

Facilitator's Guide *Elementary*



STATIONS

Stations allow students to practice multiple learning and understanding methods such as watching a video, reading a passage, modeling, exploring, and sorting.

GAMES

Games are another way for students to interact and learn.

BOOKS

Guided reading and classroom books allow educators to meet literacy standards while covering vital health and safety messages.

VISUAL AIDS

Visual aids to create an anchor wall or support activities and instruction are included.

Elementary-Age Guide

This facilitator's guide provides a framework for activities promoting medication safety. These activities are designed for elementary students, grades K-5. We believe that having a strong foundation in medication safety principles help children make better choices before entering their teen and adult years. This facilitator's guide highlights these safety principles:

- Only take medicine from individuals that a parent (or guardian) gives permission.
- Do not share medication or take someone else's medication.
- Keep medications in their original container.
- Always store medicine in a safe place.

These resources are versatile and may be used in small or large groups, as stand-alone activities, or combined with other activities.



INTRODUCTION

This guide provides adults with age-appropriate activities and games that teach key medication safety principles. If you are an educator, you may wish to supplement a lesson plan with some of these resources or simply integrate in one or two activities. Complete lesson plans are included for those who would like a more detailed guide. These lessons are a great opportunity for youth groups, adult or teen leaders, and health care professionals reaching out to youth.

GETTING STARTED

Who is my audience?

The materials provided in this guide are appropriate for elementary-aged children in grades K-5. Some activities are better suited for younger students (K-2) and some are more appropriate for older children (3-5). Suggested ages are included with activities.

How much time do I need?

Activities are designed to be integrated into other curriculum. Guided readers and classroom readers integrate literacy blocks with social studies and health. Many centers are appropriate for health or science blocks. Most activities take about 10 minutes on their own. Educators can follow the included lesson plans or select individual activities. Generally, for this age range, lessons are designed to be shorter (10-15 minutes) with extension activities built on.

I'm not a teacher, but I'd like to spread awareness. Where should I present?

We recommend working with a host organization to make arrangements to work with youth. The following is a list of great community possibilities:

- Schools
Talk to teachers, school nurses, and administrators about volunteering.
- Religious Youth Groups
Many faith-based organizations have leaders for their youth programs.
- Sports Teams
Work with local coaches to set up teaching time.
- Community Youth Organizations
4H, Boy/Girl Scouts, and community recreation centers are great programs to reach out to for volunteering.

Can I adapt activities?

Yes! We encourage you to adapt activities for the students you are working with to ensure learners are engaged. Some activities may be designed with access to technology but are easily adapted.

Parent Communication

We've included correspondence to help parents and guardians educate their children about medication safety. This letter informs parents about the safety principles the child learned and encourages parents to continue education at home.



STATIONS OVERVIEW

Timeframe

Stations take about 10 minutes each to complete. Here is a suggested plan for a 1 hour lesson.

Introduction: 5 minutes

Stations: 40 minutes

Discussion: 10 minutes

Exit Ticket: 5 minutes

Variation: Split stations into multiple days or select specific stations only. You may wish to have students work through stations and end with a PBL investigation, allowing fast finishers more building time to dive deeper.

Watch a Video

At this station, students will watch a video relevant to the topic and answer questions. You have the option of the included worksheet or using task cards for students to answer questions. Student journals are also a great place for response.

You may wish to watch the video as a whole class and use task cards as an interactive review or formative assessment.

Read a Passage

Students read a short passage and answer questions about the information on the passage. You have the option of using the worksheet, task cards, or journals for response.

If you have a younger class or non-readers, you can read this aloud and discuss the answers.

Create a Poster

Students create a safety poster, labeling safe prescription medication principles.

This can be a great formative assessment to see what students have gained through their centers.

Sort

Students sort cards into groups. Students record the sort and check answers with a partner.

Play a Video Game

Students play an online video game and answer questions about the experience.

Note: It is difficult to complete the sort or poster without first attending other stations. You may wish to have duplicate stations open to allow students to complete these options first if you have more than 3 groups.

• Extension Options •

Problem-Based Learning Investigation

Students are challenged with a question and work toward a solution.

Maker Station

Students are challenged with a question and build potential solutions.

MATERIALS

Have student centers printed and prepared.

You may wish to have the video station pulled up on one or two computers ahead of time.

You will need poster making supplies (paper, markers, crayons, etc.).

Maker Station supplies can be anything you have on hand: popsicle sticks, straws, styrofoam, foil, paper, tape, glue, pipe cleaners, etc.





GAMES & ACTIVITIES

Quiz-Quiz-Trade

This Kagan-style cooperative learning game encourages students to get up and get moving. Using the included task cards, give each student one card. Students raise a hand and match up with a partner. Each partner takes their turn asking their partner a question and receiving an answer. Once both have asked and answered, players trade cards then raise hands and move to another partner pair.

Safe or Unsafe?

This activity can be used in stations, in small groups at centers, or as a whole group activity. Students answer safe or unsafe to slides that the teacher presents (or students scroll through).

Medication Safety Skits

Have students create a skit to teach others how to be medication-safe. This is a great cooperative activity that integrates fluency, writing, and public speaking.

