

Lesson 2

Learning Intention

To explore when and how to take medicines safely

Learning Outcomes

To know how medicines get into our bodies

To know why people use medicines

To understand that some people need to take medicines all the time to stay healthy

Resources

[Medicine Facts Teacher Guide](#)

Talking Object

[Medicine pictures](#)

[Staying Healthy pictures](#)

A1 sheet of paper and pens

Talking Ball

Activities

1. Ground Rules

In a circle, remind the group of the ground rules from the previous lesson.

2. Feeling Faces

Ask the class to practice putting different feelings on their faces: suggest happy, excited, calm or sick. Ask the class to put on the face they feel when they have to go to the doctors. Ask for volunteers to explain their faces. Try to calm any anxieties that may have arisen.

3. Pass the Talking Object

Pass the talking object around the circle saying: When I am unwell I need ...

4. Sorting Activity

Remind the group that in the last lesson the focus was on Healthy and Unhealthy. They are going to look at some of those items again, but this time a few more things will be added. They are going to think about what things we put into our bodies that help us or do not help us. Add the [Medicine pictures](#) to a small sample of the [Staying Healthy pictures](#). Using two boxes, encourage the children to volunteer to place one picture in either a HELP or NO HELP box. Ensure the main points in the [Medicine Facts Teacher Guide](#) are covered.

5. Discussion

Reiterate with the whole class:

Medicines and injections help us when ...

Medicines and injections may not help us when ...

6. How Medicines Get Into Our Bodies

Draw the shape of the upper half of a child on a large piece of paper - add eyes, ears, nose and mouth. Using the [Medicine pictures](#) ask the children to place the items on the part of the body where the medicine enters. Be sensitive to pupils who may have been in hospital or are ill long-term. If you have pupils with asthma, the story *The Lion who had Asthma* by Jonathan London may help to illustrate how the inhaler supports their needs.

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7. Reflect and Review

In a circle, assess learning using a Talking Ball. Roll the ball to a child and ask them to finish the sentence stem: Medicines help us when ... and roll it back to you. Roll the ball to another child saying Medicines don't help us when ... Repeat around the circle.

Finish by singing Heads, Shoulders, Knees and Toes. Focus on the eyes and ears and mouth and nose elements.

Additional Activities**Story**

To get across the dangers of medicine tell a story of two children playing at home and one child discovers pills. Ask the children what might happen next. Finished the story by saying that luckily the second child had been listening in school about medicine safety and caught their sister just in time to stop them from taking the pills.

Role Play

Set up a play doctors' surgery/hospital in the classroom. Pupil dialogues will support the reinforcement of concepts and allow pupils to explore any concerns that may remain.

Why Do People Take Medicines?

If there are children in the class who use inhalers or have other illnesses you may wish to focus on why some people take medicines for long-term preventative care.

Monkey Goes To Hospital

Photographic storybooks to inform and reassure children before, during and after a hospital visit.

See <http://www.monkeywellbeing.com/>