



Pharmacy
Schools
Programme



FOUNDATION STAGE

P1
P2

INTRODUCTION

The Pharmacy Schools Programme is designed to promote self-care and raise awareness of pharmacy services for common childhood ailments, using a health literacy approach, among primary school children in Northern Ireland. The programme raises awareness of the availability of community pharmacy services for advice and treatment of common childhood ailments, such as common cold, diarrhoea, hay fever, head lice and sore throats, and the importance of medication safety. The Pharmacy Schools Programme is designed to support the Personal Development and Mutual Understanding (PDMU) curriculum of the CCEA's [Living.Learning.Together](#) Resource. Further information is available in the Guide for Teachers.

PLANNING THE LESSON

The Pharmacy Schools Programme can be completed at any time of the year most appropriate to the delivery of PDMU. You might want to consider Ask Your Pharmacist Week which takes place in November or during the winter months. To maximise the benefit of peer learning it is suggested that lessons are delivered during the same week for each year group within your school.

CREATING A LESSON PLAN

- Allow adequate time to ensure the learning activities are covered
- The learning activities can be delivered in one day or across a week
- The learning activities could be used to complement ongoing work within PDMU, selecting elements of the different learning activities to meet the overall key learning aims and intentions is encouraged
- The learning activity for hygiene must be included
- 'How a Pharmacist can help you' PowerPoint, is available to supplement the lesson or reinforce the learning following the lesson.

CELEBRATORY EVENT

At the end of the week hold a celebratory event to showcase the learning achieved from the Pharmacy Schools Programme across all the year groups within the school. The event may include pictures, or a short video of the work carried out which can be posted on your school's website and social media. The aim of celebrating the children's learning during the programme will also reinforce previous learning, encourage peer learning and promote shared learning at home.

An example of a celebratory event, can be viewed at: [HealthLit4Kids EXPO, Tasmania.](#)

HOME LEARNING BOX

Home Learning Boxes can enable continued learning of the topic at home and can include worksheets from the resources section, links to online learning on the topic or information on relevant story books available at [Libraries NI](#).

There are several learning activities to choose from in planning your lesson for Foundation Stage:

P1: Who are health professionals and what Health Services do they provide?

LEARNING ACTIVITIES	RESOURCES
Preparation Activity	
A: Matching Health Professionals to Health Services	<ul style="list-style-type: none"> • Picture Cards
B: Let's Talk and Sort Our Health Services	<ul style="list-style-type: none"> • Our Health Services Rainbow • Colouring in Worksheet • Writing and Colouring in Worksheet
C: Medicines Come in Different Shapes and Sizes	<ul style="list-style-type: none"> • Shapes Worksheet • Sizes Worksheet • Colouring in Worksheet
D: Scenarios	<ul style="list-style-type: none"> • Picture Cards • Hay Fever Worksheet • Head Lice Worksheet • Diarrhoea Worksheet • Sore Throat Worksheet
E: Story	<ul style="list-style-type: none"> • Libraries NI
F: Hygiene	<ul style="list-style-type: none"> • Digital Image Worksheet • Illustrated Worksheet
Evaluation Shower	
Additional Resources	<ul style="list-style-type: none"> • 'How a Pharmacist can help you' PowerPoint • Guide for Teachers

P2: Who are pharmacists and what do they do?

LEARNING ACTIVITIES	RESOURCES
Preparation Activity	
A: The Pharmacy Song	<ul style="list-style-type: none"> • Our Health Services Rainbow • Pharmacy Colouring In Worksheet • The Pharmacy Song and Puppets
B: Exploring the Pharmacy Health Literacy Box	<ul style="list-style-type: none"> • Pharmacy Health Literacy Box Checklist • Photographs • Pharmacy Health Literacy Box Label • Name Badges • Prescription Forms
C: Learning about the role of a community pharmacist	<ul style="list-style-type: none"> • Pharmacist visit to classroom
D: How to stop the spread of germs	<ul style="list-style-type: none"> • ebugs
E: Pharmacy Activity Worksheets	<ul style="list-style-type: none"> • The Pharmacy Colouring In Worksheet • Search and Find at the Pharmacy Worksheet • Keep Well Patterns Worksheet • Know-Check-Ask Worksheet
Evaluation Shower	
Additional Resources	<ul style="list-style-type: none"> • How a pharmacist can help you" PowerPoint • Guide for Teachers



P1

Foundation Stage

4 - 5 year olds

WHO ARE HEALTH PROFESSIONALS AND WHAT HEALTH SERVICES DO THEY PROVIDE?

KEY LEARNING AIM

Foundation Stage lessons aim to establish a basic level of health literacy to enable children to understand who can help when they are ill, helping children to recognise the different health services and the role of self-care.

LEARNING INTENTION

This lesson is designed to support teaching of the Personal Development and Mutual Understanding (PDMU) and World Around Us curriculum on the importance of keeping healthy and how to keep safe in familiar and unfamiliar environments. It complements the [Year 1, Unit 3, Learning activity 5 'Things I put on my body'](#) and [Learning activity 6 'Miss Polly'](#) as well as creates the foundation to supporting [Year 2, Unit 7, Learning activity 2 'People I would like to know'](#) of the CCEA PDMU Living.Learning.Together Resource. This lesson specifically focuses on identifying the different health services and health professionals, before focusing on the role of self-care.

