



Pharmacy
Schools
Programme



KEY STAGE ONE

P3
P4

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 Resource 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 your work on 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
- 'Pharmacies and Medicines' 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 resource section, links to online learning on the topic including information on relevant story books available at [Libraries NI](#).

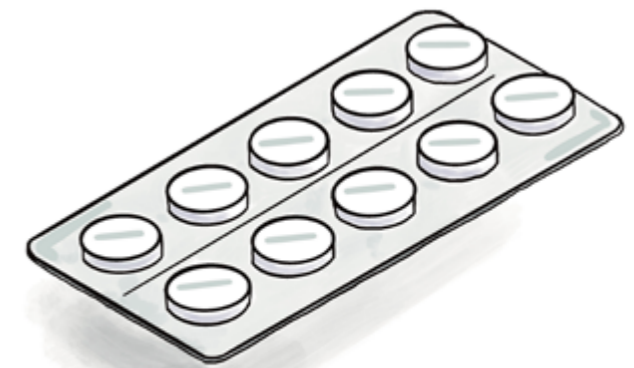
There are several learning activities to choose from in planning your lesson for Key Stage One:

P3: What does a Pharmacist do?

LEARNING ACTIVITIES	RESOURCES
Preparation Activity	Photos of inside and outside of a pharmacy
A: Learning About Community Pharmacy	<ul style="list-style-type: none"> Letter template – visit to a local pharmacy Pharmacy Green Cross Diary Entry Worksheet
B: Show and Ask: Medicine Rules	<ul style="list-style-type: none"> Allergy Poster Allergy Colouring in Worksheet Keeping Medicines Safe at Home Worksheet
C: Role Play	<ul style="list-style-type: none"> Know-Check-Ask Poster Scenario Cards
D: e-Bug Horrid Hands	
E: Pharmacy Worksheets	<ul style="list-style-type: none"> Puzzle: Words within a Word Worksheets, Self-care and Pharmacist Working out the time Worksheet
Evaluation Shower	
Additional Resources	<ul style="list-style-type: none"> Department of Health's 'Know-Check-Ask' video 'Pharmacies and Medicines' PowerPoint Guide for Teachers

P4: Exploring different Health Services and Common Childhood Ailments?

LEARNING ACTIVITIES	RESOURCES
Preparation Activity	Our Health Services Rainbow
A: Sorting	<ul style="list-style-type: none"> Picture Cards
B: Small group work: Introducing Common Childhood Ailments	<ul style="list-style-type: none"> Scenario Pictures
C: Role Play	<ul style="list-style-type: none"> Puppets Colouring In Puppets Worksheets
D: Common Childhood Ailments Card Game	<ul style="list-style-type: none"> Common Childhood Ailments Card Game
E: e-Bug's Super Sneezes	<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
F: Work Search Worksheets	<ul style="list-style-type: none"> Common Childhood Ailments Our Health Services Create Your Own
Evaluation Shower	
Additional Resources	<ul style="list-style-type: none"> Department of Health's Know-Check-Ask video 'Pharmacies and Medicines' PowerPoint Guide for Teachers



P3

Key Stage One

6 - 7 year olds

WHAT DOES A PHARMACIST DO?

KEY LEARNING AIM

Key Stage One lessons aim to further develop children's level of health literacy by exploring the role of the pharmacist and the need to stay safe around medicine.

LEARNING INTENTION

This lesson is designed to support the teaching of [Year 3, Unit 3 'Take Care, Be Safe'](#) of the CCEA PDMU Living.Learning.Together Resource. It particularly complements [Learning activity 6 'Rules about medicines'](#). The lesson looks specifically at the role of the pharmacist and medicine.

CHILDREN WILL LEARN

- What a pharmacist does
- What medicines are and why they need to be kept safe
- That a pharmacist offers many services, including medicine
- The importance on notifying a health professional for example, a pharmacist, doctor, or nurse about any allergies
- The Know-Check-Ask steps to medication safety
- Ways germs can spread.

SUCCESS CRITERIA

At the end of the lesson, children will know:

- What a pharmacist does
- The range of services that a community pharmacy offers
- That medicines should be stored appropriately (usually medicines should be kept out of reach and sight of children, but they may also be stored at the recommended temperature and potentially protected from light)
- Awareness of medication safety (correct dosage at the correct time, and to ensure prescription medicine is not shared)
- The Know-Check-Ask steps of medication safety
- Be able to wash their hands with soap and warm water.

PREPARATION ACTIVITY

Before you begin the lesson, it is recommended that you find out the knowledge children have on the role of the pharmacist, in order to decide which learning activities would be most beneficial for the children. More information on the role of pharmacists, see Guide for Teachers and 'Pharmacies and Medicines' PowerPoint.

As an introduction to the lesson, show the children pictures of a pharmacy from the resource section. Find out what the children already know about pharmacies and the role of the pharmacist. You could ask questions such as:

- What do you think the pictures are about?
- Describe what you see in the pharmacy in the picture.
- What more would you like to know about pharmacists?
- Where could you get more information?
- With whom shall you share this information and why?
- How could your 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. Write in the centre 'What We Want to Find Out About Pharmacists'. This poster could then be displayed in the classroom during the lesson to provide a reference point during learning activities.



LEARNING ACTIVITY A: Learning About Community Pharmacy

This learning activity offers two potential ways to learn about community pharmacy:

- visit a community pharmacy or
- watch a video of a visit by school children to a pharmacy

VISIT A COMMUNITY PHARMACY

Time 30 minutes

This activity will introduce the role of the pharmacist. The pharmacist will explain what they do during a typical day, focusing on activities that a child might experience on a visit to a pharmacy for example, giving advice to parents or carer on illness, prescriptions and explaining how to take medicine safely.

RESOURCES

- Letter template - request to visit a community pharmacy
- School consent forms for children to visit a pharmacy
- Diary Entry Worksheet
- Pharmacy Green Cross

PREPARATION

- Contact a local pharmacy to arrange a visit. A letter is available in the resource section which outlines the purpose of the visit.
- Enquire if the pharmacist wears a badge with the pharmacy green cross so that the children can identify with the logo.

DELIVERY

- Visit the local pharmacy with the children
- Point out the pharmacy green cross outside the building

Make the occasion a lasting memory by recording key words to share the learning and make a display in the classroom, with the pharmacy green cross in the centre.

EXTENSION TASK: DIARY ENTRY WORKSHEET

A worksheet is available for children to make a diary entry to describe their learning during the visit to the pharmacy or during class discussion.

