

Purpose of the Lesson

The lesson emphasizes why we take medicine and the rule that we only take medicines with the help of a trusted adult. Students will also differentiate between an adult, friends and a trusted adult. Students will identify trusted adults at home, school or in the community who can help with taking medicines.

Background Knowledge (Talking Points)

- What is a medicine?
 - Medicines are used to treat an illness or to keep someone healthier than they would be without medicine.
- Rules for medicines
 - Medicine is only to be taken or touched when given by a trusted adult.
- Trusted adults
 - A trusted adult is someone who is ready to help if needed, answers questions, is ready to listen and can help you feel safe and comfortable.

Lesson Objectives

Students will be able to:

Objective	Activity & Assessments
1. Explain that the medicine can only be taken with the help of a trusted adult.	<ul style="list-style-type: none">• Trusted Adult Activity Sheet & Trusted Adult Picture Frame
2. Differentiate between an adult and a trusted adult.	<ul style="list-style-type: none">• Trusted Adult Activity Sheet
3. Identify trusted adults in their home and in their community who will help them use medicines in a healthy way.	<ul style="list-style-type: none">• Check for Understanding Question• Closure Sentence Stem Completion

Time: 20-30 minutes

Materials

Who Should I Trust Activity Sheet ([Attachment 1](#)), scissors, glue and coloring supplies

Introduction

- **ASK:** When I say the word “adult,” what are some things you think about?
 - Adults can play an important part in your lives. They help you in many ways.
 - **TEACHER NOTE:** Write the word “adult” on the board or chart paper, but leave room in front of the word so another word can be added.
- **ASK:** What are some things adults can help you do?
 - (Examples: Healthy choices, such as food, medicine, safety. They do things to help us, such as crossing the street or helping if we are hurt. They put things together or reach things for us. They help us if we’re in trouble.)
 - **ASK:** How many of you believe adults are important?
 - **TEACHER:** “Yes, adults can be very important in helping you.”
- **ASK:** Who are some of the adults in your life?

Teaching Steps

- Let’s add a word to “adult.”
 - **TEACHER NOTE:** Write the word “trusted” in front of the word “adult.”
- Pointing to each word, read to students, “trusted adult.”
 - **State:** “A trusted adult is a grown-up who can help you feel safe. A trusted adult is ready to help you if needed, answer your questions, is ready to listen and can make you feel safe and comfortable.”
- Ask students to name someone who is a **trusted** adult. (i.e., parent, guardian, police officer, nurse, doctor, etc.)

Activity 1 –“Who Should I Trust?” Activity Sheet

- Students will complete the first question on the Activity Sheet and circle who is a trusted adult.
 - (Students should circle – police, parents, teacher and nurse)
 - Point to each person on the worksheet and ask: Is this an adult? A trusted adult?
 - Use pictures of trusted adults to explain the term.
 - Contrast the difference between an adult and a trusted adult.
- Why do we need trusted adults?
 - They can help us make healthy choices and feel safe.
- Can you tell me who is a trusted adult at home? At school? Anyone else who is a trusted adult?
 - Ask the students, “How do you know you can trust this person?” Because not all adults can be trusted adults. You, your parents, or other trusted adults have said you can trust this person.
- Transition: Trusted adults can help you take needed medicines. Let’s talk about medicines and how to follow the rules to make healthy choices about medicines.

Activity 2 - What is medicine? What are the rules for taking medicine?

- **ASK:** What is medicine?
 - (Write the word “medicine” on board or chart paper.)

HOPE

Health and Opioid
Prevention Education

KINDERGARTEN LESSON 1

Trusted Adults & Using Medicines Safely

- **ASK:** Why do people sometimes need to take medicine?
 - *(Medicines are used to help when a person is sick or gets hurt. Many times medicines help a person get well.)*
- **State:** “Medicine is not candy or a toy, is it? No. There are rules about medicine.”
- **State:** “The number 1, biggest, most important rule about medicines for you IS: You must have the help of a trusted adult when you take medicine. You **NEVER** take or touch medicine unless a trusted adult helps you.”
- **State:** “That sounds like a very important rule because it is one you need to ALWAYS follow. Now let’s look at your *Who Should I Trust Activity Sheet* again. Draw a checkmark or heart next to the trusted adults who could help you take medicine. (**TEACHER NOTE:** Check to see all students correctly circled the trusted adult.)
- Direct students to the bottom of the Activity Sheet to the 2 frames. Explain that they have trusted adults at home and trusted adults at school or in the community. Remember: You take medicine **ONLY** with the help of a **TRUSTED ADULT**. Draw an outline of a house on the board/ chart paper and write “home” under it. Then draw an outline of a school and several buildings and write “community” under it. May need to explain a little about a community by asking them to name a few trusted adults in their community. Have the students add details to the frames on the Activity Sheet to show a trusted adult at home and in the community.
 - *Option: *Students can also draw a heart or use a crayon/colored pencil on the pictures to identify who can help them with medicine.*

Closure

- **State:** “Today you learned the most important rule about how to take medicines. You **ONLY** take medicine with the help of a _____. (Students say the word that belong in the blanks [trusted adult])

National Health Education Standards

Standard 1: *Comprehending Concepts*

Standard 3: *Accessing Resources*

Healthy Behavior Outcome (HBO)

Alcohol and Other Drugs HBOs:

HBO 1: *Avoid misuse and abuse of over-the-counter and prescription drugs.*

HBO 4: *Avoid the use of illegal drugs.*

English Language Arts Standards

SL.K.4 Describe familiar people, places, things and events and, with prompting and support, provide additional detail.

SL.K.5 Add drawings or other visual displays to descriptions as desired to provide additional detail.

SL.K.6 Speak audibly and express thoughts, feelings and ideas clearly.

L.K.5a Sort common objects into categories to gain a sense of the concepts the categories represent.

Additional Teacher Resources:

- HOPE Teacher Handbook
- Generation Rx: <http://www.generationrx.org/take-action/elementary/>

WHO SHOULD I TRUST?

Circle if trusted adult; check if it is a trusted adult who can help you take medicine.

NAME _____



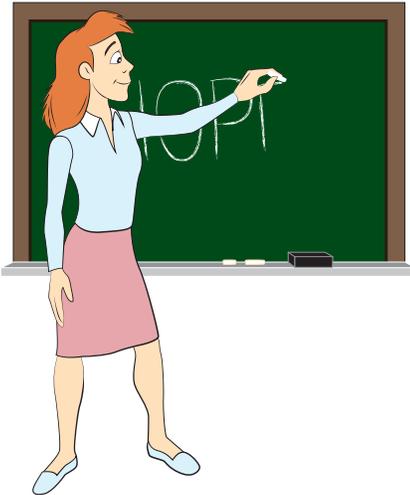
FAMILY



FRIENDS



POLICE



TEACHER



MAN ON BENCH



NURSE

WHO SHOULD I TRUST?

Draw a picture of someone you trust helping you.

NAME _____

