

Medicine Safety

1. Question & Research Task

Medicines can make you feel better when you are sick. However, if you do not use medicines safely, they can make you sick.

Your teacher will play the video, “Medication Safety.”

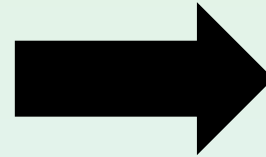


Image Source: YouTube.com

Think About It:

~When was the last time you had to take medicine?

~Do you think you took the medicine in a safe way? Why?

Your teacher/librarian will play the YouTube video explaining medicine safety.

In this Slam Dunk, you will conduct brief, focused research to respond to the inquiry question:

How are you going to be safe with medicine?

2. Information Sources

Watch the BrainPOP Jr. video below,
then complete the quiz.



[Quiz](#)

[Challenge Quiz](#)

3. Student Activity

Now, you can show what you have learned by completing the [medicine safety worksheet](#).



Circle the happy face if the action is safe.



Circle the sad face if the action is not safe



Image Source: ClipArt.com by subscription

4. Assessment Activity

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How are you going to be safe with medicine?

Click on the image below to complete the activity on Google Slides.

How are you going to be safe with medicine?

In each bottle, type one rule you are going to follow when you take medicine.

Rule #1

Type here.

Rule #2

Type here.

Rule #3

Type here.

5. Enrichment Activities

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Good Job! Click on the pictures so you can keep learning by working on these two activities.

BrainPop Jr. Word Play



medicine

BrainPop Jr. Draw About It



6. Teacher Resources

Learning Standards Alignment

[NHES Standards and Performance Indicators](#)

Standard 5
Students will demonstrate the ability to use decision-making skills to enhance health.
5.2.2 Differentiate between situations when a health-related decision can be made individually or when assistance is needed.

[Common Core State Standards for English Language Arts & Literacy](#)

Reading: 1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

Writing: 7. Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.

AASL Standards Framework for Learners Inquire: Build new knowledge by inquiring, thinking critically, identifying problems, and developing strategies for solving problems.

Think: Learners display curiosity and initiative by:

I.A.2 Recalling prior and background knowledge as context for new meaning.

Create: Learners engage with new knowledge by following a process that includes:

I.B.1 Using evidence to investigate questions. I.B.3 Generating products that illustrate learning.

Share: Learners adapt, communicate, and exchange learning products with others in a cycle that includes:

I.C.1 Interacting with content presented by others.

Grow: Learners participate in an ongoing inquiry-based process by:

I.D.2 Engaging in sustained inquiry.

P21 Framework: 21st Century Student Outcomes

3. Information, Media & Technology Skills: Information Literacy: Access information efficiently and effectively; Use information accurately and creatively for the issue or problem at hand.

ICT Literacy: Use technology as a tool to research, organize, evaluate and communicate information.

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Grade 2 Health

Objective: Students will be conducting brief, focused research in order to demonstrate the ability to use decision-making skills to be safe with medicine.

Time Frame: Two 50-minute class periods

Differentiation strategies for this lesson:

- Have students use learning supports provided in any BCPS Digital Content in the [Apps Portal](#) included in this lesson.
- Refer to [Digital Content Snapshot/Support pages](#) as needed

Notes to the teacher:

- Collaborate with your school library media specialist to plan and implement this lesson.
- This Slam Dunk Lesson includes links to YouTube videos. Teacher/librarian may screen videos for the class.
- Teachers can print out the [activity worksheet](#) on Slide 3 if they choose.
- The assessment requires students to type on a Google Slides presentation. Consider providing a paper copy of Slide 4 instead and have students turn in.
- Consider [using the Schoology Assignment Apps feature](#) to assign Microsoft and Google documents and files for students to access, edit, and submit through Schoology Teacher should preview all links for content.