CHILDREN WILL LEARN

- There are different parts to our health service. People who provide health services are known as health professionals for example, pharmacist, doctor, nurse, paramedic
- Most people will experience common (small or minor) ailments during their lifetime. Some of these are more likely to occur when you are a child, than when you are an adult
- Sometimes you can get better at home (self-care) without seeing a health professional
- Medicines can come in different shapes, sizes and are given in different ways for example, directly into the eyes, ears, nose, swallowed or inhaled. You can get medicines as a prescription from a health professional such as a pharmacist or doctor or some medicines can be bought by parents and carers for children from a shop or pharmacy
- How to wash their hands and how to follow the steps of 'Catch it, Bin it, Kill it'

SUCCESS CRITERIA

At the end of the lesson, children will:

- Know which colour relates to which health service in Our Health Services Rainbow and which health service you can access when ill
- Be able to identify different people and services who can help when you are ill
- Understand that sometimes you need help from a health professional when you are ill and other times you do not
- Understand that most people will get common ailments during their lifetime, with some ailments more common when you are a child
- Understand that medicines can come in different shapes and sizes and can be prescribed (given) by a health professional, such as a pharmacist, doctor or nurse. Some medicines can be bought by adults, from a shop or pharmacy
- Be able to wash their hands appropriately and be able to follow 'Catch It, Bin It, Kill It' when sneezing.

PREPARATION ACTIVITY

Before you begin the lesson, it is recommended that you find out the knowledge children have on the different health services available in Northern Ireland to decide which learning activities are most beneficial for the children.

As an introduction to the lesson, show the children Our Health Services Rainbow and read out the different health services. Find out what the children already know about health services and health professionals. You could ask questions such as:

- What do you think this poster is about?
- Tell me what you think when you look at Our Health Services Rainbow?
- What would you like to know about the poster?
- Where could you get more information?
- With whom shall you share this information and why?
- How can our learning be displayed or shared with other people?

Create a summary of the children's answers, make a circle rather than a list so no one answer is given priority, you could use pictures and drawings as well as words. Write in the centre 'Our Health Services'. This poster can be displayed in the classroom during the lesson to provide a reference point during learning activities.

LEARNING ACTIVITY A: Matching Health Professionals to Health Services

Time 20 minutes

This activity will explore the different roles professionals and non-professionals have in helping children get better.

RESOURCES

- Picture cards
- Our Health Services Rainbow
- Scissors
- Double sided tape
- Blu Tack

PREPARATION

- Print off the picture cards for Learning activity A

Tip: laminate the cards so you can reuse them next year

DELIVERY

In small groups of 4 or as a whole class, teacher led discussion:

- Ask the children to sort the images into two groups. The aim is for the children to divide the groups into one for people and one for places.
- Once the children have identified a group for people, encourage the children to name the people in the different images. Ensure that the children understand the role of each health professional, for example, explain that pharmacists can help teach us how to keep healthy, stop us getting ill, as well as give us medicine to make us feel better.

- Ask the children to help match each person to where they work. If children are unfamiliar with the different types of health settings, help them understand the purpose of each setting.
- Once the children have identified a person and their workplace, put the person on the correct place on the Our Health Services Rainbow.

Remember that some health professionals work in a number of settings, so it might be good to have extra copies of individual health professionals. For example, a pharmacist might work in a community pharmacy, a GP Practice or a hospital. For more information on the role of the pharmacist see the Guide for Teachers.



LEARNING ACTIVITY B: Let's talk and sort our Health Services

Time 20 minutes

This activity will link colours included in Our Health Services Rainbow with illness and where the children could get the best treatment for that illness.

RESOURCES

- Our Health Services Rainbow
- Our Health Services Rainbow Worksheets
- Pencils and pens

PREPARATION

Print out a copy of the Our Health Services Rainbow Worksheet for each child.

DELIVERY

- Explain that there is not just one health service, place or person that can help you stay well or get better, but there are a number of services.
- Choosing the right health service at the right time means that children and their family get the best treatment when they are ill.
- Emphasise that the colour on Our Health Services Rainbow is to help children choose the right service, for example, if children have a sore throat, being cared for at home is often the best option. (self-care - blue on the Our Health Services Rainbow). However, if you start to feel much worse or a child's throat is sore for a long time, they might need to visit the pharmacist (green on Our Health Services Rainbow), doctor (yellow on Our Health Services Rainbow) or even go to hospital (red on Our Health Services Rainbow).
- Ask the children which health services they have used.
- Finally, ask the children to colour each line of Our Health Services Rainbow correctly. For differentiation there is an advanced sheet with the words available to trace over.

LEARNING ACTIVITY C: Medicines come in different shapes and sizes

Time 20 minutes

This activity will explain that medicines come in different shapes and sizes and explore how medicines can be prescribed or bought at a shop or pharmacy. Medicines can be given in different ways, such as by mouth or applied to your skin. However, they must always be kept out of reach and sight of children. This activity is the foundation for the learning of the Know-Check-Ask campaign on medication safety that is explored throughout the programme. The worksheet you decide to use can complement current work on shapes or sizes.

RESOURCES

- Medicines come in different shapes and sizes worksheets
- 'How a Pharmacist can help you' PowerPoint
- Pencils and pens

PREPARATION

Display the 'How a Pharmacist can help you' PowerPoint. Print out a copy of one of the worksheets for each child.



DELIVERY

Explain that medicines come in different shapes and sizes. Using the PowerPoint explore with the children the different shapes of different types of medicines, such as:

- topical (creams, lotions applied to the skin)
- eye, ear and nose drops, (liquid drop)
- oral (tablets, capsules, liquids)
- injections and inhalers
- Can the children recognise common shapes, such as a square, rectangle and oval?
- Ask the children how you might get these medicines? Record the answers and then group the ideas into prescription for example, pharmacist, doctor or bought from a pharmacy, local shop or supermarket.
- Finally, ask the children how each medicine may be taken, whether through the eyes, ears, nose, swallowed, inhaled, applied to your skin or injected. Emphasize at the end of the lesson the importance of remaining safe around medicines, that children should only be given their own medicine by a trusted adult and that all medicine should be kept out of reach and sight of children, for example, in a cupboard.
- To complete the activity, ask the children to fill out the selected worksheet.



LEARNING ACTIVITY D: Scenarios

Time 15 minutes

This activity will explore the different people who can help with common childhood ailments. The scenarios to choose from include:

- hay fever, head lice, diarrhoea, common cold, sore throat and washing their hands (hygiene reminder).

