

Unit One - All about medicines

Outcomes	Indicators
<p>Knowledge and Understanding</p> <p>Displays basic positive health practices. (PHES1.12)</p> <p>Demonstrates an emerging awareness of the concepts of safe and unsafe living. (SLES1.13)</p>	<p>Sample indicators could include:</p> <ul style="list-style-type: none"> discusses the safe use and storage of medicines prepares simple health messages discusses the safe use and storage of medicines identifies people who give them medicines.
<p>Skills</p> <p>Identifies some options available when making simple decisions. (DMES1.2)</p>	<p>Sample indicators could include:</p> <ul style="list-style-type: none"> chooses between safe and unsafe situations.
<p>Values and Attitudes</p> <p>Refers to a sense of their own worth and dignity. (V1)</p>	<p>Sample indicators could include:</p> <ul style="list-style-type: none"> values themselves as an important member of various groups.

Content strands

Personal Health Choices

Drug Use

- medicines
 - administration of medicines
 - identifying medicines
 - safe use of medicines
 - safe storage

Health Services and Products

- people who keep me healthy
 - home
 - community

Safe Living

Personal Safety

- responding to unsafe situations

Home and Rural Safety

- hazards inside/outside home
 - poisons/fuels

Growth and Development

The Body

- looking after the body

Interpersonal Relationships

Relationships

- people to go to for help

Communication

- expressing needs, wants and feelings
- seeking help

Families

- family roles

Overview of lessons in this unit

Lesson 1 - What keeps us healthy?

Lesson 2 - Who helps me stay healthy?

Lesson 3 - What happens when we are sick?

Lesson 4 - How do I stay safe in my home?

Lesson 5 - What are the rules for taking medicines?

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Lesson 1: What keeps us healthy?

Things to look for - can students:

- identify items that support a healthy lifestyle?
- work co-operatively in groups?
- analyse information and make decisions?

Resources:

- Butchers paper
- Textas
- Magazines
- Scissors
- Flashcards
- Outlines of two students

Organisation	Suggested activities	Teaching points
Whole Class	Brainstorm the things we need to stay healthy. Suggestions may include food, drink, exercise, rest, cleanliness, fresh air, medicines.	
Small Groups	Teacher has magazine pictures or advertising brochures and flashcards prepared with the headings: <ul style="list-style-type: none"> • <i>Healthy</i> • <i>Unhealthy</i>. Students categorise pictures.	Magazine pictures may include food, TV, clothes, shoes, confectionery, medicines, telephone, water, alcohol, soap, a stove, bed, sweets, friends, sporting equipment, pictures of cigarettes or cigarette packets.
Individuals	Teacher traces around two students. Inside the body outlines, paste pictures of healthy and unhealthy lifestyles.	
Whole Class	Display outlines with appropriate captions showing a healthy and unhealthy lifestyle.	

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Lesson 2: Who helps me stay healthy?

Resources:

- Art paper
- Paint
- Large sheets of paper

Things to look for - can students:

- identify people who assist them to stay healthy?
- identify healthy activities?
- appreciate the need to be healthy?

Organisation	Suggested activities	Teaching points
Whole Class	<p>Review the concepts of healthy and unhealthy lifestyles from previous lesson.</p> <p>Discuss who has a healthy influence on the students' lifestyles and situations where this may occur.</p> <p>Examples may include:</p> <ul style="list-style-type: none"> • My dad makes my dinner. • My brother helps me brush my teeth. • My sister plays with me in the park. • My uncle takes me swimming. 	<p>Ensure that activities do not reinforce stereotypes. Students may need to be encouraged to think of alternative examples of caregivers. If a student, for example, suggests <i>My mum looks after me when I'm sick</i> the teacher might encourage additional considerations by posing <i>Who else might look after you?</i></p>
Individuals	<p>Students paint a picture of a person who helps them stay healthy. Teacher scribes student's ideas or student writes ideas.</p>	
Teacher	<p>Teacher constructs a 'Big Book' titled <i>Kindergarten...is a healthy class</i>, using the pictures the students have painted.</p>	<p>This activity is useful for the following lesson.</p>
Whole Class	<p>Shared reading of the captions.</p>	

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Lesson 3: What happens when we are sick?

Resources:

- Blank labels
- Paper
- Crayons

Things to look for - can students:

- identify people from whom they should accept medicines?
- appreciate the importance of family life?
- articulate the value of positive relationships?

