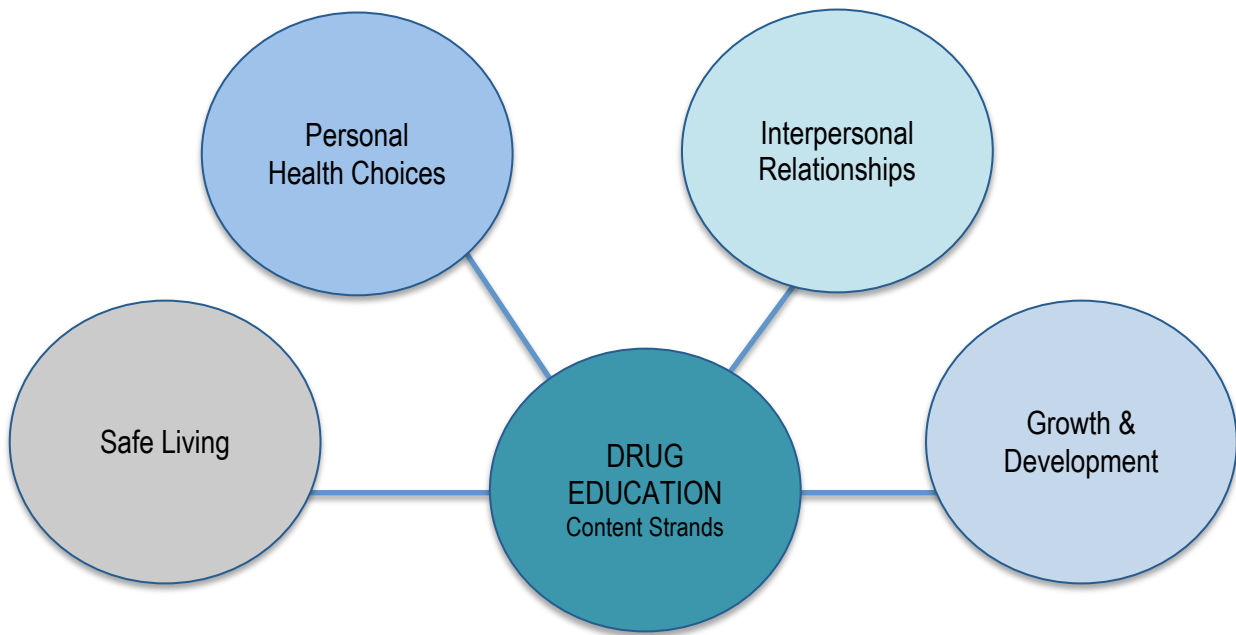


Drug Education – Year 2



Stage 1 Units			
<p align="center">Medicines & Me</p> <p><i>Drug Use</i> – purpose of medication, administration of medication, safe use of medication <i>Relationships</i> – People to go to for help <i>Families</i> – Family roles</p>		<p align="center">Keeping Myself Safe Around Medicines</p> <p><i>Drug Use</i> – safe storage of medicines, purpose of medication, administration of medication, safe use of medication <i>Personal Safety</i> – People who can help <i>Home and Rural Safety</i> - Hazards inside/outside home: poisons, fuels, guns <i>Emergency Procedures</i> - What to do in the event of an emergency?</p>	
Outcomes	Indicators	Outcomes	Indicators
<p align="center">Knowledge & Understanding</p> <p>PHS1.12: Recognises that positive health choices can promote well being</p> <p>IRS1.11: Identifies the ways in which they communicate, co-operate and care for others</p>		<p align="center">Knowledge & Understanding</p> <p>PHS1.12: Recognises that positive health choices can promote well being</p> <p>SLS1.13: Recognises that their safety depends on the environment and the behavior of themselves and others</p>	
<p align="center">Skills</p> <p>CS1.1: Communicates appropriately in a variety of ways</p>		<p align="center">Skills</p> <p>DMS1.2: Recalls past experiences when making decisions</p>	
<p align="center">Values & Attitudes</p> <p>V4: Increasingly accepts responsibility for personal and community health</p>		<p align="center">Values & Attitudes</p> <p>V1: Refers to a sense of their own worth and dignity</p>	
<p>Identifies appropriate use, administration and storage of different types of medication</p> <p>Explains why different people are important to them. Demonstrates ways to care for others</p> <p>Discusses how to store medicines safely</p> <p>Appreciates the need for safe practices in a range of situations and environments</p>		<p>Identifies appropriate use, administration and storage of different types of medication</p> <p>Role plays what to do in an emergency, e.g. dial 000 Describes dangerous things they can see, reach and touch and ways of dealing with them</p> <p>Predicts consequences of options in order to make decisions Discusses feelings others may have</p> <p>Appreciates the need for shared responsibility, decision making and safe practices Values the need to work cooperatively</p>	