RESOURCES

- Scenarios
- Worksheets
- Scissors
- Paper
- Glue

PREPARATION

Select and print off a scenario that is relevant to the time of the year and being experienced by children. To extend the activity, there are worksheets with the individual elements of each scenario available separately to be cut out and stick down.



DELIVERY

Show the scenario you have selected to the children and tell a story, for example:

1. A child called [insert name] is playing outside with their friends. They see some beautiful flowers in the garden and decide to make flower perfume. After a while [name] starts to feel their eyes getting sore and their nose starts running. Their friends ask them if they are ok as they look sad, and they decide to go and ask for help.
2. A child called [insert name] is sitting thinking about a sum the teacher has shown them when they feel itchy and scratches hair behind their ear. A few minutes later they feel itchy again...
3. A child called [insert name] has had a lovely day at their friend's party, but their stomach is not feeling well and they go to the toilet...
4. A child called [insert name] cannot stop sneezing in class...
5. A child called [insert name] has been having a fun day playing with their friends, but when they get home they notice that their throat is sore when they swallow...

Ask the following questions:

- What do you think is happening here?
- Who do you think might help?
- What might help the child get better?
- Explain that most people will experience common (small or minor) ailments during their lifetime. Some of these are more likely to occur when you are a child rather than when you are an adult. Today you are focusing on common childhood ailments.

Once you have completed the discussion, you could help the children to follow the scenario in the form of a worksheet to reinforce the message. Worksheets have been developed for each scenario, the children can cut out and put the pictures of each stage of the scenario in order, from symptoms, to how a pharmacist can help or self-care. For example, the diarrhoea worksheet has a picture of a child holding a sore stomach, a toilet, the pharmacist logo beside an oral rehydration sachet, a bed, fluids, and washing your hands.



LEARNING ACTIVITY E:

Story

Time 15 minutes

This activity explores how common childhood ailments, such as a sore throat, can be treated either at home (blue on Our Health Services Rainbow) by doing simple things like drinking more water and resting, sometimes supported by a pharmacist (green on Our Health Services Rainbow) or with medicines that are available to buy at a pharmacy or shop, rather than seeing the doctor (yellow on Our Health Services Rainbow).

RESOURCES

A story that includes a common childhood ailment that can be cared for at home or with advice from a pharmacist.

Possible suggestions for stories emphasizing self-care, whereby the character is treated at home include the following:

- Get Well Soon Spot by Eric Hill
- I Want a Cuddle by Malorie Blackman
- Poppy and Max and the Sore Paw by Sally Grindley and Lindsey Gardiner
- Tilly and Friends Listen to Me! by Polly Dunbar
- Topsy and Tim Have Itchy Heads by Jean Adamson.

The school library may have some of the books listed, or contact Libraries NI.

PREPARATION

Ensure you have a copy of the story you have selected. The story needs to deal with a common childhood ailment; common cold, sore throat, head lice, hay fever or diarrhoea, that can be treated either through self-care (blue on Our Health Services Rainbow) or pharmacy (green on Our Health Services Rainbow).

DELIVERY

Read the story to the children.

Discuss with the children what happened when the character fell ill. For example, if you are reading Tilly and Friends Listen to Me! by Polly Dunbar you could ask:

- What happened to Pru?
- How did Pru's get her voice back? What did they give her?
- Have you ever taken honey to make your throat better? (Honey, lemon and warm water is recommended by the NHS. Please note honey is not safe for children under the age of 1 in case a child has a sibling under one)
- What does it feel like when you lose your voice?
- What might also have helped Pru? (Stay in bed or rest)

Record the responses, giving reassurance that for common childhood ailments you can manage them at home by drinking water, resting or with advice from the pharmacist if needed.



LEARNING ACTIVITY F:

Hygiene (compulsory element)

Story dice: Catch

Time 10 minutes

This activity will highlight that by sneezing into tissues, binning them and washing hands in warm water, children can stop the spread of infection for themselves, their family and friends.

RESOURCES

- Catch It, Bin It, Kill It worksheets
- Catch It, Bin It, Kill It poster
- Scissors
- Paper
- Glue

PREPARATION

Print out a copy of Catch It, Bin It, Kill It worksheet for each child.
You can choose between two worksheets.

DELIVERY

Ask the children:

- What might you do when you have a sneeze?
- Why might you want to stop spreading the germs that cause a sneeze? Ensure that you link the action of sneezing to the cause, germs, rather than the symptoms, as someone with hay fever may sneeze but this does not mean they will spread it to others.
- Explain to the children how to help everyone stay healthy by ensuring that when you sneeze, sneeze into a tissue, then put the tissue in a bin and wash your hands.
- Explain that the second-best way is to sneeze into the inside part of the elbow.

- Using the digital images or illustrated worksheet, ask the children to cut out each picture and put the pictures in order to show how to keep yourself and others safe when you have a sneeze, using the different steps of Catch It, Bin It, Kill It. In order to reinforce the message, put up the Catch it, Bin it, Kill It poster in the classroom and put the slogan on the side of tissue boxes.

HOW TO WASH YOUR HANDS: HAPPY BIRTHDAY SONG X 2!

Time 5 minutes

This activity will explain to the children the importance of washing their hands regularly with soap and warm water and the importance of drying them.

RESOURCES

- Happy Birthday theme tune
- e-Bugs' Hand Hygiene Poster
- Liquid soap and warm water
- Paper towels

PREPARATION

Print off the e-Bug Hand Hygiene poster and be familiar with e-Bug's simple steps to avoid catching or spreading microbes. e-Bug suggests ways to help stop viruses spreading, including:

- Wash your hands with soap and warm water often – use hand sanitiser if soap and water are not available
- Cover your mouth and nose with a tissue, or your sleeve if you don't have a tissue (not your hands) when you sneeze
- Once you have used a tissue, put it in the bin immediately and wash your hands (Catch It, Bin It, Kill It)
- Clean frequently touched surfaces often.
- Do not touch your eyes, nose or mouth if your hands are not clean
- Do not share items that come into contact with your mouth such as cups and bottles.