Organisation	Suggested activities	Teaching points
Whole Class	Read 'Big Book' <i>Kindergarten....is a healthy class</i> , made in previous lesson or discuss pictures painted in previous lesson.	
Whole Class	Discuss: <ul style="list-style-type: none"> • what happens when I am sick? • who helps me when I am sick? • when I am sick and I need medicine who gives it to me? 	
Whole Class	Role Play. <i>I am feeling sick</i> . Invent the story and the characters. Teacher writes labels to identify characters, for example, <i>I am the doctor. I am Dad</i> . Decide appropriate speech and interaction. Allocate the labels and role play the scene.	Refer to <i>Background Information</i> , page 138, on <i>Role Play</i> . The teacher may need to provide an example of a situation for role play, for example, <i>One day I woke up and I found that I had a rash on my arms and legs. I felt very hot and dizzy</i> .
Individuals	Students complete the sentence: '..... helps me when I am sick'.	Students are encouraged to suggest subsequent situations for role plays. It is important that only appropriate behaviours should be role played by students, for example, taking medicines from a doctor, parent, or caregiver.
Individuals	Draw the person who gives them the medicines. Teacher or student writes the name of the person on the drawing.	
Whole Class	Display with the caption to indicate that these people assist during illness.	

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Lesson 4: How do I stay safe in my home?

Resources:

- Worksheet 1
Safe storage of medicines, p.15
- Collage material
- Butchers paper
- Cardboard
- Strips of paper

Things to look for - can students:

- identify people who can administer medicines?
- identify safe and unsafe practices for storing medicines?
- work co-operatively with others?

Organisation	Suggested activities	Teaching points
Whole Class	<p>Review previous lesson so that students recall who administers medicines.</p> <p>Discuss:</p> <ul style="list-style-type: none"> • where should medicine be kept at home? • why is this important? 	<p>Medicines should be stored in a secure place, preferably a locked cupboard, out of the reach of children.</p>
Whole Class	<p>Wall Story Activity Teacher reads story taken from Worksheet 1, <i>Safe storage of medicines</i>, page 15.</p> <p>Brainstorm ideas to complete final sentence, <i>Then she put it away safely.....</i></p> <p>The teacher scribes several appropriate suggestions onto strips of paper.</p>	<p>Teaching instructions for <i>Wall Story</i> Activity are on Worksheet 1, page 15.</p>
Individuals	<p>Students may illustrate the wall story using collage materials.</p>	
Whole Class	<p>Teacher models text innovation by changing words. For example, change the name of the sick child, <i>mum</i> to <i>dad</i>, <i>she</i> to <i>he</i> or to choices given by students.</p>	
Individuals	<p>The teacher positions story where students are able to change cards and make themselves the central character in subsequent activity times.</p>	

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Lesson 5: What are the rules for taking medicines?

Resources:

Various items:

- toothbrush
- fruit
- asthma puffer
- clean, empty cough medicine bottle
- books.

Things to look for - can students:

- appreciate that medicines are to be taken only by the person for whom they are prescribed?
- identify situations that may lead to problems?
- understand the need for responsible behaviour?

Organisation	Suggested activities	Teaching points
Whole Class	Review the concept that medicines must be stored safely by reading the text from the <i>Wall Story</i> activity.	
Whole Class	Introduce the concept of ownership and sharing. Display various items such as fruit, a toothbrush, a comb, asthma puffer, books and medicines. Discuss: <ul style="list-style-type: none"> • what do you own that you can share with other people? Why? • what do you own that you do not share? Why? 	Students may suggest sharing items such as books, games or food. Students may suggest items such as swimming costumes, underclothes, birthday presents, medicines as items not usually shared. This activity highlights that there are some items that are not shared, such as medicines.
Whole Class	Discuss reasons for student choices. Emphasise: medicines should not be shared, and explain why. Discuss where first aid materials (antiseptics, tweezers) are kept at school and the rules associated with their use.	
Whole Class	Visit the first aid area. Meet the person responsible for first aid, for example, school support staff, Aboriginal Education Assistant. Discuss the procedures followed in the first aid area.	The teacher may emphasise the concept of caring for friends at school when they are sick and demonstrate the first aid procedures.

Safe storage of medicines

Story:

Page 1:

Colin was sick in bed. The doctor came to visit.

Page 2:

His mother talked to the doctor. Colin had to take medicine.

Page 3:

Colin's mum gave the medicine to Colin.

Then she put it away safely...

Words where innovation on text may occur.

Teaching Instruction

1. Write story onto three pages.
2. Teacher reads story with class.
3. Students brainstorm ending to final sentence.
4. Teacher records several suggestions on strips of paper.
5. Extra names/blank strips available for use in text innovation. Students suggest alternatives.
6. Students may illustrate using collage material.