VIDEO - MONKEY WELLBEING

Time 10 minutes

This activity will introduce the role of the pharmacist and will consider also the roles of the pharmacy team, including who helps the pharmacist and why they are important.

RESOURCES

- Device to play a video to the class
- Internet
- Pharmacy Green Cross
- Diary Entry Worksheet

PREPARATION

Display the video 'Monkey Wellbeing: Visit to the Pharmacy' using the link:
<https://www.youtube.com/watch?v=gwK-Z4cW3Fg>

DELIVERY

Display the video and ask the children to discuss:

- Has anyone visited a pharmacy before?
- What did you visit the pharmacy for? Who did you go with?
- What does a pharmacy offer? (Focus on the pharmacist's role in supporting common childhood ailments and dispensing medicine)
- What type of advice can you get from a pharmacist?
- How might a pharmacist help ensure you take your medicine safely? Tell the pharmacist if you are taking medicine or if you have any allergies.
- When might you go to a pharmacy?

Make the occasion a lasting memory by recording key words to share the learning and make a display in the classroom, with the pharmacy green cross in the centre, available in Key Stage One P3 resource section.

EXTENSION TASK: DIARY ENTRY WORKSHEET

A worksheet is available for children to make a diary entry on what they learnt about pharmacies during class discussion and watching the video.



LEARNING ACTIVITY B: Show and Ask: Medicine Rules (adapted from Ask About Medicines)

Time 20 minutes

This activity introduces the topic of medicine to the class through a show and ask activity, in which the children are shown different medicine and explore how much they know about them. To expand the subject on the rules of medicine, see [Year 3, Unit 3, Activity 6 'Rules about medicines'](#) of the CCEA PDMU Living.Learning.Together Resource.

RESOURCES

- Medicine bottles with a child tamper proof lid, such as liquid medicine for example, paracetamol, eye drops, nasal spray, a gel or cream, blister packs, such as vitamins.
- School policy on medicines for reference
- Allergies Poster
- Allergies Colouring in Worksheet
- Keeping Medicines Safe at Home Activity Worksheet

PREPARATION

- Collect a selection of medicines used for different common childhood ailments. Ensure your selection is safe by removing the medicine from bottles, you could use dried beans to make a pill bottle rattle or water for liquid and has a child proof lid. Also include over-the-counter medicine containers, such as eye drops, liquids, nasal sprays and tablets, that are used to treat common childhood ailments. Check with your school's policy on medicine to ensure your advice compliments it.
- Print off copies of the worksheets for each child
- Display the Allergies Poster in the classroom

DELIVERY

Ask the children:

- Have you seen this medicine before?
- Do you know what this is?
- What is it used for?
- When do you take this medicine?
- Do you know any rules to make sure you use medicine safely?

Record and display the children's suggestions on each medicine to reinforce the learning.

Reinforce the need to use medicine safely. Ask the children for suggestions, making sure you include:

- Never use anyone else's medicines
- Only take medicine from a trusted adult for example, your parent or carer
- Medicines are not sweets, although their job is to help you get well they can do you harm if they are not used in the right way so you must always ask a trusted adult before taking anything. Taking too much medicine can cause harm.
- Always use the correct dosage spoon, cup or syringe to measure out the medicine correctly
- Some people have allergies to medicines. It is important that you tell the pharmacist, doctor or nurse if you have any allergies, refer to the Allergies poster
- You should always tell a health professional if you are taking any medication or have an existing health condition (refer to Know-Check-Ask)
- Medicines should be kept out of reach and sight of children
- If you need medicine at school, your parent or carer will tell the teacher and they will look after it for you.

CONCLUSION

- There are lots of different types of medicines that are used for lots of different ailments or conditions
- Medicines can be dangerous if they are not used in a safe way, do not use other people's medicines and only take your own medicine under the supervision of a trusted adult, and in the right way.

EXTENSION TASK

Two worksheets have been developed to reinforce the learning from this learning activity:

1. Allergies Colouring in Worksheet

This colouring in worksheet enables children to think about the different allergies that children may have, often you are not aware of people's allergies just by looking at them. Not everyone has an allergy. If you wish to expand further on this issue, the Anaphylaxis Campaign has developed a free [Allergy Awareness Resource Pack for schools](#).

2. Keeping Medicines Safe at Home Activity Worksheet

This activity worksheet is designed for children to take home to create awareness of the need to store medicines safely at home.



LEARNING ACTIVITY C: Role Play

Time 20 minutes

This role play activity explores the different roles of the pharmacist and how to ensure that medicine is taken safely by following the Know-Check-Ask steps. This activity complements [Year 3, Unit 3, Learning activity 6 'Rules about medicine', Resource E 'Medicine Bottle' and Resource F 'The Pharmacist Has to Keep Rules' of the CCEA PDMU Living.Learning.Together Resource](#).

RESOURCES

- [WHO Know-Check-Ask Poster](#)
- Department of Health's Know-Check-Ask video, available in 'Pharmacies and Medicines' PowerPoint
- Medicine bottles that have a child proof lid, such as liquid paracetamol (Calpol), eye drops and nasal spray
- Scenarios cards
- Card, Glue

PREPARATION

- Use the empty medicine bottles collected for learning activity B, ensure the selection is safe by removing medicine from bottles. Dried beans can be used to make a pill bottle rattle and ensure bottles have a child proof lid. Include medicines that you may use to treat common childhood ailments.
- Print out the different scenarios for common childhood ailments including medicine bottle with child coughing, conditioner and head lice comb and child scratching their hair; available in the resource section. Cards may be laminated to use again in future years.
- Display the WHO's Know-Check-Ask Poster and upload the Department of Health's Know-Check-Ask video.

DELIVERY

- Display the Department of Health's Know-Check-Ask video, and emphasize the need to follow the three steps when taking medicine. Ask them to consider the three steps of Know-Check-Ask when carrying out the role play scenario.
- Select three children to act out each scenario, acting the role of either a pharmacist, an adult or a child. The adult and child, will be asked questions by the pharmacist.
- Pick out one of the scenario cards and ask the children to act out what they think each individual would say during a visit to the pharmacy.
- Include the whole class in the de-briefing session, asking for any other questions for each character and to ensure everyone follows the Know-Check-Ask when offered medication.



LEARNING ACTIVITY D: e-Bug Horrid Hands - hand hygiene session (compulsory element)

Time 20 minutes

E-BUG'S HORRID HANDS

The learning activity aims to show how germs can spread through touch. It explores how washing our hands with soap and warm water can help remove germs and is one of the best ways to prevent the spread of germs that can lead to illnesses. This learning activity supports the [Year 3, Unit 3, Learning activity 1 'Healthy Choices'](#) of the CCEA PDMU Living, Learning, Together Resource'.