Problem-Based Learning

Students may work alone, with partners, or in groups. Propose a problem to your students. Have them brainstorm potential solutions, cause and effect, and more potential solutions that have less effect. Problem suggestions:

- ▶ How do we teach younger siblings and friends the difference between candy and medication pills?
- ▶ How do we teach younger siblings and friends to only take medications given to them by adults okayed through their parents?
- ▶ You are in charge of Nikolodeon. Propose episodes of SpongeBob that teach kids about safe use, safe storage, and safe disposal of medicines.
- ▶ How can we persuade our parents to safely store and dispose of unused medications?

Maker Space

Provide an area and resources for students to build. Resources can be commonly found classroom/school/household resources. Challenge students to make

- ▶ a safe place to keep medications.
- ▶ a new way to safely dispose of medications that keeps our environment safe.
- ▶ a way to remind adults to keep medications out of reach.

Worksheets

Worksheets can be used in several ways. Consider using them to

- ▶ assess your student's learning.
- ▶ cut apart the questions and have groups answer them one at a time in a cooperative learning activity.
- ▶ hang questions around the room and have students answer/write the room.

Visual Aids

Visual aids can help make a great anchor chart, be used for read/write the room, be integrated into language arts, or reinforce learning.

Other Resources

We've included links to other resources around the world to help you provide current information to your students.



Unit Map • K-2

Day 1 Whole Group Meeting. What do students know about prescription medications? Work together to create an anchor chart and brainstorm knowledge. Scaffold answers as needed.

20-30 minutes

Introduce Vocabulary. This is a great time to introduce health vocabulary as well as specific medication safety vocab.

Interactive Read Aloud. Spend 10-15 minutes doing an interactive read aloud with suggested texts. Ask questions that encourage retell as well as higher order thinking to develop stronger comprehension.

Day 2 Independent Centers and Guided Reading. Have students broken into 3 groups. While one group does a guided reading center with teacher utilizing the guided readers or the text passage, have other students work through the independent stations.

60 minutes (20 minutes guided reading/writing groups x 3 group levels)

Recommended stations for this age: watch a video, sort, play a video game, make a poster.

Day 3 Whole Group Activity. Warm up with Quiz - Quiz - Trade cards for younger readers. See 'Games and Activities' for directions.

45-60 minutes

Small Group Activity. Have small groups write and practice skits teaching about medication safety.

Day 4 Problem-Based Learning. Begin by watching a short video or video clip about medication safety. Select a question appropriate for your class. Have students work in partners or small groups to brainstorm related questions and potential answers. Come back together as a class to discuss everyone's potential solutions. You may wish to use talking chips or call on table groups to share. Scribing what the students share on the board is an excellent model for writing.

20-45 minutes

Day 5 Maker Space. Students can work independently, with a partner, or a small group to create something tied into their solutions from yesterday. For example, if students are writing Doc McStuffins episodes to teach others about never eating something you're not sure about, they may wish to draw those episodes or act them out today.

30-60 minutes

Writing about creations. Have students write a paragraph about their creation. How does it help the problem? What might they change about their creation?

Assessment Quiz-Quiz-Trade, poster drawing, class discussion, and guided reading time are great for formative assessments. Students may share deeper understanding during their problem-solving and building time. Exit tickets are a good solution for summative assessment.

Extension Activities This health and personal safety topic easily integrates into other areas. Have students write a class book, have individual students write 'all about drug safety' booklets, or have students research more on their own. This topic could become a dramatic play area incorporated with doctors or home play.



Unit Map • 3-5

Day 1 Whole Group Meeting. What do students know about prescription medications? Work together to create an anchor chart and brainstorm knowledge. Scaffold answers as needed.

30-45 minutes

Introduce Vocabulary. This is a great time to introduce health vocabulary as well as specific medication safety vocab.

Direct Instruction. Through direct instruction or a video (or a read aloud) introduce the principles of safe use, safe storage and safe disposal of prescription medications.

Day 2 Stations. Have students in small groups work their way independently through stations. Students should respond to stations and questions either on the worksheet or in their journal. You can select at least one station per group of students or offer the video and video game options more than once.

1 hour

Day 3 Whole Group Activity. Quiz - Quiz - Trade cards for elementary students. See 'Games and Activities' for directions. These cards can also be used for 'solve the room' by hanging them up around the room and having students move around and answer them on a recording sheet.

30 -45 minutes

Day 4 Problem-Based Learning. Begin by watching a short video or video clip about medication safety. Select a question appropriate for your class. Have students work in partners or small groups to brainstorm related questions and potential answers. Come back together as a class to discuss everyone's potential solutions. You may wish to use talking chips or call on table groups to share. Scribing what the students share on the board is an excellent model for writing.

30-60 minutes

Day 5 Maker Space. Students can work independently, with a partner, or a small group to create something tied into their solutions from yesterday. For example, if students are creating video episodes to teach younger siblings and friends about never eating something you're not sure about, they may wish to create those episodes or write a skit about them today.

30-60 minutes

Writing about creations. Have students write a paragraph or a blog entry about their creation. How does it help the problem? What might they change about their creation?

Assessment Quiz-Quiz-Trade, poster drawing, class discussion, and small group work provide excellent formative assessment times. Students may share deeper understanding during their problem-solving and building time. Exit tickets are a good solution for summative assessment.

Extension Activities

This health and personal safety topic easily integrates into other areas. Have students build a website page about prescription medication safety or write a persuasive essay to their parents about keeping medicines out of reach.