For more information see:

<https://www.e-bug.eu/page.php?name=Information-about-the-Coronavirus>

DELIVERY

- Ask the children why they should wash their hands regularly?
- Ask if anyone knows how to wash their hands?
- Ask the children when they wash their hands? (Before leaving for school, on arrival at school, after using the toilets, after breaks and sporting activities, before eating food and before leaving school).
- Demonstrate to the children the hand hygiene technique as shown on the leaflet, taking the children through each step.
- Ask the children to sing together the song "Happy Birthday" twice while washing their hands.
- Make sure the children dry their hands afterwards with the paper towel.

In order to reinforce learning you could record the children washing their hands or create a series of photographs which could then be displayed in the class as a reminder.

FURTHER RESOURCES TO EXPLORE:

To expand the need for good hand hygiene, see [Year 1, Unit 3, Learning activity 2: The feely box, particularly the Story with Art activity, of the CCEA PDMU Living.Learning.Together Resource \(p.9\).](#)



EVALUATION SHOWER

Time 10 minutes

RESOURCES

- Paper and pens

DELIVERY

- Invite the children to help you create a summary of words or pictures, make a circle rather than a list so no one word or picture is given priority.
- Write in the centre 'Who Helps Us'.
- If you have delivered all the learning activities in one day, the children can share what they have learnt by creating a poster or artwork. This poster or artwork could then be displayed in the classroom.

The evaluation shower links with the [CCEA's The "Big Picture" of the Curriculum at Primary.](#)

At the end of the lesson each child can be given a certificate.



P2

Foundation Stage

5 - 6 year olds

WHO ARE PHARMACISTS AND WHAT DO THEY DO?

KEY LEARNING AIM

The Foundation Stage lessons aim to establish a basic level of health literacy to enable children to understand who can help when they are ill, helping children to recognise the different health services and the role of self-care.

LEARNING INTENTION

This lesson is designed to support the Personal Development and Mutual Understanding (PDMU) curriculum, in particular [Year 2, Unit 3, Learning activity 2 'Things that go in my body'](#) and [Learning activity 5 'Five little Children' of Living.Learning.Together Resource](#), in which children learn to recognise common childhood ailments and appreciate the roles health professionals and medicines play in helping us to stay healthy. This lesson specifically looks at who the pharmacist is and how they can help us keep healthy and well.

CHILDREN WILL LEARN

- Who a pharmacist is
- Some ways pharmacists can help children get better when they are ill and stay safe when taking medicine
- Ways to stop spreading germs
- Ways to stay healthy or recover from illness

SUCCESS CRITERIA

At the end of the lesson, children will:

- Know who a pharmacist is
- Know that sometimes they can get better at home and how to stay safe when taking medicines
- Know how to stop the spread of certain germs.

PREPARATION ACTIVITY

Before you begin the lesson, it is recommended that you find out the knowledge children have on pharmacists and self-care to decide which learning activities are most beneficial to the children. More information on self-care and the role of pharmacists, can be found in the Guide for Teachers and 'How a Pharmacist can help you' PowerPoint.

As an introduction to the lesson, show the children pictures of pharmacists, parents and carers, available in the Foundation Stage P2 Resource Pack.

You could ask questions such as:

- Who are the people in these illustrations?
- How might adults help when you are ill?
- What more would you like to know about pharmacists and being looked after at home?
- Where could you get more information?
- With whom shall you share this information?
- How can the learning be displayed?

Create a summary of the children's answers, make a circle rather than a list so no one answer is given priority, you could use pictures and drawings as well as words. Write in the centre 'What We Want to Find Out About Self-Care and Pharmacists'. This poster could then be displayed in the classroom during the lesson to provide a reference point during learning activities.



LEARNING ACTIVITY A: The Pharmacy Song (adaptation of the nursery rhyme 'Miss Polly had a dolly')

Time 20 minutes

This activity will introduce the pharmacist and how they can help us get better. The adaptation of the well-known nursery rhyme 'Miss Polly' highlights how the pharmacist (green on Our Health Services Rainbow) can support self-care (blue on Our Health Services Rainbow).

RESOURCES

- Our Health Services Rainbow
- The Pharmacy Song
- Miss Polly character puppet
- Glue or laminator
- Lollipop sticks

PREPARATION

- Display Our Health Services Rainbow
- Display a copy of the 'Pharmacy song'
- Use the outline of Miss Polly, adult and pharmacist to prepare a puppet by cutting out the image, sticking it on to card or laminating it and then mounting the picture on a small lollipop style stick.

DELIVERY

Discuss Our Health Services Rainbow and remind the children the green line represents pharmacy.

Ask the children:

- What symbol represents a pharmacy - green pharmacy logo
- How can the pharmacist help when you are ill?
- To sit in a circle, and sing The Pharmacy song, to the rhyme of "Miss Polly Had a Dolly".
- Invite three children to play the roles of Miss Polly, the parent or carer and the pharmacist and mime the actions. The rest of the children are encouraged to sing the song. Repeat a number of times if possible.

Discuss the song with the children:

- What was wrong with the dolly? How would the dolly describe how she is feeling?
- What might a parent or carer do? (Give you a hug, check for spots, check your temperature)
- What might a parent or carer say to the pharmacist? (Describe how Polly has been feeling, what medicines she is taking, any allergies she may have)
- What might the pharmacist do? (Ask your symptoms, examine your skin, ask if you take medicine for other conditions, explain how to take the medicine)
- Ask the children to describe a time their parent or carer looked after them when they were ill.
- Ask the children if they have visited a pharmacist? How did they feel when they went to the pharmacy?



LEARNING ACTIVITY B: Exploring the Pharmacy Health Literacy Box

(adapted from Stoke Speaks Out
Health Literacy Resource Box)

Time 20 minutes

This activity will explore who a pharmacist is, where they work, what you might find at a pharmacy and when you might go the pharmacy. For more information on the role of Pharmacists, see Guide for Teachers and 'How a Pharmacist can help you'.