RESOURCES

- 2 washing up bowls
- Hand soap
- Warm water
- A box containing GloGerm gel (available online) and a UV light or pepper and cooking oil
- Kitchen roll, paper towels, bin liners

PREPARATION

Shake the GloGerm gel bottle to mix the contents, or the demonstration may not work. Fill the washing up bowls with warm water. The water should be changed every 2-3 groups and should not get too murky.

DELIVERY

This activity demonstrates what happens if children don't wash their hands and how germs can be spread. The concept is to pretend that the participants have just got their hands dirty for example, by sneezing in them or preparing a meal, and then to observe how the germs will spread.

1. Explain to the children that germs are everywhere and they get on to our hands from the things that we touch. We then pass these on to other people. Washing our hands is the best way to remove these germs.
2. Explain when we should wash our hands – before and after preparing food, after using the toilet, before and after caring for someone at home who is ill, when treating a cut or a wound, after changing a nappy, before inserting or removing contact lens into the eyes, after handing rubbish, after touching animals and after coughing or sneezing.
3. Ask the children to line up one behind the other like a queue. If there are more than 5 children, form additional queues so that there are no more than 5 children per queue.
4. Squeeze a little GloGerm gel/cinnamon mixed with cooking oil onto the child at the front of the line's hands and ask them to rub in the 'pretend germs'.
5. The person in the front should then turn around and shake hands with the person behind them, and so on, until they have all shaken hands with the person behind them in the queue.
6. Use the UV light to show the children how the germs got passed down the line – point out how dirty their hands are and how the germs spread because they didn't wash their hands. The person at the back of the queue should still have germs on their hands.
7. Ask participants to rinse their hands in the washing up bowls as they would usually and give kitchen roll to each person to dry their hands.
8. The UV light can be used again to see how many germs remain.
9. Demonstrate the proper way to wash hands with soap and ask them to follow your movements: do the six-step technique – palm to palm, back of the hands, in between the fingers, back of the fingers, the thumbs, tips of the fingers.

HORRID HANDS (2)

Time 20 minutes

This activity demonstrates the need to use soap and water, rather than just water, when washing our hands.

RESOURCES

- Small plastic bowls
- Water
- Washing up liquid
- Pepper
- Cocktail sticks

PREPARATION

Set up a few bowls of water with pepper sprinkled on the surface, a few plain bowls of water, and another bowl with washing up liquid. This activity aims to show why washing with soap and water is better than using water alone. Demonstrators should help children when using the cocktail sticks to ensure safety. The bowls must be rinsed after each group for this to work.

DELIVERY

1. Tell the children that the surface of the water in the bowls represents their hands, and that the pepper represents harmful germs that need to be washed away.
2. Dip the end of a cocktail stick into the plain bowl of water and then into the bowl of water with pepper. Gently swirl the cocktail stick around and explain that using water to wash your hands only moves the germs around.
3. Dip the cocktail stick into the bowl of washing up liquid and then into the bowl of water with pepper.
4. The pepper 'germs' will move towards the edges of the bowl as the soap hits the surface of the water.
5. Tell the children that this shows why using soap when you wash your hands is important, because it breaks up the oils on the surface of your hands that germs stick to and then they can be rinsed away under running water. Soap can also dissolve the fatty layer that some viruses contain for example Covid-19. For more information see <https://www.weforum.org/agenda/2020/03/coronavirus-soap-covid-19-virus-hygiene/>.
6. Rinse the water bowls with pepper, dry with kitchen towels and reset between groups.

EXTENSION TASK

For further information, including a Horrid Hands poster, factsheet, further activity, quiz and colouring-in sheets see: <https://e-bug.eu/ks1-hand-hygiene>

LEARNING ACTIVITY E: Pharmacy Worksheets (adapted from the National Pharmacy Association's Colouring Book)

Time 10 minutes

RESOURCES

- Worksheets
- Pencils and pens

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

PREPARATION

Print off the worksheets.

DELIVERY

Children should follow the instructions 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 given priority.
- Write in the centre 'What does a pharmacist do?'
- 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 with the [CCEA's The "Big Picture" of the Curriculum at Primary](#), as well as [CCEA's Active Learning and Teaching Methods for Key Stages 1&2](#).

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

P4

Key Stage One

7 - 8 year olds

EXPLORING THE DIFFERENT HEALTH SERVICES AND COMMON CHILDHOOD AILMENTS

KEY LEARNING AIM

This lesson explores the different health services and common childhood ailments, highlighting the role of self-care and the pharmacist in treating common childhood ailments. The lesson will continue to build the foundations to further develop children's health literacy.

LEARNING INTENTION

This lesson is designed to continue to build on the learning in [Year 3, Unit 3 'Take Care, Be Safe'](#) of the CCEA PDMU Living.Learning.Together Resource. The lesson expands the concept around understanding that medicines are given to make you feel better and the role of the pharmacist, to explore how sometimes self-care can help and no medication is needed.

CHILDREN WILL LEARN

- The different health professionals and health services
- The role of the pharmacist and self-care when dealing with common childhood ailments
- The need to use Know-Check-Ask when starting any medication
- The meaning of common childhood ailments

SUCCESS CRITERIA

At the end of the lesson, children will:

- Be able to identify the difference between health professionals and other professionals
- Be aware of different health services available and the key role parents, carers and pharmacists have to support common childhood ailments
- Be able to name and describe five common childhood ailments - common colds, hay fever, sore throat, head lice and diarrhoea
- Understand the reason why you need to follow the Know-Check-Ask steps when taking any medicine
- Recognise that you can be ill and not need medicine
- Realise common ailments occur throughout life, some will be more likely to occur in childhood than adulthood.

PREPARATION ACTIVITY

Before you begin the lesson, it is recommended that you find out the knowledge children have on common childhood ailments, to decide which learning exercises are most beneficial for the children. More information on common childhood ailments, can be found in the Guide for Teachers.

As an introduction to the lesson, show the children a picture of the Our Health Services Rainbow, available in resource section. Explore the children's knowledge on the different health professionals and health services in Northern Ireland, as well as discussing which health professional and service would be best at treating common childhood ailments. You could ask questions such as:

- What do you think this poster is about?
- Who are the different health professionals who work in each health service?
- Which health service do you think might help the most with a common childhood ailment for example, common cold, hay fever, sore throat, diarrhoea or head lice?
- What more would you like to know about pharmacists and self-care?
- Where could you get more information?
- With whom shall you share this information and why?
- How could 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. Write in the centre 'What we want to find out about common childhood ailments'. This poster could then be displayed in the classroom during the lesson to provide a reference point during learning activities.

