

Y1 / 2 TOPIC: MEDICINES and other harmful substances

LEARNING OUTCOME	KEY QUESTIONS	THEMES AND CONTENT AREAS
<p>Session 1</p> <p>To begin to think about drugs and their uses</p>	<p>‘Jugs and herrings’ activity (as discussion activity)</p>	<p>‘Jugs and herrings’ activity (see below) to establish level of children’s knowledge, understanding and any existing misconceptions.</p> <p>It is recommended that you do this as a class or small group discussion activity with this age range rather than as a full draw and write activity. Make a note of the children’s knowledge and understanding of drugs as well as any misconceptions.</p>
<p>Session 2</p> <p>To be able to identify medicines</p> <p>To learn that all medicines are drugs but not all drugs are medicines</p>	<ul style="list-style-type: none"> • What is a drug? • What is a medicine? • What medicines are there? • How can medicines be taken? • Who are the people from whom it is safe to take medicines? • Who would not be a safe person? 	<p>Small group activity: children make a list of all the things that go into their bodies through their mouth/ ear/ nose/ skin. Share these as a class and children to add to their own lists from others’ suggestions. Use lists from the Jugs and Herrings activity.</p> <p>Each group to colour-code their lists to show which are food/drink; which are medicines; which are something else (known); which are they unsure about? Share and compare lists as whole class.</p> <p>Small group activity with adult (teacher or TA): Sort pictures of medicines or empty medicine packets / bottles. What are they for? How are they taken? Who might be a safe person to give you a medicine? What makes them safe?</p>

		<p>Ask the children to think of reasons that would make a person safe to take medicine from (e.g. training, they know you well and care about you, parent says it's ok) and reasons that would make a person not safe to take medicine from (e.g. not trained, not an adult, you might not know what they are giving you) <i>NB If using medicine packets / bottles model safe use & storage at all times.</i></p>
<p>Session 3</p> <p>To learn about the role of medicines in keeping us healthy</p>	<ul style="list-style-type: none"> • What are medicines for? Prevention and cure: how does medicine keep the mind and body in balance? • When might people need to take medicine? • Who are the people it is safe to take medicine from? <p><i>NB vitamins are not medicines; they are a food supplement</i></p>	<p>Either:</p> <ol style="list-style-type: none"> 1. Show the children an asthma inhaler. Discuss what it is and what it is for and whether they know anyone who uses one. Explain that it contains a medicine to help people with asthma to breathe. Any children who use one in the class may like to talk about why it is important to them. Ensure the children realise that some people need medicine to keep them well. Go on to discuss anyone else's experiences of people they know who need medicines to keep them well. You might choose to ensure that all children know what to do if they find someone having an asthma attack in school. <p>Or:</p> <ol style="list-style-type: none"> 2. Ask each child to draw a picture of themselves having an injection, thinking about where they were, how old they were and who else was with them. Ask the children to write beside the picture why they

		<p>had the injection (e.g. an anesthetic, vaccine or medicine). Discuss these reasons as a class. Ask the children to write their feelings about having injections around their picture; and finally to draw the things and people who helped them to feel better. Share these as a class.</p>
<p>Session 4</p> <p>To know that medicines have to be taken safely.</p>	<ul style="list-style-type: none"> • How do we know how to use medicine safely? • What happens if you take too much medicine? • What happens if you take the wrong medicine? • Who would normally give you your medicine? • Where do medicines come from? • What is a prescription? • Who gives a prescription? • Where do you take a prescription to get the medicine? • Where would be a safe place to keep a medicine? / Where are medicines usually kept? Who gets them from there? 	<p>Bring in the packaging or picture of an over-the-counter medicine that is familiar to the children. In pairs, children describe what sorts of things they think will be written on the packaging. Ask ‘What instructions do you think might be on this packet?’ and ‘What warnings do you think might be on this packet?’ Pairs to share and compile their ideas to answer the question ‘How do people know how to take medicine safely?’</p> <p>Discuss going to the doctor’s. If the doctor thinks you should have some medicine what does s/he do? What is on the prescription? Who would s/he give the prescription to? Why? Where does that person take the prescription?</p> <p>Discuss who normally gives a child their medicine. Why does an adult do this? (Use key questions).</p>

Year 2

<p>Session 1</p> <p>To know that common household substances have to be used safely and stored safely</p>	<ul style="list-style-type: none"> • How do we know how to use and store household products safely? 	<p>Collect a number of warning symbols from packaging of medicines and household substances. Ask the children to guess what the symbols are and where they might be found. In small groups, children examine the warning label from a common household substance to find out about safe and unsafe usage. Share these with the class. Give each group the name of a common household substance (e.g. air freshener, bleach, washing up liquid, shampoo) and ask them to design a warning label describing safe and unsafe use of that item.</p> <p>Draw 3 safe places to keep a medicine or common household substance (e.g. high cupboard, cupboard with a lock, high shelf, bathroom cabinet, fridge etc.) and discuss why these might be safe.</p>
<p>Session 2</p> <p>To identify situations where risky substances are available and to consider what to do to keep themselves safe</p>	<ul style="list-style-type: none"> • How can I keep myself safe? • How do I recognise when something could be harmful? • What could I do if I think something is not safe? 	<p>In small groups, the children to write a list of all the people who help to keep them safe. Discuss these lists and then guide them to the understanding that they themselves also have a big responsibility to keeping themselves safe. You could use a small box with a mirror inside and tell them that inside is someone who will always be there to try and keep them safe. Pass the box round for them to look inside.</p> <p>Ask each group to write a list of things they can do</p>

