



## Grade 2 Sample Lesson Plan: Unit 3 – Personal Responsibility for Safety Includes Knowing When and How to Seek Help

### SOLs

- 2.1.H Explain the importance of assuming responsibility for personal safety.
- 2.2.K Identify why medicines should only be taken under the supervision of an adult.
- 2.3.G Identify emergency resources, services, and health care professionals in the community that influence health and wellness.

### Objectives/Goals

- Students will identify safe ways to deal with situations in which medicines are involved and identify trusted adults and community professionals who can support their health and wellness.

### Materials

- Handouts from *KidsHealth.org Drugs and Medications Teacher's Guide*  
<https://classroom.kidshealth.org/classroom/prekto2/problems/drugs/drugs.pdf>
- Chart paper, markers and/or crayons, chalkboard and chalk, or interactive whiteboard.

### Procedure

- Conduct the two lessons - *Trusted Adults* and *What Should You Do?* from the *KidsHealth.org Drugs and Medications Teacher's Guide*. These lessons introduce students to the concepts of drugs as medication when properly prescribed and used to heal illnesses but as dangerous when improperly used. Students should only take medicines under the supervision of trusted adults. Use these lessons and/or create scenarios to give students a chance to consider how they would act responsibly in situations that involve drugs and medicine (e.g., finding pills on counter, friend or friend's parents offers)

- medicine, see brother/sister playing with pills on floor, feel sleepy after using prescribed medicine).
- Remind students to call 9-1-1 in emergency situations. A good practice script is offered by KidsHealth.org:
  - *When the dispatcher answers the phone, a child must be able to provide his or her name, address, phone number, and must be able to describe a little bit of the emergency (e.g., in this case, medication poisoning).*
  - *If the child doesn't know the location of the emergency, educate him/her child to notice what's around him/her such as street signs, buildings, stores, highways, parks, etc.*
  - *A child should tell the dispatcher what kind of help is needed (fire, doctor, police, etc.).*
  - *Most importantly, if the emergency such as a fire or robbery is in the home, your child should know to leave and should know where to go in case of an emergency. Call it a safe place.*
  - *Children should tell the dispatcher where the emergency is located and should stay on the phone until the dispatcher tells you to hang up or until emergency help arrives where the child is.*

### Assessment

- Can students respond appropriately to the following questions?
  - What are some drugs that are good for your body and help you when you are sick? What are some drugs that are bad for your body and can make you very sick?
  - Why do people take drugs? What do drugs do to your body?
  - How do you use medicines safely?
  - What would you do if someone asked you if you wanted to try a drug that you knew was bad for you? Who can you ask for help in this situation?

### References

- Drugs and Medication Teacher's Guide Pre-K – 2  
<https://classroom.kidshealth.org/classroom/prekto2/problems/drugs/drugs.pdf>

### Handout

The next page includes a handout for the lesson. The handout is designed for print use only.