LEARNING ACTIVITY A: Sorting

Time 15 minutes

This activity will introduce children to the topic of health professionals, helping children to identify health professionals as a group. This activity can be delivered as small group work or a whole class teacher led approach.

RESOURCES

- Our Health Services Rainbow
- Pictures cards and images available in resource section
- Scissors

PREPARATION

Display Our Health Services Rainbow to remind the children of the different health services available.

Small group work: For each small group print off and cut out the picture cards, available in the resource section of people who help us.

Tip: Laminate the cards so they can be used again in the future.

Whole class teacher led approach: Display images for Learning activity A: Sorting

DELIVERY

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

- Ask the children to identify a link between the pictures
 - they are all people who help us
- Ask the children to group the pictures into two groups, the children themselves must decide on the criteria
- Establish why they have chosen their criteria. The expectation is, they will identify one group of health professionals and one group of other professionals who help us
- Ask the children to name each professional to ensure that they can identify them

CONCLUSION

- Display a picture of each individual health professional and ask the children if they have met this professional and why for example, a pharmacist.
- Create a summary poster, write in the centre 'How do health professionals help us?' and invite the children to share their knowledge of how different health professionals can help.



LEARNING ACTIVITY B: Small group work - Introducing Common Childhood Ailments

Time 20 minutes

This activity will explore children's understanding of common childhood ailments, self-care and the pharmacist.

RESOURCES

- Paper or IWB
- Scenario pictures of different common childhood ailments
- Paper, pens, pencils and markers

PREPARATION

- Consider the possible questions listed below that could encourage children to think about the topic
- Record and display the children's ideas on paper or IWB
- Print off a copy of each scenario

Tip: Laminate the cards so they can be used again in the future.

DELIVERY

- Ask the children to consider what common childhood ailments might be?
- Display the scenario pictures of the different common childhood ailments and ask them if they recognise what each common childhood ailment is. Ask questions such as: Do you think it's a sore throat? Do you think it's a cold? What else could it be? (For example, sneezing and a runny nose could be a cold or hay fever).

- Once the children have identified each common childhood ailment, split the class into six groups, and ask them to think about the ailments and how they might get better. Ask them to think about Our Health Services Rainbow. Possible questions (and answers) are:
 - Which health service might you use to get better? (Common ailments are often best treated through self-care (home – blue on Our Health Services Rainbow) with the support of the pharmacy (green on Our Health Services Rainbow). Pharmacists can help you understand if you can get better at home or if you need to see a doctor.
 - Are there times it can help to stay in bed when you are ill? (Yes, when you have a sore throat it can help to stay in bed until you feel better)
 - What age do you get this ailment? (You can get ill at any age, and certain common ailments are more common in childhood)
 - Can you recover without seeing a health professional, such as a pharmacist, doctor or a nurse? (Yes, when you have a cold without a raised temperature)
 - Do you need to take any medicine to get better? (Not always, but sometimes it can help)
 - Who do you think might offer advice on how to get better? Mummy? Daddy? Adult? Your granny? Your pharmacist? Your doctor? The computer? (Explain you need to be careful getting advice off websites and must consult a trusted adult before doing so and only use trusted health websites, such as the [NHS](#) or [nidirect](#))
 - When do you think a pharmacist might help? Remind the children that you need to tell the pharmacist of any pre-existing medical conditions, any medication you are on or any allergies. (If your ailment has not improved after trying to look after it at home, seek help. Some ailments need to be treated straight away, for example, head lice will need to be treated straight away and treatment repeated in 7 days, rather than attempting to remove all the head lice at home with the comb method. Delaying getting medicine can mean the head lice may be harder to treat.)

At the end of their group work, ask the children to feedback to the class on how they have decided to treat their selected illness. Record their responses on a poster so that this can be referred to later as children progress through the lesson.

EXTENSION TASK

To further develop understanding of common childhood ailments, you could ask the children to create their own flyer, using pictures and words, outlining how to treat one of the common childhood ailments and which health service to use.

LEARNING ACTIVITY C: Role Play (adapted from Asking About Medicines)

Time 25 minutes

This activity will help children to understand the different ways parents, carers and health professionals can support children with a common childhood ailment. It also encourages children to realise that not all illnesses require medicine and that common childhood ailments are part of growing up. It will also highlight the use of Know-Check-Ask steps by health professional, children and adults. More information on Know-Check-Ask is available in the Guide for Teachers.

RESOURCES

- Illustrations for puppets
- Our Health Services Rainbow
- Glue or laminator
- Lollipop sticks
- Department of Health's Know-Check-Ask video, available in KS1 Pharmacies and Medicines Powerpoint
- Story (see below)

PREPARATION

- Select one illustration of a health professional, parent or carer and child to prepare puppets to introduce the activity during circle time.
- Cut out the images, stick on to card, attach the puppets to lollipop sticks.

Tip: Consider laminating the images so they can be used again in future years.

DELIVERY

- Sitting in a circle, the teacher will voice the different roles of the puppets to dramatise the scenarios outlined in the story.
- Introduce the puppets to the children – a child, a parent or carer, the pharmacist. Explain that the puppets will show some scenarios that can happen when you are ill with a common childhood ailment, such as a cold or a sore throat.
- Remind the children that often such ailments are treated at home (blue on Our Health Services Rainbow) or at the pharmacy (green on Our Health Services Rainbow).
- Go through both scenarios outlined below. Give the children opportunities to talk about when they have been ill and stayed at home.
- Once you have completed circle time, the children can work in small groups with the puppets to role play one of the characters to suggest what they think each character might ask if they had a childhood common ailment.
- Choose one scenario that is most relevant to the children. Play the Know-Check-Ask video and encourage the children to use the steps if they decide medicine is needed.

THE STORY

This story is adapted 'Little Teddy's Bear's ear bob-boo' on the Medicine Education Portal, Finland. The story can be found at <https://www.tervekoululainen.fi/en/home/medicines-education/medicines-education-collaboration/>

Scenario 1: Self-care

SAY: Imagine you (hold up the child puppet) are going to bed after a day at school. Your parent or carer (hold up the parent or carer puppet) tucks you into bed, but you can't sleep. Your throat hurts when you swallow.

CHILD: (worried you ask your parent or carer) What is wrong with me?

PARENT/CARER: (calm) Don't worry. Let's take your temperature first and check to see if you have any spots.

