

Drug education

Year 1-2, Lesson 3: Medicines and household products



Medicines and household products

This is the third of three drug education lessons, for year 1-2. This lesson focuses on safety rules at home and in familiar environments. Pupils also explore how to manage when feeling pressure to do something that looks like fun but might be harmful to their, or others', bodies.

Classroom-ready PowerPoint versions of the lesson plans are available to members of the PSHE Association.

Learning objective

To learn about keeping safe around medicines and other household products.

Learning outcomes

Pupils will be able to:

- state safety rules for the use of medicines and other household products
- recognise risk in situations related to medicines and household products, including when there is pressure to do something which is unsafe or may cause someone to be unwell
- identify what to do next in a situation that may involve risk
- identify when asking for adult permission is required (in relation to medicines and household products)

Climate for learning

Make sure you have read the accompanying teacher guidance notes before teaching this lesson. These include relevant subject knowledge for this topic, guidance on creating a safe learning environment, and curriculum links. Be aware that some pupils in the class may have experienced accidents with medicines and household products in the home.

This lesson includes pupils acting 'in role'. To ensure role play is managed sensitively, provide a signal or countdown for pupils stepping 'into role' and another for coming 'out of role'.

Resources required

- Box or envelope for questions
- Collection of empty, washed medicine and household product bottles, containers and packets, or selected pictures from Lesson 1 (Resource 2: *Picture cards*)
- Resource 1: *Safety rules* [one set per class, cut up and stuck to wall in two rows (sentence starters and ends)]
- Resource 2: *Risk cards* [one set per group, support option as required]
- Resource 2a: *Action cards* [one set per pupil or small group]
- Resource 3: *Pressure cards* [one set per class]

Key words

safety

instructions

rule

accident

pressure

product

Baseline assessment

Introduction (Slides 10–12, 5 mins)

Remind pupils of the ground rules for PSHE education lessons. Highlight any particular to the lesson, such as 'If anything comes up in this lesson that makes me worried about your safety at home or school, I will need to tell another teacher, to make sure you stay safe in the future', or 'If you are worried about something you can let me know by writing a note and putting it in the talk-to-the-teacher note-box.'

Introduce the learning objective and learning outcomes. Display empty, washed packaging from household products, including cleaning products and medicines, or use pictures from Lesson 1 (**Resource 2. Picture cards**).

Explain that items like these can often be found in our homes and at school. Ask pupils to discuss:

- What they are
- What they are used for
- Who might use them
- Where they are kept.

Baseline assessment activity (Slide 13, 5 mins)

Ask pupils to discuss the following questions in pairs, then share their ideas with the class:

- Are there any safety rules about using these products?
- What are the safety rules?

Use this and the previous activity to gauge what they already know and think.

Pupil responses might include:

Be careful not to spill any – if any gets spilt clean it up immediately; don't put it in your mouth; don't put onto skin; if it goes in your eyes wash straight away and don't rub them; don't use it if it is not yours, check how much to use; check if you are allowed to use it; only an adult should use it or give it to you.

Core activities

Safety rules (Slides 14–16, 10 mins)

Display the sentence starters and endings from the safety rules from **Resource 1: Safety rules** on separate cards. Stick the sentence starters in one row on the wall and the sentence endings in a row below them.


Begin by reading each sentence starter aloud in turn. Ask for a volunteer to suggest a match for the sentence starter by choosing a sentence ending and moving the corresponding card to pair it with the starter. Once a volunteer makes a suggestion, ask the rest of the class if they agree with the match, encouraging students to talk about why they think the match is right or wrong. If the class

agrees, leave the match as it is. If the class disagrees, move the ending card to another starter based on their suggestions. Then, share the solved rules.

This activity can instead be completed in small groups, however, ensure that all pupils see the solved safety rules before moving on to the next activity.

Solved safety rules:


- "If someone sees a needle, they should tell an adult and not touch it."
- "Medicines and cleaning products should be kept out of reach of children."
- "It is important to use or take only what it says on the bottle or packet."
- "If someone feels sick, not all medicine will help them, there are different types of medicine."
- "People should always read the instructions before they use or take medicine."
- "Medicines last for some time, so check the date on the packet or bottle."
- "Children should not use medicines without an adult helping, unless told otherwise."
- "If someone sees cleaning products on the floor, they should tell an adult and not touch it."
- "Someone should only take medicine given to them by a doctor, not medicine the doctor has given to someone else."
- "When using any medicine or product, follow the instructions to be safe."

 **Challenge:** Ask pupils to add the word "because" to the end of each rule and then explain why they think it is important to keeping safe.

Risks and actions (Slide 17, 15 mins)

In groups, give pupils the sentence cards with pictures in **Resource 2: Risk cards**. Ask them to discuss what the risk or danger might be in the scenario.

- Why is it unsafe?
- What could the character(s) do to help prevent something unsafe or dangerous happening?

 **Support:** Give pupils a scenario from **Resource 2: Risk cards** and **Resource 2a: Action cards**. They look at the action cards and organise them into things the character should do and things the character should not do in the situation.

 **Challenge:** Ask pupils to complete the activity and then write a safety rule to match each scenario. *The following sentence starters could support pupils:*

- Always...
- You should never...
- It is important to...
- Remember to...

Pupils might suggest: Labels and hazard symbols printed on boxes and bottles; where the product should be kept and how it should be used to keep people safe; a parent/carer says they are not allowed to touch it; can make someone ill if they have too much (e.g. sweets).

What if...? (Slide 18, 15 mins)

Choose some of the scenarios from activity 2 (**Resource 2: Risk cards**). Find the matching 'What if...?' statement on **Resource 3: Pressure cards**.

Read aloud the scenario on the risk card and then the corresponding pressure statement. Invite pupils to role play the character managing the situation positively.

With the class discuss:

- how might the character feel with the added pressure?
- would it make it easier or harder to keep safe?
- how should they handle the situation to help prevent (or stop) an accident or something unsafe from occurring?

To ensure role play is managed sensitively, choose pupils who feel confident to role play and be sure to provide a signal or countdown for pupils stepping 'into role' and another for coming 'out of role'.

Signposting support

Signposting support (Slide 19, 5 mins)

Discuss the importance of telling an adult if there is a likelihood of an accident and that if an accident has happened, the importance of getting help quickly. If there is an emergency and no adults are available, they should phone 999. If there is something they are not sure about, such as whether to touch a household product or medicine, they should not be persuaded to do it, but should always seek help from a trusted adult at home or school first.

Reflection and endpoint assessment

Reflection and endpoint assessment (Slide 20, 5 mins)

In pairs, ask pupils to discuss what they can remember about the safety rules they have learned during the lesson, then meet with another pair, share and compare ideas.

Ask pupils, are there any they have learnt that they did not know before?

Use this to gauge the class's learning and to inform future teaching.

Extension activity

Rules to help stay safe (Slide 21)

Make a class list of safety rules about household products and medicines for display.