



**KEY STAGE
TWO**

P5

P6

P7

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 and 'The Role of the Pharmacist' PowerPoint, are 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 Key Stage Two:



P5: How can we access and understand health information and services?

LEARNING ACTIVITIES	RESOURCES
Preparation Activity	
A: Mapping - Finding Your Local health Services	<ul style="list-style-type: none"> • Our Health Services Rainbow
B: Debate	<ul style="list-style-type: none"> • Similarities and Differences Worksheet
C: Research - Where Do I Get Reliable Health Advice?	<ul style="list-style-type: none"> • Scenario Cards
D: Group Work – Five Moments for Medication Safety	<ul style="list-style-type: none"> • WHO Leaflet on Five Moments for Medication Safety
E: Self-Care Quiz- Identify Ways to Treat Five Common Childhood Ailments	<ul style="list-style-type: none"> • Scenario Cards • Self-Care Quiz • Q&As
F: e-Bug's KS2 Hand Hygiene	
Evaluation Shower	
Additional Resources	<ul style="list-style-type: none"> • 'The Role of the Pharmacist' PowerPoint • Guide for Teachers



P6: How can a pharmacist help treat common childhood ailments?

LEARNING ACTIVITIES	RESOURCES
Preparation Activity	
A: List and Sort	<ul style="list-style-type: none"> List and Sort Worksheet
B: Medicine Safety: Using the Right Medication in the Right Way	<ul style="list-style-type: none"> Using the right medication in the right way Worksheet
C: Questions to Ask a Pharmacist About Medicines	<ul style="list-style-type: none"> 'What I know about Pharmacists' Worksheet WHO leaflet on Five Moments for Medication Safety
D: Dear Pharmacist	<ul style="list-style-type: none"> Scenario Cards for sore throat and hay fever Dear pharmacist Letter Templates for sore throat and hay fever Letter to a pharmacist examples for sore throat and hay fever Pharmacist responses Worksheets for sore throat and hay fever
E: e-Bug's KS2 Respiratory Hygiene	
Evaluation Shower	
Additional Resources	<ul style="list-style-type: none"> Department of Health's Know-Check-Ask video 'The Role of the Pharmacist PowerPoint Guide for Teachers

**P7:** How a pharmacist can help?

LEARNING ACTIVITIES	RESOURCES
Preparation Activity	
A: Research	<ul style="list-style-type: none"> Our Health Services Rainbow
B: Medication Safety	<ul style="list-style-type: none"> Five Moments for Medication Safety Poster Allergy Poster
C: Song / cartoon	
Evaluation Shower	
Additional Resources	<ul style="list-style-type: none"> Department of Health's Know-Check-Ask video 'The Role of the Pharmacist' PowerPoint Guide for Teachers



P5

Key Stage Two

8 - 9 year olds

HOW CAN WE ACCESS AND UNDERSTAND HEALTH INFORMATION AND SERVICES?

KEY LEARNING AIM

This lesson continues to develop children's health literacy by exploring ways to access and understand health information and services.

LEARNING INTENTION

This lesson plan is designed to support the teaching of the [Year 5, Unit 3 'Stay Safe and Healthy' of the CCEA PDMU Living.Learning.Together Resource](#), particularly to understand and value the elements that contribute to a safe and healthy lifestyle.

CHILDREN WILL LEARN

- How to identify and find local health services
- How to find reliable health advice
- The differences and similarities of services provided by pharmacists and doctors, when to choose each health service and how different parts of the health service work together
- Guidance on medicine safety by knowing the Five Moments for Medication Safety
- How to identify five common childhood ailments.



SUCCESS CRITERIA

At the end of the lesson, children will:

- Be able to identify different health services and how to locate them using the internet
- Be able to access reliable health advice
- Know when to choose a pharmacist and when to choose a doctor
- Know the Five Moments for Medication Safety

Be able to identify five common childhood ailments, to enable children to start thinking about how to use reliable health information.

PREPARATION ACTIVITY

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

One such preparation activity might be Learning Together. For this activity, involve the children in the planning process in order to provide a starting point and give a sense of the current knowledge and experience in the class. This may fit in with the KWL (Know-Want to Know-Learned) activity in the [CCEA's Active Learning and Teaching Methods Key Stage 1&2](#) (p.44).