TEACHER: Your parent or carer takes your temperature and it is normal and you do not have any spots.

PARENT/CARER: (calm) "You might have a sore throat; you must rest".

ASK THE CLASS: In this situation, who is the best person to look after you? (Parent or carer!) Have you had a sore throat and felt better after resting for a few days?

Scenario 2: The pharmacist

TEACHER: You have been resting at home for a few days, but you keep waking up at night as your throat is so sore.

CHILD: Tell your parent or carer, I cannot sleep as my throat hurts so much.

PARENT/CARER: Let's go and see if the pharmacist can help.

TEACHER: The pharmacist listens to your parent or carer and they describe how you have been for the last few days, that your sore throat has kept you awake at night, it hurts to swallow, and you feel tired. Tell the pharmacist if you are taking any medication, have any medical conditions or allergies.

PHARMACIST: So you have a sore throat for a few days and it is not getting better. The best remedy is to rest and take cold water, preferably with ice in. However, if you are really struggling to swallow there are some medicines you could take, such as a mouth spray. Are you on any medication or do you have any allergies?

CHILD: No.

PHARMACIST: Then, you could take some paracetamol and lozenges. If your throat gets worse go and see the doctor. When the pharmacist gives the medicine to the adult for the child, they will explain how to take it, including how often and how much.

ASK THE CLASS: Have you ever had an illness and visited the pharmacy for help – not just with a prescription?

Within a few days, after resting and drinking lots of cold water, you should feel much better, and your sore throat should have gone.



LEARNING ACTIVITY D: Common Childhood Ailments Card Game (adapted from Asking About Medicines)

Time 20 minutes

This activity can be used for several different games which the class can play in small groups. The activity reinforces the learning from the main learning activities.

RESOURCES

- Common Childhood Ailments Card images
- Scissors

PREPARATION

- Print and cut out the Common Childhood Ailments Card images
- Ensure you have enough for the class, depending on the game you choose

DELIVERY

- Choose one of the following games.
- Once the children have completed the game, reflect by asking questions about the game and what the children have learnt about common childhood ailments during the lesson.

Families (played in groups of 2-4)

- For groups of 4 children, print out at least 2 copies of each worksheet so that you have 12 people, 12 questions, 12 locations and 12 medicine cards. You need fewer cards for groups of 3 or 2 children.
- The cards are dealt out so that each child has 4 cards. The remaining cards are placed on a pile in the middle of the table face down.
- The aim is to collect a set of cards that tell a story: a person, location, medicine and question.
- Each child takes turns in picking up a new card to try and complete their story. If the card is not needed for their story, for example, they already have a card of that type, then it is discarded, and the next child takes a turn.
- The winner is the first person to have a set of 4 cards which have a person, a medicine, a location and a question.

Memory Game (played in groups of 2-4 children)

- Print out copies of at least 3 or 4 worksheets so that the children have at least 9 or 12 different pairs of images to search for.
- Two sets of cards are placed face-down and jumbled up
- Children take turns to turn over two cards.
- When a matching pair is turned up the child keeps these and has another turn.
- If a pair is not uncovered, then the two cards are turned back over, and the next child has their turn.
- The winner is the child with the most pairs.
- To make it quicker or simpler, a pair could be two similar images but not two identical image, for example, two people or two locations.

Snap (played in pairs)

- You will need to select at least 4 worksheets of cards for this game and print two copies of each. This will give you a total of 48 individual cards to play snap with.
- Children each have a set of cards which they shuffle and place face down in a pile in front of them.
- Taking turns, they turn over a card placing it in front of them in a pile.
- If two cards appear that are the same, then the first child to shout 'snap' gets to pick up all the cards in the pile.
- The winner is the person to have the most cards when the time is up.

LEARNING ACTIVITY E: e-Bug's Super Sneezes (compulsory element)

Time 20 minutes

This activity explores the germs in your sneezes, the distance they can spread and the need to always wash your hands.

Please note e-Bug was developed for use in school pre-COVID 19 and so some activities, such as the one below, may require modification based on your school's social distancing guidelines.

RESOURCES

- 'Snot gun' – Spray gun
- Plastic face mask of a cartoon character
- Green food colouring
- Wallpaper lining
- Disposable Gloves (non-latex)
- Kitchen roll or tissues
- Bin liner
- Jar of 'snot'

PREPARATION

Prepare snot recipe, available on the [e-Bug website](https://www.e-bug.eu)

DELIVERY

This activity centres on the 'sneezing runway' which runs the length of the designated space. The activity demonstrates the importance of covering sneezes with a tissue to prevent the spread of germs.

1. Ask the children if anyone knows why we sneeze. Explain that it helps our body get rid of germs.
2. Ask if anyone knows what is in a sneeze. Show the children the jar of snot and explain that we produce 2 pints or over 1 litre of snot every day.
3. Then ask how far they think a sneeze travels? It is the length of a double-decker bus, so if someone at the back of the bus sneezed, all the germs could hit the bus driver in the back of the head!
4. Hook the spray gun into the face mask and ask a volunteer to pull the trigger on the count of 3, whilst everyone joins in to say 'achoo!'
5. Point out that the germs have spread everywhere, right to the end of the runway.
6. Ask what they would naturally do if they felt a sneeze coming on - put a hand over their mouth.
7. Demonstrate this by giving a glove to another volunteer and ask them to 'catch' the sneeze in their hand whilst a different volunteer sprays the gun, and everyone shouts 'achoo!'
8. Show the glove to everyone and say how the harmful germs are now on your hand and could be passed to other people.
9. Dispose of the glove and do the demonstration again but covering the 'nose' with a tissue, asking for new volunteers if possible
10. Show how the tissue has captured all the germs and you can throw them away.

EXTENSION TASK

For further information, including a Super Sneezes super slimy snot recipe, poster, factsheet and word search see: <https://www.e-bug.eu/ks1-respiratory-hygiene>

LEARNING ACTIVITY F: Word Search Worksheets

Time 10 minutes

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

RESOURCES

- Word Search Worksheets
- Pencils or pens

PREPARATION

Print out one copy of Word Search Worksheet per child. For differentiation print off some copies of 'create your own word search' for children who complete the word search worksheet quickly. The children can make up their own word search using key words they have learnt in today's lesson for their classmate to complete.

DELIVERY

Children should follow the instructions on the sheet.

SUPPORTING MATERIAL

This unit can be supported by displaying Our Health Services Rainbow, available in the resource section.

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 'Health services and common childhood ailments'.
- 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](#), and [CCEA's Active Learning and Teaching Methods for Key Stages 1&2](#).

