

## KEEPING MYSELF SAFE AROUND MEDICINES PUTTING SAFETY FIRST!

Stage: 1	Year: 2	Unit Duration: 10 Lessons	Weeks 1 2 3 4 5 6 7 8 9 10	Terms 1 2 3 4
<b>Enduring Understandings</b> E.1 We have a responsibility to make informed choices about personal safety that ensure optimal health and well being. E.2 Promote personal health and well being by following safe procedures.			<b>Essential Questions</b> <ul style="list-style-type: none"><li>How can I keep myself and others safe around medicines?</li><li>How can I keep myself and others safe on or near the road?</li></ul>	
<b>Major Outcomes</b> <b>Knowledge and Understanding</b> <b>SLS1.13</b> Recognises that their safety depends on the environment and the behaviour of themselves and others. <b>Skills</b> <b>DMS1.2</b> Recalls past experiences when making decisions. <b>Values and Attitudes</b> <b>V1</b> Refers to a sense of their own worth and dignity.			<b>Lesson Overview</b> (Note: Lessons 1-5 are not reproduced in this document for copyright purposes. Refer to the NSW Department of Education and Training (2002.) <i>K-6 Drug Education Resource</i> p.27-37).  <ol style="list-style-type: none"><li>What should I do to get help? (E.1)</li><li>What needs to be kept in a safe place? (E.1)</li><li>How do my friends and I use medicines safely? (E.2)</li><li>How can we store medicines safely? (E.1, E.2)</li><li>How do I know what is safe for me? (E.2)</li><li>How do I cross the road safely?(E.1, E.2)</li><li>Where is it safe to cross? (E.1, E.2)</li><li>How do I use pedestrian lights? (E.2)</li><li>How do I cross the road safely? (E.2)</li><li>Why use seatbelts? (E.1, E.2)</li></ol>	
<b>Contributing Outcomes</b> <b>Knowledge and Understanding</b> <b>PHS1.12</b> Recognises that positive health choices can promote well being. <b>Skills</b> <b>PSS1.5</b> Draws on past experiences to solve familiar problems. <b>Values and Attitudes</b> <b>V4</b> Increasingly accepts responsibility for personal and community health.				
<b>Catholic Dimension/Towards Wholeness (TW) (Also refer to overview of TW for this unit)</b>				
<b>Personal Health Choices</b> Throughout our lives, we all face having to make personal decisions relating to nutrition, hygiene, consumerism, drug use and disease prevention. So many conflicting opinions and values influence children in making decisions that have direct relevance to their health and well-being. Taught from a Catholic perspective, this strand seeks to develop the children's abilities to observe, explore, interpret and judge, informed by an emerging integrated value system that is based on the values of the Gospel.				
<b>Safe Living</b> This strand seeks to develop an ability and a commitment to act in ways that will protect self and others from harm. It emphasises respect for the human person and the development of a co-operative, caring society. Sound Christian decision-making is based on a well-formed conscience which draws inspiration from the life and teaching of Christ and from his Church. Within this strand, students learn to respect the rights of others and to value acceptance, tolerance, justice and personal freedom. They learn that their own decisions have consequences for themselves and others.				