

COMMON DRUGS

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Subject

SOCIAL STUDIES

Prepared By

[Instructor Name]

Grade Level

2

Overview

This lesson plan covers teaching content for:

1. To learn about various drugs.
2. Identification of modern drugs e.g. Paracetamol, Aspirin, Panadol.
3. Who administers drug.

Objectives

By the end of this unit, students should be able to:

1. Understand how specific drugs can affect the delicate balance between the brain and body.
2. Explain the different classes of drugs
3. Identify different types of drugs
4. Outline the function and impact of each class of drugs
5. Provide detailed information on one drug

Activity Starter/Introduction

1. Drugs are chemicals that change the way a person's body works. Some are legal, like medicines prescribed by doctors or sold in stores.
2. A drug is a chemical that's used to treat, cure, or prevent a disease or sickness. Many drugs, or medicines, are good for you when you need them.

Teacher Guide

Day 1/Lesson 1–10Mins

1. Conduct a class brainstorming session about drugs. Ask students what drugs they are familiar with and what they know about each drug.
2. For example, do they know what the drug does? Do they know whether the drug is effective?
3. Students learn to identify and label medicines and illegal drugs they may encounter and learn to distinguish between substances that may be helpful and those that are harmful.

Guided Practice

Day 2/Lesson 2–20Mins

1. Have each student or group make a list of the most important things to know about the advantages of drugs on the body.
2. Then have each student or group share the lists. Students may want to create a brochure or poster identifying the effects different drugs have on the body.
3. Students can use the trading cards to reinforce what they learned.
4. Students work either in small groups or as a class to identify drugs from riddles. After children guess the name of the substance.

Day 4/Lesson 4–20Mins

1. Lead a discussion about the different drugs the students learned about and answer any questions they may have.
2. Make several extra sets of the trading cards. Divide the students into pairs and have them test each other until both students have really grasped the information about each substance. Have

Materials Required

- Poster board
- Markers

Additional Resources

- <https://educators.brainpop.com/bp-jr-topic/medicine/>
- <https://www.drugabuse.gov/publications/brain-power/brain-power-grades-2-3>
- <https://www.youtube.com/watch?v=uOcpsXMJcJk>

Additional Notes

Assessment Activity

1. What's a drug?
2. Can you name some drugs?
3. What do drugs do to your body and mind

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4. Students are taught to identify the appropriate persons from whom they can safely take medicine.

Day 3/Lesson 3–20Mins

1. Invite a trusted person from the community such as a physician, guidance counselor or police officer - to come speak to the class about making good choices related to drugs and medicine.
2. Divide the students into groups of three and have each student perform one of the following jobs: reader, responder, or recorder. The reader will ask the questions identified on the fact sheet; the responder will answer them; and the recorder will write down the responses on the recording sheet.
3. As the class continues, look for evidence of the following:
 - Are students able to understand what each drug does?
 - Do students think that their study of drugs has any relevance to their lives? Why or why not?

students take turns being the "asker" and the "responder."

3. Have each student select a drug from the group he or she studied. Then have each student make a large drawing showing the setting in which that drug would be used. For example, immunizations may be given at the doctor's office, a clinic, or the hospital.
4. Have the students write a class play about one of the drugs studied during the mission. The play could be about how a drug was discovered, how it is used, and what impact it has had on our lives.
5. Have pupils write out how extremely important it is to follow the dosage prescribed by the health care provider.

Summary		