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



RESOURCES

P3

Key Stage One

6 - 7 year olds

PRIMARY 3

LEARNING ACTIVITY A:

Learning about Community Pharmacy
Visit a local Community Pharmacy Letter Template



LEARNING ACTIVITY A: Learning about Community Pharmacy

Date

Dear *Name of pharmacist (if known)*,

We are taking part in the Pharmacy Schools Programme, which promotes pharmacy services to support self-care and treatment of common childhood ailments, 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 colds, diarrhoea, hay fever, head lice and sore throats, and the importance of medication safety. The aim is to promote community pharmacy services to children and create links between school and the local pharmacy.

One learning activity includes a visit to the local pharmacy, to hear about a typical day for a pharmacist, focusing on activities that the child might experience on a visit to a pharmacy for example, giving advice to parents and carers on illness, prescriptions and explaining about medicine safety. The visit could last between 15-20 minutes.

I was wondering if you would be willing to allow the children from P3 at *name of school* to visit your pharmacy and if you or one of your colleagues could speak to them about the role of the pharmacist?

We currently have *xx* children in P3 and are hoping to carry out the visit the week of *date*.

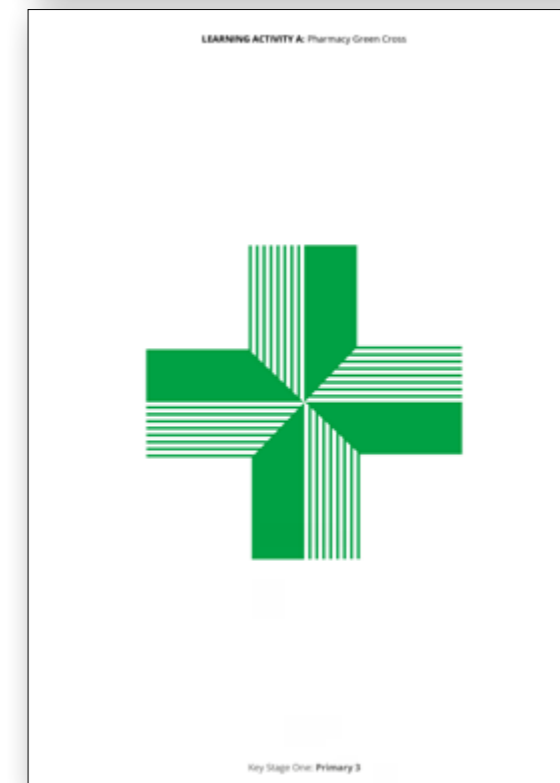
If you are interested in our school visiting, please contact me at *telephone/email address*.

I look forward to hearing from you soon.

Kind Regards,

Name of Teacher
P3 Teacher
Name of school

Key Stage One: Primary 3



LEARNING ACTIVITY A: Diary Entry Worksheet

Diary Entry

(Write your name above)

Write a short diary entry to describe your visit to the pharmacy today.
Record the main events that happened.

Key Stage One: Primary 3

PRIMARY 3

LEARNING ACTIVITY B:

Show and Ask: Medicine Rules - Allergy Poster

LEARNING ACTIVITY B: Show and Ask: Medicine Rules - Allergy Poster

Do you have any allergies?



It's not this obvious -
tell your doctor, dentist, nurse/midwife
and pharmacist if you have any allergies



Key Stage One: Primary 3

PRIMARY 3

LEARNING ACTIVITY B:

Show and Ask: Medicine Rules - Allergy Colouring in Worksheet



It's not always obvious, please tell your teacher, pharmacist, doctor, nurse and dentist if you have any allergies.



It's not always obvious, please tell your teacher, pharmacist, doctor, nurse and dentist if you have any allergies.

PRIMARY 3

LEARNING ACTIVITY B:

Show and Ask: Medicine Rules - Allergy Poster

LEARNING ACTIVITY B: Show and Ask: Medicine Rules - Keeping Medicines safe at Home Activity Worksheet

CAN YOU HELP YOUR FAMILY STAY MEDICINE SAFE?

Follow the activity below to make your house medicine safe!

INSTRUCTIONS
With your parent or carer, take this sheet and explore your home:

Check every room to see if there are any medicines in your (or your siblings) sight or reach. If there are, please ask your parent or carer to move them out of reach and sight.	Yes	No
Are there any medicines in handbags, backpacks, changing bags? If so, please ask your parent or carer to put the bags high on a hook and out of reach of children?	Yes	No
Are all medicines in the house now stored out of reach and sight of children?	Yes	No
Are all the medicines stored in their original containers?	Yes	No
Are the lids of all medicines securely shut?	Yes	No
Are all the medicines in date?	Yes	No
Do you have correct dosing devices to give liquid medicine for example, dosage syringes, cups or spoons?	Yes	No
Do you have a family medicine list, that lists all the medication the family is taking?	Yes	No

TIPS FOR STAYING MEDICINE SAFE!
Ask your parent or carer to read the following tips!

- Dispose of any old medicines safely by returning them to the pharmacy
- Ensure medicines are always given by a trusted adult to a child
- Know who to contact if a medicine is accidentally ingested
- Only use your own prescribed medicine and do not give to someone else
- If family members have the same first name within the household, keep medicines in a separate place for each individual
- Take a copy of a list of the medication any member of family on your phone
- Leave clear instructions to babysitters and caregivers surrounding any medicine your children need
- Wherever possible buy products in child-resistant or child-safety packaging.

Key Stage One: Primary 3

PRIMARY 3

LEARNING ACTIVITY C:

Role Play - Scenario Cards



PRIMARY 3

LEARNING ACTIVITY E:





Working out the time Worksheets

LEARNING ACTIVITY E: Pharmacy Worksheets - Working out the time Worksheet 1

The pharmacist has told your parent or carer that you can take medicine to help your sore throat.

You need to take the medicine four times a day. There must be four hours between each dose. The pharmacist has told you to take the first dose at 7:00am.

Can you help your parent or carer remember when to give you the medicine and put the correct time on the digital clock, remembering to put 4 hours between each dose and then draw the lines on the clock face for each dose?

	Dose 1 07:00 am
	Dose 2 : am
	Dose 3 3:00 pm
	Dose 4 : pm

Key Stage One: Primary 3

PRIMARY 3

LEARNING ACTIVITY E:





Working out the time Worksheets

LEARNING ACTIVITY E: Pharmacy Worksheets - Working out the time Worksheet 2

The pharmacist has told your parent or carer that you can take medicine to help your sore throat.