LEARNING ACTIVITY A: Mapping - Finding Your Local Health Services

Time 20 minutes

This activity explores the skills children need to identify and find their local health services.

RESOURCES

- Digital device with internet access and printers. Ensure the children are familiar with the school's policy on safe searching and internet safety.
- List of local health services in the area, this could include Pharmacy, GP surgery, Minor Injuries Unit, Community Hospital, Hospitals, Dentists, Opticians, Sure Start.
- Our Health Services Rainbow
- Blu tac or drawing pins
- Paper, pens and markers.

PREPARATION

- Display a map of the local area and identify possible health services
- Ensure each group of children have access to computers with safe internet access and have a map and list of suggested local health services in the area
- Display a copy of Our Health Services Rainbow in the classroom.

DELIVERY

- Ask the children to work in groups to think what health services might be available in the area
- Ask them to find out where they are, this could include pharmacy, GP surgery, hospital
- As a reference point ask the children to look at Our Health Services Rainbow and to guide their thinking
- Ask each group to produce a map to show where the local health services are in relation to the school, and print a copy when complete
- Ask each group to present their map and ask the children to assess the differences between the maps, and what might have influenced the differences, such as having used a local health service. Record and display the findings of the discussion.



LEARNING ACTIVITY B: Debate

Time 20 minutes

This activity begins a discussion on the similarities and differences between the roles of the pharmacist and the doctor.

RESOURCES

- Similarities and Differences Worksheet
- IWB or note paper with pens
- Paper and pens

PREPARATION

- Ensure you are familiar with the similarities and differences between the role of a pharmacist and a doctor.
- For more information, see the Guide for Teachers and 'The Role of the Pharmacist' PowerPoint



DELIVERY

- Ask the children to work in groups. Give each group a copy of the worksheet. One half of each group should think about how a pharmacist helps us stay healthy, and the other half of the group should think about how a doctor helps us stay healthy.
- Let the children then discuss and debate the differences and similarities between the role of a pharmacist and a doctor. Help the children understand the ways a pharmacist and a doctor can help us.
- Support the debate by allocating different roles to members of each group. CCEA's [Thinking Cards Set 1 and Set 2](#) have suggestions and ideas for ways of working to help children when they are 'Working with Others' in group discussions.
- Once the groups have agreed the similarities and differences between a pharmacist and a doctor, ask them to report to the whole class and record the class findings on the IWB or note paper.
- Using a show of hands, ask the children to vote for which health professional would deal with the following conditions:
 - chicken pox
 - eczema
 - head lice
 - measles
 - sore throat
- Ensure the children understand that factors such as age or if you have a medical condition, can determine whether you can get treatment from the pharmacy or need to go to the doctor. For example, tropical corticosteroids, such as hydrocortisone, which can be used to treat eczema, [can be sold by the pharmacist to over 10 year olds, but under 10s is under medical advice only for example, from a doctor.](#)
- Explore the reasons behind the children's answers and help them realise that there are different health professionals who can help when we have an illness and that choosing the right health service helps ensure the right treatment. Explore the ways collaborating and drawing on personal capabilities can support effective decision-making.

LEARNING ACTIVITY C: Research - Where Do I Get Reliable Health Advice?

Time 20 minutes

This activity starts the process of encouraging children to think about where they might get reliable health advice.

RESOURCES

- Books and leaflets that give health advice, may be available from the school library or Libraries NI
- Digital device with internet access. Ensure the children are familiar with the school's policy on safe searching and internet safety.
- List of five common childhood ailments

PREPARATION

- Computers with safe internet access and relevant health books
- Display a list of five common childhood ailments