		<p>to keep themselves safe from substances e.g. Don't touch; don't taste substances if you don't know what they are or where they have come from; tell an adult; don't be persuaded if you don't feel safe.</p> <p>Tell the children the following stories and ask them to discuss in their groups and decide: what the risk is, who they would tell and how they would tell:</p> <ol style="list-style-type: none"> 1. Chloe and Jack go into their big sister's bedroom and Chloe wants to play hairdressers with the hairspray they find there. 2. Sophie is playing with Tom and they want to make a magic potion so Tom suggests they look in the kitchen cupboards and mix up the things they find there. 3. Abbie has a tummy ache so Max offers her a tablet he has found in his mum's handbag. <p>Discuss their ideas as a class, checking understanding. Ask for volunteers to role play Jack, Sophie and Abbie and think about what they might say to you as the adult they went to for help. Encourage all members of the class to think of suggestions.</p>
<p>Session 3</p> <p>To begin to explore the reasons why people use alcohol and tobacco</p>	<ul style="list-style-type: none"> • Why might people drink alcohol? • Why might people smoke? • Why do you think it is against the law to sell alcohol to children under 18? 	<p>Start class discussion or circle time session by going round: 'I have heard that alcohol...'</p> <p>Encourage them to consider where people might drink alcohol (e.g. at a party) and why (e.g. to relax, to celebrate). Be aware of children</p>

		<p>expressing the view that adults only drink to get drunk, and try to broaden this when necessary.</p> <p>Then go-round: 'I have heard that cigarettes...' Again, encourage children again to think about why people might smoke. Emphasise that most people do not smoke. Ask them to think of some reasons as to why most people choose not to smoke.</p> <p>In groups of 4, children to think of some reasons why only over-18s are allowed to buy alcohol and cigarettes. Discuss, checking understanding of greater effect of alcohol on smaller bodies. Demonstrate this by showing two clear containers (one large and one small), add 2 drops of food colouring and discuss how the concentration levels are different and why.</p>
<p>Session 4</p> <p>To recognise and name a range of emotions</p> <p>To know how feeling healthy / ill can affect our emotions</p> <p>To think about ways we can help make ourselves feel better apart from using medicine.</p>	<ul style="list-style-type: none"> • What makes you feel happy, angry etc. • How do you feel / look when you feel happy, angry etc. • How does it make other people feel when you're happy angry etc. <ul style="list-style-type: none"> • What makes you feel healthy? • How do you feel when you're healthy? • What makes you feel unwell? • How do you feel when you're unwell? • How do you feel when you get better? • What else can you do to feel better, apart from taking medicine? 	<p>Circle time activity – 'I feel happy when...'</p> <p>Drama – Freeze-frames in groups of 4 to show different emotions</p> <p>In small groups or pairs, children divide a page in half and draw a person feeling healthy and the same person feeling unwell. What are the things that are making that person feel like this?</p> <p>Write words which show their emotions for both. Make a class list.</p> <p>What can that person do to help make themselves</p>

		<p>feel better? (Safe use of medicines / alternatives to using a medicine – sleep, rest, fresh air, water etc.) Draw these ideas on the picture. Share with the class.</p>
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'Jugs and Herrings' Drugs activity

Setting up the activity

The drugs draw and write activity (sometimes referred to as 'Jugs and Herrings') is a simple way of gaining a baseline measure of your children's knowledge and understanding of what drugs are, drugs they may have heard of and the use of drugs. Analysis of the children's responses will give you a good starting point for planning your work on drugs and pitching it at the right level taking into account any prior knowledge, misconceptions etc that the children may have.

Explain to the children that you are going to read them a story and it is very important that they listen carefully. Tell them you will be asking questions for them to discuss with you. There are no right or wrong answers so it is not a test.

Check that there are no children called John or Sue, then read the story twice through. Follow up with the questions as shown below. Make a note of the children's current knowledge and understanding of drugs as well as any misconceptions. You can use these notes to help you plan how you pitch the lessons in the following sessions.

The Story

One day two children called John and Sue were walking home from school through the local park when they noticed a bag lying on the grass. John and Sue went over to take a closer look. On opening the bag they found that there were DRUGS inside.

The children are then asked to respond to the following questions:

1. Draw what you think was in the bag.
2. Draw the person who you think lost the bag.
3. Draw what you think that person was going to do with the bag.
4. What did the children do with the bag?
5. What would you have done with the bag?
6. Can a drug be good for you? If so, when?
7. Can a drug be bad for you? If so, when? NB. The children can draw and/or write their answers.
8. Write any comments or questions that you have in this section. (These will be answered in a later lesson).