You need to take the medicine four times a day. There must be four hours between each dose. The pharmacist has told you to take the first dose at half past 7 in the morning.

Can you help your parent or carer remember when to give you the medicine by putting the correct time on the digital clock, remembering to put 4 hours between each dose and then draw the lines on the clock face for each dose?

	Dose 1 07:30 am
	Dose 2 : am
	Dose 3 3:30 ____
	Dose 4 : pm

Key Stage One: Primary 3

RESOURCES

P4

Key Stage
One

7 - 8 year olds

PRIMARY 4

PREPARATION ACTIVITY:

Our Health Services Rainbow



PRIMARY 4

LEARNING ACTIVITY A:

Sorting - Picture Cards



PRIMARY 4

LEARNING ACTIVITY B:

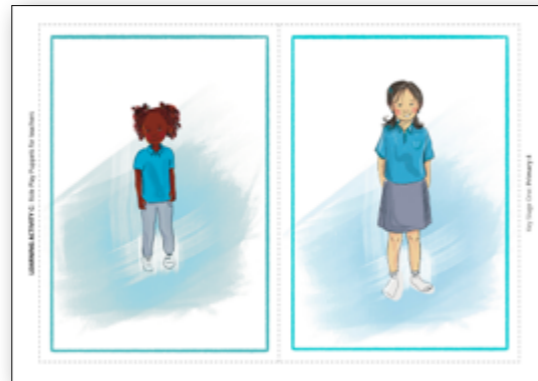
Small group work - Scenario Pictures



PRIMARY 4

LEARNING ACTIVITY C:

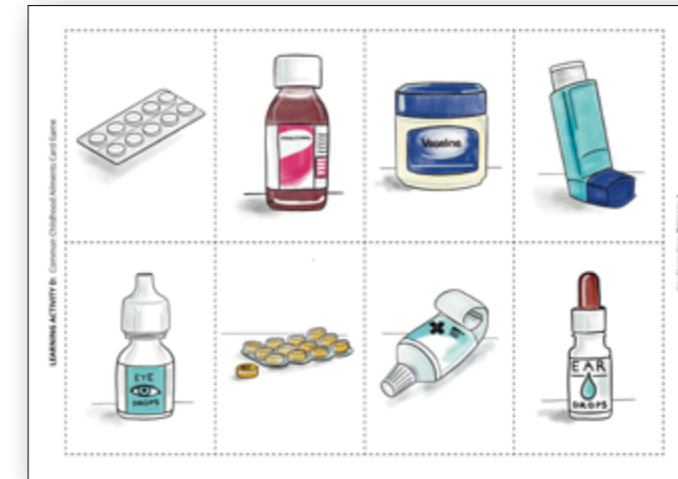
Role Play Puppets for teachers



PRIMARY 4

LEARNING ACTIVITY D:

Common Childhood Ailments Card Game



LEARNING ACTIVITY D:

Common Childhood Ailments Card Game

What is wrong with me?	What medicine should I take?
When can I see my friends?	How can I stay healthy?
What medication am I on?	How do I take the medicine?
What allergies do I have?	Who could I ask for advice?

Key Stage One: Primary 4

LEARNING ACTIVITY E:

e-Bug's Super Sneezes

LEARNING ACTIVITY E: e-Bug's Super Sneezes - Snot recipe

Super Sneezes Super Slimy Snot

Make your own snot!

Sticky, slimy snot in our nose traps microbes. This helps to stop bad microbes getting into our body and making us ill. Ask an adult to help you make your own snot using the recipe below.

To make your own snot, you will need:

Ingredients

- PVA Glue
- Borax powder (this can be bought in the supermarket near the washing powder).
- Green food colouring (you will find this in the baking aisle of the supermarket)
- Water
- 2 disposable cups, labelled A and B
- A plastic spoon or stirrer
- A tablespoon
- Rubber gloves

Method

- 1 Put the gloves on. Fill cup A with water, and ask an adult to add a spoonful of borax powder to the cup. Stir to mix the powder and water.
- 2 In cup B, add about an inch of PVA glue to the bottom of the cup, and mix with about three tablespoons of water. Stir to mix.
- 3 Add a few drops of green colouring to cup B and stir to mix.
- 4 Finally, add a tablespoon of the Borax solution (from cup A) to cup B, and watch the green slimy snot form! After about 30 seconds you can play with it!

You can play with the snot, but **do not** eat it!
Wash your hands when you have finished playing with the snot.
It will last a few days if you keep it wrapped up in cling film.

Key Stage One: Primary 4

PRIMARY 4

LEARNING ACTIVITY F:

Word Search Worksheets

LEARNING ACTIVITY F: Word Search Worksheets

Common Childhood Ailments Word Search 1

Y	I	C	G	Z	H	C	Q	A	S
B	S	U	R	Z	O	C	J	E	E
A	Z	L	A	L	D	C	Q	O	L
U	Q	M	D	V	W	F	I	H	F
Y	C	A	M	R	A	H	P	R	C
D	O	C	T	O	R	S	P	R	A
E	C	I	L	D	A	E	H	A	R
H	A	Y	F	E	V	E	R	I	E
A	X	W	L	Q	V	N	U	D	L
T	A	O	R	H	T	E	R	O	S

SELFCARE

DIARRHOEA

PHARMACY

HAY FEVER

DOCTORS

HEAD LICE

COLD

SORE THROAT

Key Stage One: Primary 4

PRIMARY 4

LEARNING ACTIVITY F:

Word Search Worksheets

LEARNING ACTIVITY F: Word Search Worksheets

Common Childhood Ailments Word Search 2

H	G	O	Z	P	S	W	V	K	S	Y	D
E	B	Q	E	H	V	R	P	T	G	I	O
A	U	Z	K	R	A	L	S	Z	A	B	C
D	Y	T	S	T	A	V	F	R	T	V	T
L	C	Z	Y	Y	T	C	R	C	F	Y	O
I	A	S	I	C	Y	H	F	B	O	D	R
C	M	X	Z	T	O	M	S	L	L	L	S
E	R	E	V	E	F	Y	A	H	E	T	D
U	A	F	A	S	R	D	C	J	G	S	U
S	H	E	C	N	A	L	U	B	M	A	F
A	P	S	O	R	E	T	H	R	O	A	T
H	O	S	P	I	T	A	L	K	I	F	J