Please note pharmacists work in a range of settings, including community pharmacies, GP practices, hospitals, industry settings and academia. However, this activity focuses on those working in community pharmacy.

RESOURCES

- Create a Pharmacy Health Literacy Box
- Dressing up clothes – see resources for further information

PREPARATION

Ensure the Pharmacy Health Literacy Box has the items listed on the Pharmacy Health Literacy Checklist that is available in resources.

DELIVERY

Allow the children to explore the box and discuss the different items in the box.

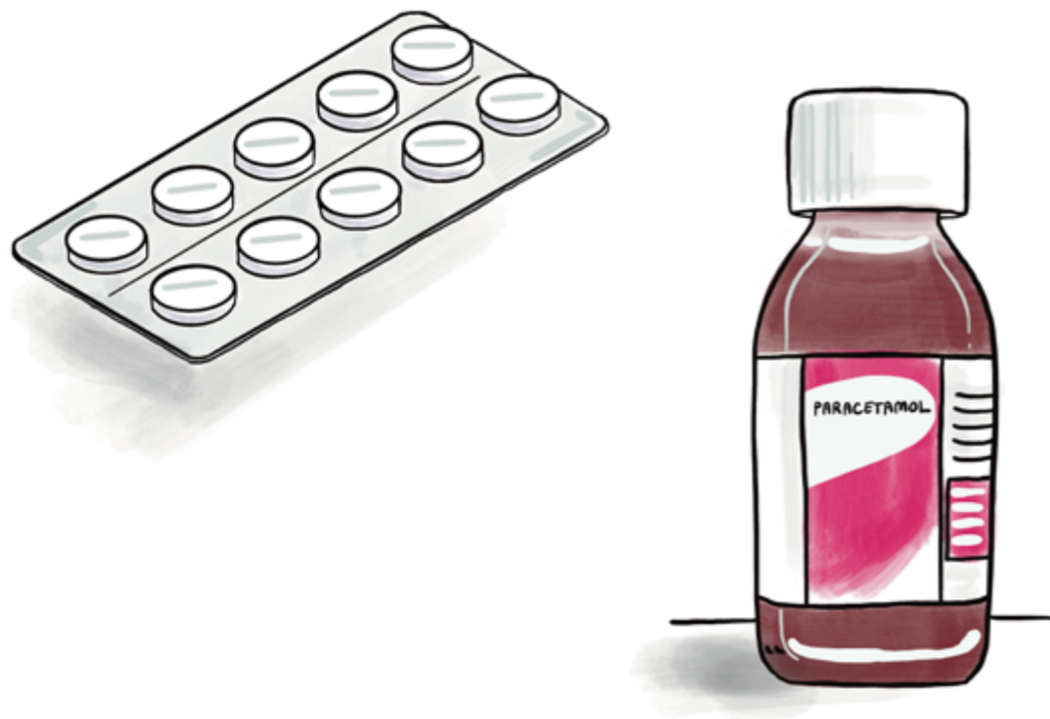
Ask them:

- Have you seen or used any of the items before?
- What are they for?
- Where should medicines be kept? (Out of reach and sight of children)
- Do you use a measuring spoon, syringe or cup when taking a medicine? (Emphasize the importance of this, rather than a teaspoon)
- What do you think the stories might be about? In the stories, who was involved in helping the character get better?

To conclude the learning from this activity, it might be useful to watch Know-Check-Ask on the 'How a Pharmacist can help you' PowerPoint. There is a Know-Check-Ask Colouring Worksheet in Learning Activity E, which can be sent home to create shared learning.

EXTENSION WORK

Once the children have looked at the items you could set up an imaginative play area in the classroom as a pharmacy, including copies of name badges, for role-play.



LEARNING ACTIVITY C: Learning about the role of a Community Pharmacist

Time 20 minutes

This activity will introduce children to a pharmacist and allow them to explore the role of a community pharmacist.

RESOURCES

- Community Pharmacist or Pre-registration trainee
- Camera or iPad
- Paper and pens

PREPARATION

Invite a pharmacist to visit your class and discuss work in a community pharmacy.

DELIVERY

The visit can be in person or via video call. Explain to the invited pharmacist what you hope to achieve in the session, what will happen, what your expectations are and how the classroom will be set up. It is your decision how formal the visit should be. You could, for example, prepare the children for the visit by:

- Sending an invitation from the children to the pharmacist
- Asking the children to think of relevant questions
- Prepare the room using the Health Literacy Resource Box.

Alternatively, you could ask the children to guess the job the person does. Explain to the pharmacist that you are going to play a game where the children discover what they do. You could ask the pharmacist to present some clues, such as a badge with the pharmacy logo, medicines used to treat common childhood ailments, such as common colds and hay fever.

Ask the children:

- What job do you think they do?
- How do you know?
- What does a pharmacist do?

If the children do not respond, the pharmacist could mime their role and the children could guess.

Ask the pharmacist to explain their job in relation to helping children stay healthy and when they are ill.

Make the occasion a lasting memory by taking photographs and using key words to make a display in the classroom.



LEARNING ACTIVITY D: How to Stop the Spread of Germs (compulsory element)

Time 20 minutes

This activity explores recovering from a common cold with self-care at home. It will reinforce the message that by sneezing into tissues, binning them and washing our hands children can stop the spread of germs.

RESOURCES

Select a story that explores ways children can stop spreading germs, for example:

- Sick Simon by Dan Krall or Dragons Get Colds Too by Rebecca Roan.
May be available in your school library, Libraries NI, or YouTube
- Catch It, Bin It, Kill It poster

PREPARATION

Ensure you have a copy of the story you selected and print out a copy of the Catch It, Bin It, Kill It poster.