Unit 1: Medicines and me

Lesson Content	Approximate time	Evaluation & Reg.
<p style="text-align: center;">PART 1 – What happens when I am unwell? How do we use medicines safely?</p> <p>*Introduce the unit by reading or telling a story containing a character who is sick. Alternatively, watch the You Tube clip <i>Topsy & Tim go to the doctor</i>.</p> <p>* Stand and sit graph: Ask students to stand if they have done the following:</p> <ul style="list-style-type: none"> • Who has been to the doctor? • Who has been to the hospital? (Visitor and patient) • Who has taken medicines? <p>*Talking & Listening: Have the students give examples of symptoms that may indicate they are not well (sore throat, fever, headache, stomachache, etc). Encourage students to discuss times/situations when they have felt unwell. Questions to ask include:</p> <ul style="list-style-type: none"> • How did you feel? • Did you take any medicines • Who gave you the medicines? • Who decided if you took the medicines? <p>Explain to students that medicine can be prescribed by the doctor, purchased 'over the counter', and at the supermarket but that all medicine should be administered by caregivers.</p> <p>*Display images of various medicines on the IWB. Briefly discuss what it is, where it is kept, who administers it, and why it is important to be careful with medicine.</p> <p>*THINK, PAIR, SHARE – What are the rules for taking medicine at home? Responses may include: only take own medicine, correct dosage/times, adult supervision, only taken when directed by responsible adult.</p> <p>♣ <i>Writing task: Write about a time you were sick and had to take medicine to get well</i></p>	<p style="text-align: center;">TOTAL 60 minutes</p> <p style="text-align: center;">10 minutes</p> <p style="text-align: center;">5 minutes</p> <p style="text-align: center;">10 minutes</p> <p style="text-align: center;">5 minutes</p> <p style="text-align: center;">10 minutes</p> <p style="text-align: center;">20 minutes</p>	
<p style="text-align: center;">PART 2 – Who helps me when I am sick?</p> <p>*Display pictures of medical personnel and discuss their role.</p> <p>*Talking & Listening: How can you help if someone doesn't feel well at school?</p> <p>*Visit the school first aid area. Discuss the role of the office staff and the school procedures when students are sick or injured.</p> <p>♣ <i>Drama activity: Groups students in small groups of about 4. Give each group a scenario card and have them prepare and perform a role-play for the given scenario.</i></p>	<p style="text-align: center;">TOTAL 50 minutes</p> <p style="text-align: center;">5 minutes</p> <p style="text-align: center;">5 minutes</p> <p style="text-align: center;">15 minutes</p> <p style="text-align: center;">25 minutes</p>	