SELFCARE

DOCTORS

DIARRHOEA

SORE THROAT

PHARMACY

HOSPITAL

HAY FEVER

AMBULANCE

COLD

HEAD LICE

Key Stage One: Primary 4

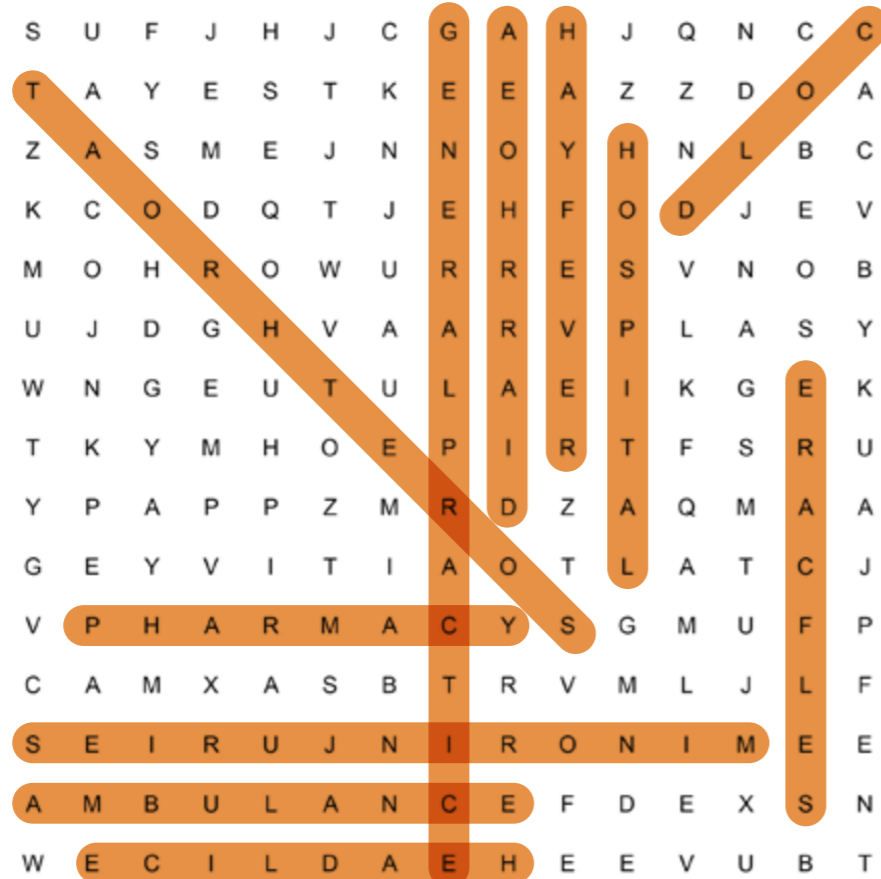
PRIMARY 4

LEARNING ACTIVITY F:

Word Search Worksheets

LEARNING ACTIVITY F: Word Search Worksheets

Our Health Services & Common Childhood Ailments Word Search



- | | | |
|------------------|-------------------------|-----------------------|
| COLD | SORE THROAT | MINOR INJURIES |
| DIARRHOEA | SELF CARE | HOSPITAL |
| HAY FEVER | PHARMACY | AMBULANCE |
| HEAD LICE | GENERAL PRACTICE | |

Key Stage One: Primary 4

PRIMARY 4

LEARNING ACTIVITY F:

Word Search Worksheets

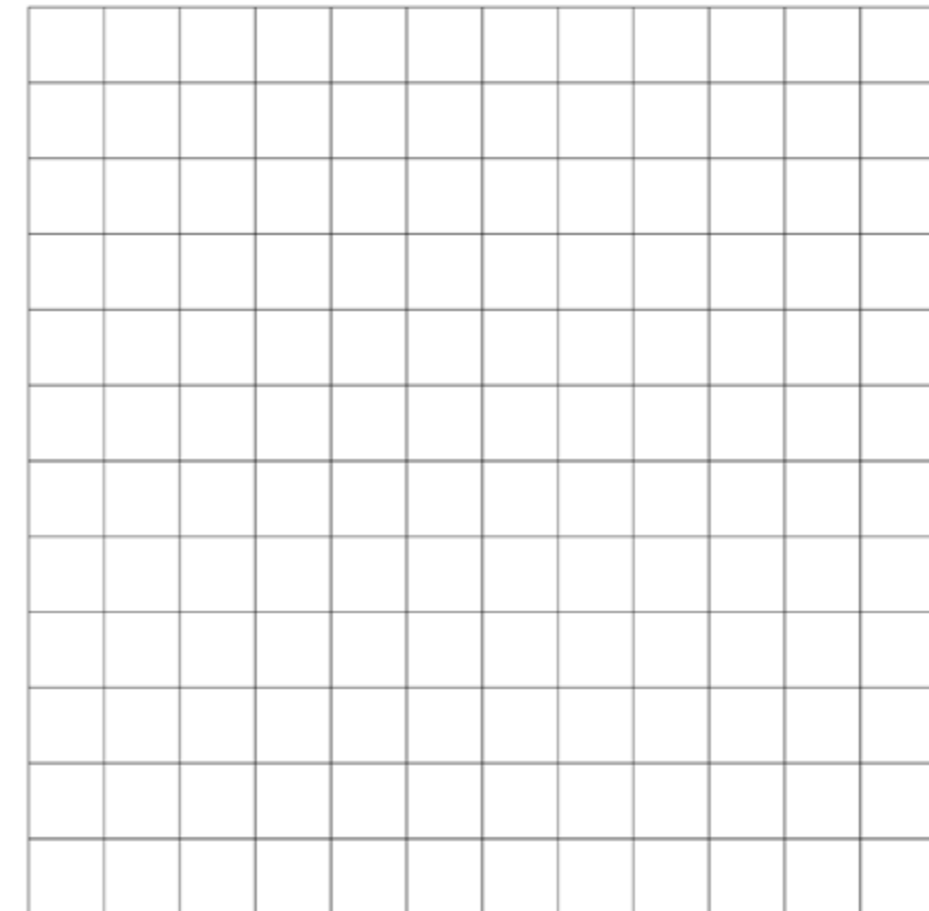
LEARNING ACTIVITY F: Word Search Worksheets

Create your own Common Childhood Ailments Word Search

- Enter each word below in the grid using capital letters.
- Remember you can put them horizontal (forward and backwards) and diagonally.
- Fill the empty spaces with random letters.
- Once completed, see if your neighbour can complete your health word search.

Words you have included:

- | | | | |
|------------------|--------------------|------------------|------------------|
| SELF CARE | PHARMACIST | DOCTOR | COLD |
| HEAD LICE | SORE THROAT | HAY FEVER | DIARRHOEA |



Key Stage One: Primary 4

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