DELIVERY

- Read the story to the class
- Explain simply that you are talking about a common cold
- Discuss who can help us when you have a common cold? What might you need to help us get better? What is the best way to catch sneezes? Record answers in a manner appropriate for the children and display in the class as a reminder, highlighting the importance of catching any sneezes in a tissue, binning your tissues when used and washing your hands.
- In order to reinforce the message, display the Catch it, Bin it, Kill It poster in the classroom and put the slogan on the side of tissue boxes.

LEARNING ACTIVITY E: Pharmacy Activity Worksheets

Time 10 minutes

RESOURCES

- Activity worksheets
- Pencils, pens, scissors and glue

The activity worksheets could be used as part of the lesson or given as a homework exercise.

PREPARATION

Print off copies of worksheets you think would be most useful for your class from the Resources section.

DELIVERY

Children should follow the directions on each worksheet.



EVALUATION SHOWER

Time: 10 minutes

RESOURCES:

- Paper and pens

DELIVERY:

- Invite the children to help you create a summary of words or pictures, make a circle rather than a list so no one word or picture is shown to be given priority.
- Write in the centre 'How can a pharmacist help us'.
- If you have delivered all the learning activities in one day, the children could share what they have learnt by creating a poster or artwork. This poster or artwork could then be displayed in the classroom.

The evaluation shower links in with the [CCEA's The "Big Picture" of the Curriculum at Primary](#).

At the end of the lesson each child can be given a certificate.



RESOURCES

P1

Foundation Stage

4 - 5 year olds

PRIMARY 1

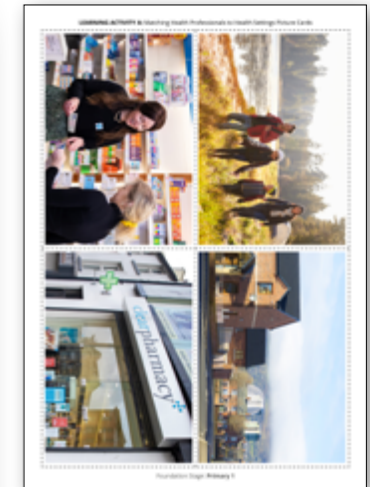
LEARNING ACTIVITY A:

Matching Health Professionals to Health Settings Picture Cards

LEARNING ACTIVITY A: Matching Health Professionals to Health Settings Picture Cards

999		
EMERGENCY DEPARTMENT		
MINOR INJURIES UNIT		
GP		
PHARMACY		
SIL-CARE		

Foundation Stage: Primary 1



PRIMARY 1

LEARNING ACTIVITY B:



Let's Talk and Sort Our Health Services Rainbow



Our Health Services Rainbow Worksheet Colouring in

Colour in using the colours from Our Health Services Rainbow

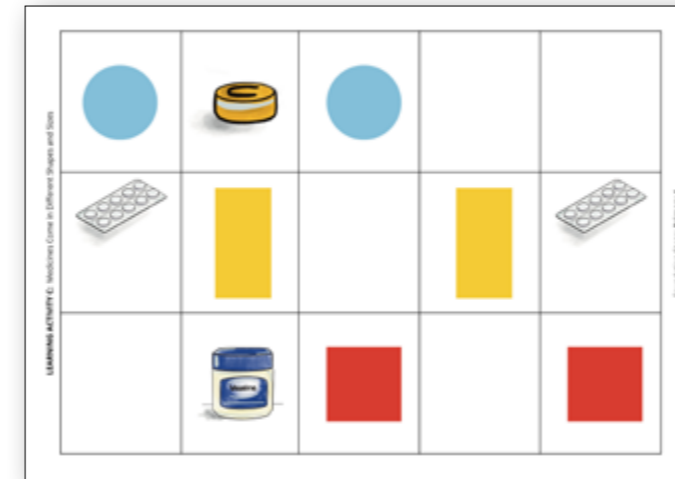


Our Health Services Rainbow Worksheet Writing and Colouring in

Trace the words and colour in the rainbow using the colours from Our Health Services Rainbow

PRIMARY 1

LEARNING ACTIVITY C:

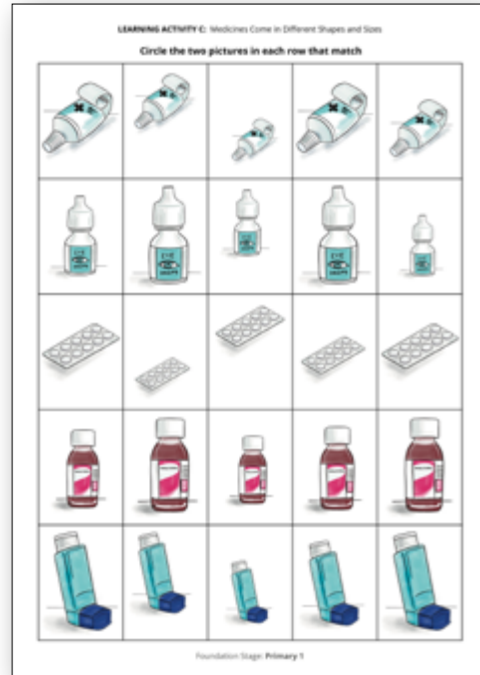


Medicines Come in Different Shapes and Sizes Worksheet

Cut out the pictures below and use to complete the patterns above

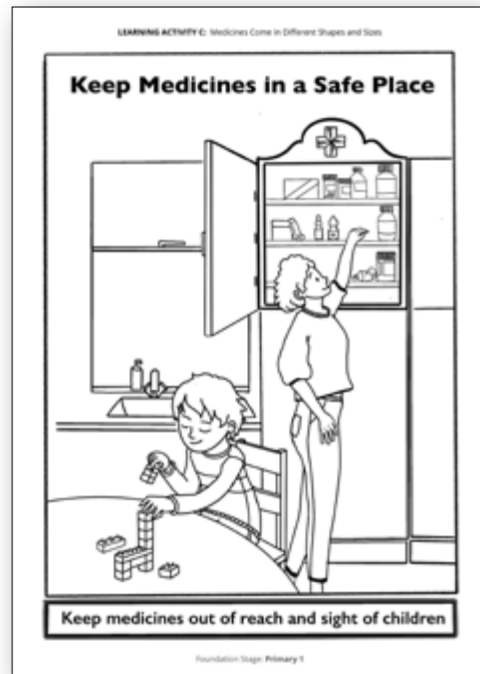


LEARNING ACTIVITY C:



Medicines Come in Different Shapes and Sizes – Sizes Worksheet

Circle the two pictures in each row that match.