DELIVERY

- Ask the children to work in groups, give each group one of the five common childhood ailments scenario cards.
- Ask each group to research a description and ways to identify the ailment, using internet, books or their own experience.
- Highlight the importance of using reliable health websites and suggest looking at the following websites:
- NHS - <https://www.nhs.uk/conditions/>
- nidirect - <https://www.nidirect.gov.uk/campaigns/illnesses-and-conditions>
- Public Health Agency - <https://www.publichealth.hscni.net/>
- Health4Kids - <https://www.healthforkids.co.uk/>
- Explain to the children that incorrect information is available on health conditions, particularly medicine and it is important to ensure the information is reliable. Other reliable resources might be a health professional, such as a pharmacist or a doctor, and the patient information sheets that come with medicines.
- You can find suggestions to support children when they are researching and collecting information in 'Managing Information' in the [CCEA's Thinking Cards](#).
- Once the children have collated the information ask them to present to the class and discuss the different sources that can be used to get health advice and how reliable each source is.
- Encourage the children to be creative in documenting how they have found their information, using a factsheet, a picture or an online poster.
- Ask the children to record their overall findings, to be displayed in class. Emphasize that you should always talk to a trusted adult before accessing health information.



LEARNING ACTIVITY D: Group work - Five Moments for Medication Safety

Time 15 minutes

This activity begins the process of empowering children to be involved in their own care, by being aware of the Five Moments for Medication Safety, to ensure they are being given medicine safely.

RESOURCE

- [WHO Five Moments for Medication Safety](#) leaflet
- A4 and A3 paper and pens
- IWB or note paper and pens

PREPARATION

- Ensure you are familiar with the World Health Organization's Five Moments for Medication Safety. For more information, see the Guide for Teachers

DELIVERY

- Introduce the concept of the Five Moments for Medication Safety. Explain the importance of the Five Moments for Medication Safety if a child is given medication, to help reduce the risk of harm associated with medication.
- Arrange the children into five groups. Allocate each group one step of the Five Moments for Medication Safety, and ask them to think about what questions they might ask under each moment for example, 'Starting a Medication'.
- Ask each group to nominate someone from their group to feed back their answers to the class.
- Collate all the information on either the IWB or a note board with pen.
- Ask the children in their groups to devise a poster that enables people to understand the Five Moments for Medication Safety. Display the posters in the classroom or the school to encourage peer learning and consider sharing them with parents or carers to encourage the children to discuss their learning further.

LEARNING ACTIVITY E: Self-Care Quiz - Identify Ways to Treat Five Common Childhood Ailments

Time 20 minutes

This activity will help start the process of empowering children to make health decisions. It will introduce pupils to five common childhood ailments experience and explore their knowledge on how best to treat each condition. Common childhood ailments are often best treated through self-care (blue on Our Health Services Rainbow) and the pharmacy (green on Our Health Services Rainbow). This activity builds on the learning activities A-D.

RESOURCES

- Digital devices with access to the internet. Ensure the children are familiar with the school's policy on safe searching and internet safety.
- Five common childhood ailments scenario cards
- Self-Care Quiz Q&As

PREPARATION

- Print a copy of the five common childhood ailments scenario cards for each group
- Print off the Quiz's Q&As for your own use

DELIVERY

- Arrange the children in small groups, with a maximum of five.
- Give each child one of the common childhood ailments scenario cards.
- Invite the children to discuss the card with their group.
- During the class quiz, each child will answer questions on the scenario card they have been given, on behalf of their team. For example, the child with the scenario card for head lice will answer the quiz questions for head lice.
- Explain to the children that some of the question may contain false information, and if they can correctly identify that it is false information, the team will get an extra point. Similarly, if the information is true and they state it is false, their team loses a point.
- The challenge for each group is to answer all their questions correctly.

LEARNING ACTIVITY F: e-Bug's KS2 Hand Hygiene (compulsory element)

Time 50 minutes

This activity carries out an experiment to observe how germs (microbes) can spread from person to person simply by shaking each other hands. The children will also consider which method is best for hand washing.

RESOURCES

- e-Bug have developed three worksheets for the activity: SW1, SW2 and SH1. All are available to download at: <https://www.e-bug.eu/ks2-hand-hygiene>
- Basin with cold or warm water
- Hand soap
- Paper towels
- Glo Gel (or cooking oil and cinnamon) and UV lamp. Be aware of allergies or sensitive skin.