<p style="text-align: center;">PART 3 – How do my friends and I take medicines safely? What is safe and unsafe around the home?</p> <p>*Talking & Listening: Discuss - what do friends do for each other? How do friends act toward one another? When do friends not do things together?</p> <p>*Display activity sheet <i>Friends do things together</i> on the IWB. Read as a whole class. Discuss Ben’s choices and the possible consequences of each choice. Encourage students to think of as many positive and negative choices as possible.</p> <p>*Display the cluttered kitchen image on the IWB. Discuss: what can you see? What can you see that is safe/unsafe? Where should the unsafe items be kept?</p> <p>*Display IWB Game <i>Safe and Unsafe</i> (Resource 8). Students move the common household items to the correct sign (safe and unsafe)</p> <p>♣ Students complete the <i>Keep the House Safe</i> worksheet.</p>	<p style="text-align: center;">TOTAL 55 minutes</p> <p>10 minutes</p> <p>10 minutes</p> <p>10 minutes</p> <p>10 minutes</p> <p>15 minutes</p>	
RESOURCES		
<p>*See accompanying Notebook file for resources related to this unit including links, pictures and games</p> <p>*All accompanying worksheets can be found on the School server Faculty/Teacher/Stage 1/Year 2/2013/Term 2/Drug Education</p>		

Unit 2: Keeping myself safe around medicine

Lesson Content	Approximate time	Evaluation & Reg.
<p style="text-align: center;">PART 1 – What should I do to get help?</p> <p>*Display and read <i>Mario</i> on the IWB– a story about a younger sibling drinking an unknown substance.</p> <p>♣ Talking & Listening: Students break into small groups and discuss what <i>Mario</i> could do – a group representative reports to the class. Using the same scenario, discuss what <i>Mario</i> could do if there was not an adult in the house (inside and outside the family network).</p> <p>*Students watch the You Tube clip <i>Got Weirdo’s Ep. 2 – Medicine not candy</i> to reinforce the scenario</p> <p>* Discuss when to use the emergency 000 number. Watch the You Tube clip <i>Hero 000 call toddler honoured</i></p> <ul style="list-style-type: none"> • When would you ring 000? • Who would answer 000? • What would you say? • How do you make a 000 call from a public phone/without reception? Do you need money/credit? <p>*Explore the 000 Kids Challenge website to practice calling 000 in an emergency</p> <p>♣ Students role-play dialing 000 and giving their name and address.</p> <p>♣ Students trace their hand and cut it out, listing five people that they could include in their support network. Encourage students to include 2 people from outside their family network.</p>	<p style="text-align: center;">TOTAL</p> <p>70 minutes</p> <p>5 minutes</p> <p>15 minutes</p> <p>10 minutes</p> <p>10 minutes</p> <p>10 minutes</p> <p>5 minutes</p> <p>15 minutes</p>	
<p style="text-align: center;">PART 2 – What needs to be kept in a safe place? How can we store medicine correctly?</p> <p>*Display containers of household cleaning agents and toxic products, as well as medicine packets. Discuss:</p> <ul style="list-style-type: none"> • What type of products are these and what are they used for? • Why are these products kept in special places? • Why do some product containers have special caps? Child restraints? <p>Categorise where these products are found in the home (kitchen, bathroom) and what can be done to ensure that they are stored safely.</p> <p>♣ Students design a poster to emphasise the need for safe storage of toxic products/medicines. Teacher discusses: *wording *colour *layout</p>	<p style="text-align: center;">TOTAL</p> <p>50 minutes</p> <p>10 minutes</p> <p>10 minutes</p> <p>30 minutes</p>	

<p style="text-align: center;">PART 3 – How do I know what is safe for me</p> <p>*Display images of medicine and poisons, including the poison symbol Discuss the differences between the two. It is important to emphasise that medicine should only be taken in the prescribed quantity and by those for whom they are prescribed, and that poisons should never be swallowed or drunk.</p> <p>♣ Students are divided into small groups. Half of the class is given the sheet, <i>Poisons, medicines, others</i> and asked to brainstorm a list of poisons, medicines and other household items. The other half are given the <i>Poison word sheet</i> and asked to make a semantic web by brainstorming words associated with the word 'poison'. Students share lists with the class.</p>	<p style="text-align: center;">TOTAL 35 minutes</p> <p style="text-align: center;">15 minutes</p> <p style="text-align: center;">20 minutes</p>	
RESOURCES		
<p>* See accompanying Notebook file for resources related to this unit including links, pictures and games</p> <p>* All accompanying worksheets can be found on the School server Faculty/Teacher/Stage 1/Year 2/2013/Term 2/Drug Education</p>		