Medicines Come in Different Shapes and Sizes - Colouring in Worksheet

Colouring page "Keep Medicines in a Safe Place".

LEARNING ACTIVITY D:

Scenarios - Picture Cards



PRIMARY 1

LEARNING ACTIVITY D:

Scenarios - Hay Fever Worksheet / Head Lice Worksheet / Diarrhoea Worksheet / Sore Throat Worksheet

	SYMPTONS	PHARMACY	SELF-CARE

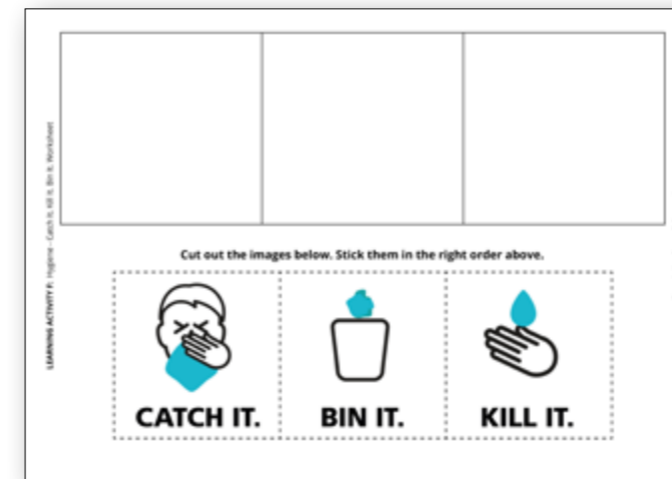
Cut out the images below. Stick them in the right box Opposite. Use a new sheet for each scenario.



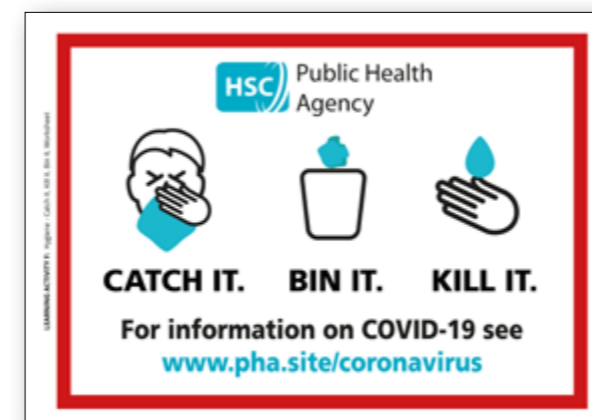
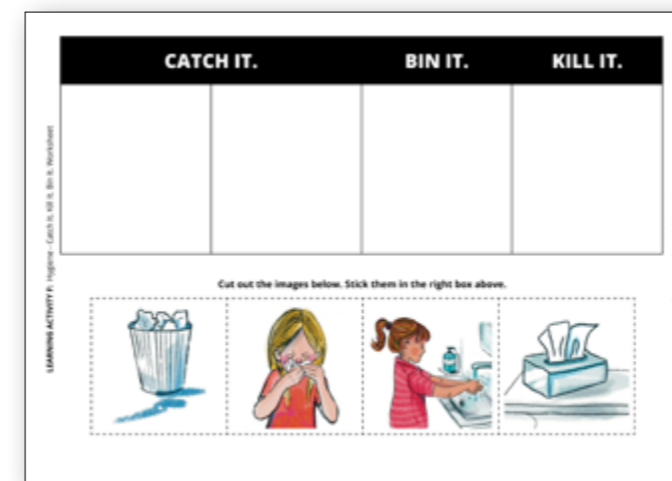
PRIMARY 1

LEARNING ACTIVITY F:

Hygiene - Catch It. Kill It. Bin It. Digital Images Worksheet



Hygiene - Catch It. Kill It. Bin It. Illustrated Worksheet



RESOURCES

P2

Foundation Stage

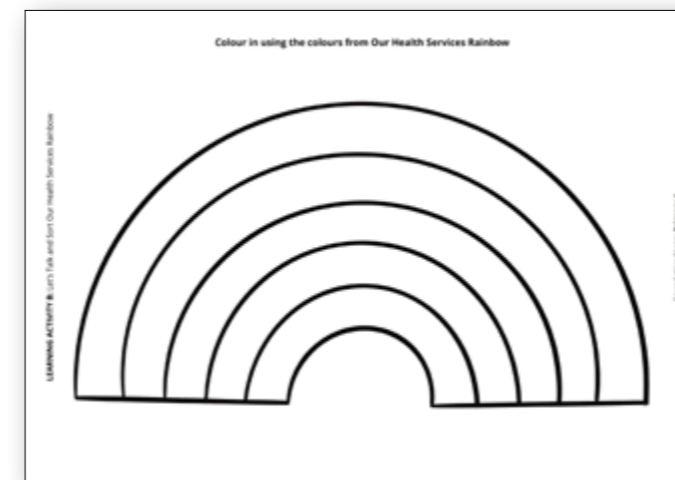
5 - 6 year olds

PRIMARY 2

LEARNING ACTIVITY A:



Let's Talk and Sort Our Health Services Rainbow



Our Health Services Rainbow Worksheet Colouring in

Colour in using the colours from Our Health Services Rainbow



Our Health Services Rainbow Worksheet Writing and Colouring in

Trace the words and colour in the rainbow using the colours from Our Health Services Rainbow

LEARNING ACTIVITY A:

The Pharmacy Song

LEARNING ACTIVITY A: The Pharmacy Song

The Pharmacy Song

Sing the Pharmacy song with the children to the tune of 'Miss Polly had a Dolly'.