PREPARATION

- Copy SW1 and SW2 worksheets for each child and copy SH1 worksheet for each group.
- Arrange four desks side by side, each desk should contain one of the following:
- A sign 'No hand washing'
- A basin of cold water, paper towels and a sign 'Wash hands in cold water'
- A basin of warm water, paper towels and a sign 'Wash hands in warm water'
- A basin of warm water, hand soap, paper towels and a sign 'Wash hands in warm water with hand soap'

DELIVERY

1. Begin the lesson by asking the children how many have washed their hands today? Ask them why they washed their hands (to wash away any germs (microbes) that might be on their hands) and what would happen if they didn't wash away the germs (microbes) (they might get ill as they will eat or breathe in harmful germs (microbes) from their dirty hands).
2. Tell the children that we use our hands all the time, and that they pick up millions of germs (microbes) every day and that although many of these are harmless, some could be harmful. Explain to the children that we spread our germs (microbes) to our friends and others through touch, and this is why we wash our hands.
3. Explain to the children that they are going to do an activity to show them how best to wash their hands to remove any of the harmful germs (microbes) which may be on their hands.
4. Divide the class up into four equal groups.
5. Ask each child to stand in a row one behind the other and designate groups as follows:
 - No hand washing
 - Wash hands in cold water
 - Wash hands in warm water
 - Wash hands in warm water with soap.
6. Blindfold the lead person in each group and cover their hands in Glo Gel/cinnamon and oil. The blindfold ensures that they do not wash their hands any better than normal. Ask the lead person to wash their hands according to the group they are in.
7. Once completed, they should take off their blindfold, turn around and shake hands with the person behind them. It is important that they shake hands firmly and well. The second person should then shake hands with the third person and so on until everyone in the group has shaken hands with the person in front of them.
8. When the task is complete, turn down the lights and shine the UV lamp over everyone's hands, starting with group A.
9. Ask the children to fill out their answer sheets.
10. Discuss the results with the children. What results did they find the most surprising? Explain that the soap takes away the oil in the skin that the germs (microbes) use to stick to and hide in.
11. Discuss where the germs (microbes) on their hand may have come from. Emphasize to children that not all the germs (microbes) on their hands are harmful; there may also be useful germs (microbes) there too!
12. Emphasize to the children that we also need to wash hands properly. Highlight that bacteria like to hide in between fingers and under the nails! It is important to know both WHEN and HOW to wash our hands properly to prevent spreading germs (microbes) and potentially infection. It is not always easy to wash your hands in school; a solution may be to sneeze into your elbow.

Further Resources to explore:

For further information on KS2 Hand Hygiene see: <https://www.e-bug.eu/ks2-hand-hygiene>.

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 'How can we access and understand health information and services?'
- 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](#), 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.



P6

Key Stage Two

9 - 10 year olds

HOW CAN A PHARMACIST HELP TREAT COMMON CHILDHOOD AILMENTS?

KEY LEARNING AIM

This lesson explores how a pharmacist helps us get better, stay healthy and to understand medicine safety.

LEARNING INTENTION

This lesson plan is designed to support the teaching of the [Year 6, Unit 3 'Healthy Habits' of the CCEA PDMU Living.Learning.Together Resource](#). It particularly complements Learning activity 5 'What is a drug?' regarding the identification of different between over-the-counter medicines and prescription medicines.

CHILDREN WILL LEARN

- Why some medicines can be bought in a pharmacy, or shop (over-the-counter medicines) and others have to be prescribed (prescription medicines) by a health professional such as a pharmacist, doctor or nurse
- How a pharmacist can help us understand the medicines that may be needed for common childhood ailments.

SUCCESS CRITERIA

At the end of the lesson, children will:

- Understand the differences between over-the-counter and prescription medicines and be able to give a few examples of each.
- Know who they can ask about medicines.
- Understand why it is important to ask about medicines and what to ask.
- Be able to describe how a pharmacist can help you stay healthy or can give advice when you are not well.
- Describe key health messages about the pharmacist to peers.

PREPARATION ACTIVITY

Before you begin the lesson, it is recommended that you find out the knowledge and experiences children have on pharmacists and medicine to help you decide which activities are most beneficial.

