

Kindergarten

Health Objective 5.01

Demonstrate how to recognize and be careful with medicines.

Health Objective 5.02

Distinguish between medicinal and non-medicinal drug use.

English Language Arts 1.03

Demonstrate decoding and word recognition strategies and skills: recognize some words by sight including a few common words, recognize most beginning consonant letter sound associations in one-syllable words.

Materials Needed:

1 sheet of poster board

Examples of various candies and medicines (see Focus step)

Appendix 1 - Yes/No Cards - copy and cut apart - one set for each student (Save these because they are used in multiple lessons within this resource.)

Appendix 2 - Medicine Safety handout

Focus:

Tape or glue the following items to a piece of poster board:

- Different types of colorful candies (Skittles, M&Ms, Sweet Tarts)
- Different shaped breath mints (Tic-Tacs, Lifesavers, Certs, Velaments)
- Red Hot candies
- Sudafed (regular - looks very similar to Red Hot candy)
- Vitamins (both children's and adult)
- Antacids (Tums or Rolaids)
- A variety of Over The Counter pain relievers (aspirin, Tylenol, Advil)
- If a prescription medicine is available

Distribute the Yes/No card sets (Appendix 1) and display the medicine/candy poster board. As the teacher points to each item on the poster board the student should decide if the item is a medicine or something safe to eat. If the item is safe to eat, the students should raise the smiley face card and if the item is a medicine or unsafe then they should raise the 'X' card. Ask the students to explain how they made their decisions. Explain that it can be difficult to distinguish medicine from candy and that if there is ever a question, they should not eat the item.

Teacher Input:

Have students brainstorm reasons why people take medicines. (Examples might include chronic conditions such as diabetes and asthma and incidents of illness such as a cold, the flu, or headache, broken bone.)

Explain to students that there are different types of medicine that people take. For instance, if you have a cold you can purchase a medicine off the shelf at a local drug store to make you feel better. However there are other illnesses or conditions that require medicine that only a doctor can prescribe. There are some medicines that we take to prevent illness or help us stay healthy such as vitamins. These medicines are purchased from a pharmacy, grocery store, or drug store. It is important to note that regardless of the type of medicine or the reason for taking medicine that all medicines have directions that should be followed. For

example, some medicines need to be taken with food others should be taken at a certain time of the day. Parents and doctors will explain the directions for taking medicines. It is important to always follow directions when taking medicines and never take someone else's medicine or use someone else's directions when taking your own medicine.

Explain to the class, some people take medicine when they are not sick and this is dangerous for their health. Describe words that people use for medicines (drugs, pills, prescriptions). Most drugs are designed to help people; however there are some drugs that are not intended to help people when they are sick. These drugs are illegal and should never be purchased or taken. Remind students that it is important to tell a trusted adult if they ever see or hear about these drugs.

Practice & Assessment:

Have the class brainstorm a list of rules to use when identifying medicine and to help people be safe with medicine. Rules might include: Don't ever take medicine from anyone other than your parents, your doctor, or nurse; Follow all directions when taking medicine properly; Don't eat candy unless you see the package from which it came and you know and trust the person sharing with you. Record the rules on chart paper or on the blackboard for students to see.

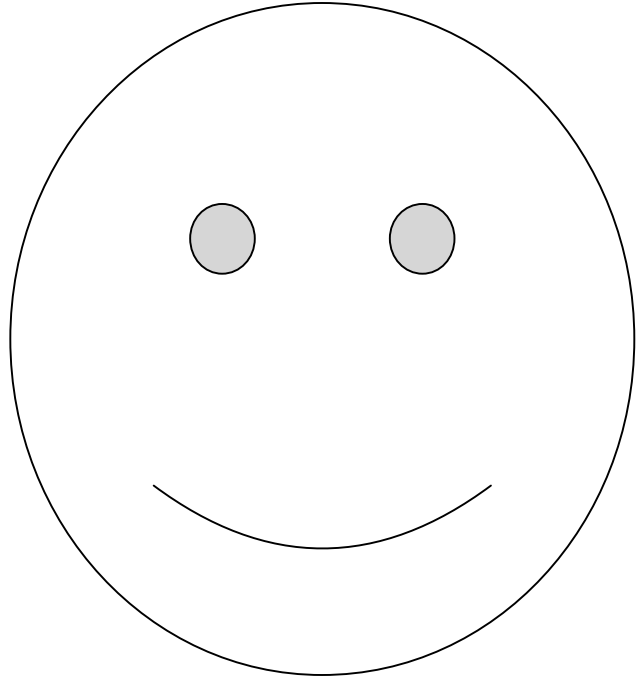
Read the following scenarios and have the students decide if the person in the story is following the rules for safely taking medicine or not. After reading each scenario, allow the students to raise either the yes (smiley face) or no ('x') card. Process each scenario as a class and discuss proper ways to handle scenarios in which a bad choice was made.

Scenarios:

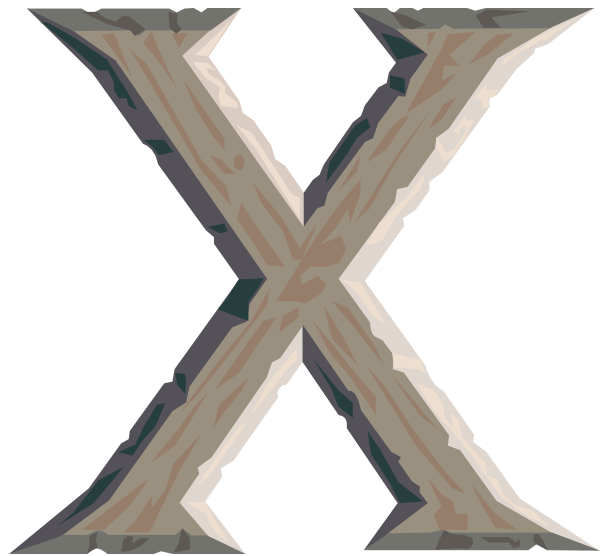
1. Joey finds a small box on the playground. When he opens it, he finds tiny red dots that smell like cinnamon. He thinks it must be candy so he decides to eat a few. Is this safe? Why or why not?
2. Maria has been sick for a few days and her doctor gave her mom a prescription for medicine that would make her feel better. Maria's mother said the medicine should be taken with food so she gives it to Maria every morning after breakfast. Instead of swallowing the medicine, Maria spits it out into her napkin because she thinks it tastes bad. Is this safe? Why or why not?
3. Calvin's dad gives him a vitamin every day. Calvin's vitamin is purple and it tastes good. Shawn is Calvin's brother and their dad also gives Shawn a vitamin everyday but Shawn's is red. Shawn decides that he likes the purple vitamin better and wants to try Calvin's vitamin, so he asks Calvin to switch with him. Should Calvin switch vitamins with Shawn? Why or why not?
4. Karen told her friend Antoinette that one of her neighbors shared his medicine with her to try. Karen is curious to see what will happen if she takes this medicine. Is this safe? What should Karen do? What should Antoinette do?

Distribute copies of Medicine Safety and read the sentences aloud, allowing the student to use spelling strategies (such as phonic or inventive spelling) to fill in the blanks.

YES



NO



Medicine Safety

1. _____ all _____ tell
directions when taking
medicine.
2. If you see a medicine
that is not being used
properly you should _____ you
_____ a trusted adult.
3. Do not _____ anyone
else's medicine. _____ take
4. Only take medicine that
is given to _____ by
parents or a doctor.