Miss Polly had a dolly who was sick, sick, sick,
So she called for her mummy/daddy to come quick, quick, quick,
Her mummy/daddy came with her temperature stick,
And she said Miss Polly she's a little bit sick.

They went to the pharmacy where Pat shook her/his head
And she said Miss Polly, put her straight to bed!
She has a sore throat and she needs to rest,
Here's some medicine to make her better, yes, yes, yes!

Foundation Stage Primary 2

The Pharmacy Song - Puppets

Below are the puppets you can choose from for the learning activity, you need a child, a parent or carer and a pharmacist



LEARNING ACTIVITY B:

Exploring the Pharmacy Health Literacy Box Checklist

LEARNING ACTIVITY B: Exploring the Pharmacy Health Literacy Box Checklist

PHARMACY HEALTH LITERACY BOX CHECKLIST

- Photographs of inside a Pharmacy (generic photographs or from your local community pharmacy if available)
- Empty shoe box
- Copy of the label 'Pharmacy Health Literacy Box'

BASED FOR

- Pharmacist (with green cross)
- Adult (mum, dad, carer)
- Child (add your name)

PHARMACY ITEMS

- Empty child proof medicine bottle with correct dosage spoon, syringe or cap
- Empty eye drops and nasal sprays for adults and baby use
- Empty topical medicine box that has contained a lotion, cream, ointment or gel
- Empty shampoo and conditioner bottles, detangler comb for head use
- Toothbrush, toothpaste
- Printed prescription sheet

STORYBOOKS EMPHASISING SELF CARE

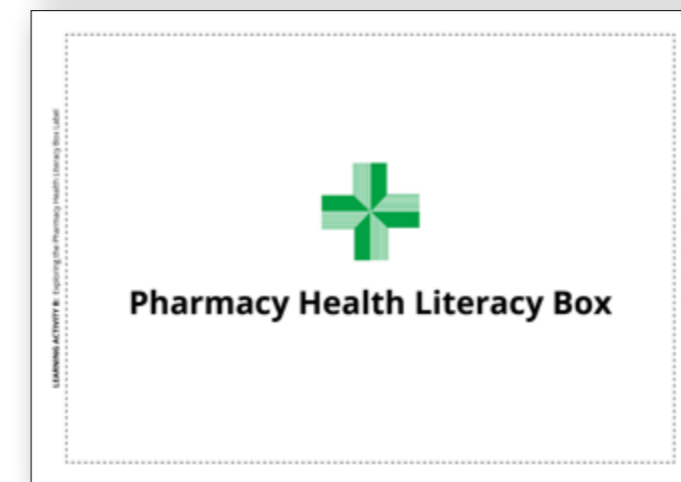
The following books may be available from your school or Libraries to:

- Get Well Soon Spout by Eric Hill
- I Don't Want a Cold by Tony Ross
- I Want a Cuddle by Malorie Blackman
- Poppy and Max and the Sore Place by Sally Grayley and Lindsey Gardner
- Tilly and Friends Learn to See by Polly Dunbar
- Topsy and the new baby-heads by Jean Adamson

Foundation Stage Primary 2



Exploring the Pharmacy Health Literacy Box Photographs








Exploring the Pharmacy Health Literacy Box Label

PRIMARY 2

LEARNING ACTIVITY B:

Exploring the Pharmacy Health Literacy Box - Name Badges

LEARNING ACTIVITY B: Exploring the Pharmacy Health Literacy Box - Name Badges

 Pharmacist	 Pharmacist
 Mummy	 Mummy
 Daddy	 Daddy
My name is _____	My name is _____
My name is _____	My name is _____
My name is _____	My name is _____

Foundation Stage: Primary 2

Exploring the Pharmacy Health Literacy Box - Prescription Forms

LEARNING ACTIVITY B: Exploring the Pharmacy Health Literacy Box - Prescription Forms

PRESCRIPTION		
Pharmacy Stamp:	Age:	Name:
What type of medicine? (please tick) <input type="checkbox"/> Medicine Bottle <input type="checkbox"/> Lotion <input type="checkbox"/> Eye Drops <input type="checkbox"/> Nasal Spray		
How many times a day? (please circle) 1 2 3 4		
How many days? (please circle) 1 2 3 4 5		
Date:	Signature of prescriber:	

PRESCRIPTION		
Pharmacy Stamp:	Age:	Name:
What type of medicine? (please tick) <input type="checkbox"/> Medicine Bottle <input type="checkbox"/> Lotion <input type="checkbox"/> Eye Drops <input type="checkbox"/> Nasal Spray		
How many times a day? (please circle) 1 2 3 4		
How many days? (please circle) 1 2 3 4 5		
Date:	Signature of prescriber:	

Foundation Stage: Primary 2

PRIMARY 2

LEARNING ACTIVITY E:

Pharmacy Colouring in Worksheet




Remember to colour in the pharmacy cross green!

PRIMARY 2






LEARNING ACTIVITY E:

Search and Find at the Pharmacy Worksheet

LEARNING ACTIVITY E: Search and Find at the Pharmacy Worksheet



Can you find and circle the following items in the above picture?

				
Pharmacist	Pharmacy Cross	Plasters	Sun Cream	Head Lice Treatment

Foundation Stage: Primary 2

PRIMARY 2

LEARNING ACTIVITY E:

Know-Check-Ask Worksheet


Remember to Know-Check-Ask!

So before you take your medicine...

Know
your medication

Check
that you are using the right medication in the right way

Ask
a health professional if you are unsure, for example, pharmacist, doctor



LEARNING ACTIVITY E: Know-Check-Ask Worksheet

Foundation Stage: Primary 2

PRIMARY 2

PRIMARY 2

Belfast Healthy Cities

22/24 Lombard Street
Belfast
BT1 1RD

Tel: 028 9032 8811
www.belfasthealthycities.com
[@belfasthealthy](https://twitter.com/belfasthealthy)

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