A suggested preparation activity is Learning Together. For this activity, involve the children in the planning process in order to provide a starting point and give a sense of the current thinking in the class. This may fit in with the KWL (Know-Want to Know-Learned) activity in the [CCEA's Active Learning and Teaching Methods KS1&2](#) (p.44). You can ask the children to design a poster by writing 'What I know about Pharmacists and Medicine' in the middle of the page, and then write all the things they know about pharmacists and medicine.



LEARNING ACTIVITY A: List and Sort (adapted from Year 6, Unit 3, Learning activity 5: 'What is a drug' of the CCEA PDMU Living.Learning. Together Resource).

Time 20 minutes

This activity explores the differences between over-the-counter and prescription medicines.

RESOURCES

- List and Sort Worksheet
- Department of Health's Know-Check-Ask video, available in 'The Role of the Pharmacist' PowerPoint.

PREPARATION

- Print off a copy of the List and Sort Worksheet for each child. Potential medicines could be: cough mixtures, paracetamol, oral rehydration solution sachets, prescription medicine, such as penicillin.

DELIVERY

- Give each child a copy of the List and Sort Worksheet.
- Ask them to think of a time they were ill and recall any medicine they may have taken. Encourage the children to:
- Name the medicine and who advised them to take it.
- Say where they got the medicine and if it made them feel better or worse?
- Say how long they took the medicine for?
- Ask them to note one other medicine that they have heard about or seen and what the medicine might be used for, and where you might get it.
- First in pairs, then in groups of four, ask the children to share their information with each other. This might lead to some suggestions being replicated.

- Ask each group to appoint a reporter and recorder. Ask the recorder to:
- List the medicine identified and what it is used for.
- Where you might get it and if the medicine make you feel worse or better.
- How long you take the medicine for.
- Ask the reporter from each group to feedback their group's findings to the class.
- List suggestions on the board and discuss.
- Sort the suggested items into two categories: over-the-counter, for example paracetamol or ibuprofen and prescription, for example certain antibiotics, sedatives or inhalers.
- Discuss that some prescription drugs can also be bought over-the-counter drugs, for example, health professionals such as doctors can prescribe painkillers, like paracetamol and ibuprofen, but you can also buy them in pharmacies and shops.
- Discuss that in future all pharmacists will be prescribers when they qualify and will be allowed to prescribe prescription-only medicines like doctors and dentists.
- Ask the children to list the benefits of using the pharmacy.

To conclude the activity, discuss the importance of following the simple steps of [Know-Check-Ask](#) and the Five Rights of Medication when being offered medication. You might want to show them the Department of Health's video of Know-Check-Ask to remind them of the three steps:

- **Know** your medication
- **Check** that you are using the right medication in the right way
- **Ask** a health professional, such as a pharmacist, doctor or nurse if you are not sure

When checking you are using the right medication, you might want to follow the Five Rights (5Rs). It is particularly important for children and when sharing a household, as medications can become mixed up and the incorrect dosage equipment used.

The Five Rights are:

- the right patient
- the right medicine
- the right dose
- the right route
- the right time

'The Role of the Pharmacist' PowerPoint has relevant slides on these points.

LEARNING ACTIVITY B: Medication Safety: Using the Right Medication in the Right Way

Time 20 minutes

This activity will encourage children to think about using the right medication in the right way. A key part of this is to ensure you use the right dosage and strength. It is the 'Check' of the Know-Check-Ask steps of medication safety, while incorporating a maths element to their work.

RESOURCES

- Water, heavily diluted colour dye, jugs
- At least four spoons of different sizes, for example, teaspoon, dessert spoons
- A dosage measuring syringe or cup
- Using the right medication in the right way Worksheet
- Paper, pens and pencils

PREPARATION

- Make up solutions of water with heavily diluted colour dye in jugs. Ensure that the tables are protected from spillages.
- Put at least four different sized spoons on each table. Have a correct dosage measuring spoon, a syringe or cup for each table to give during the lesson.

DELIVERY

- Working in groups of 4, ask the children to identify which spoons they would use to measure out 5ml of medicine.
- Give the children a correct dosage measuring syringe or cup. Ask them to check the measurements of each spoon by filling each spoon with the diluted water, and then add the liquid to the correct dosage measuring syringe or cup to find the actual measurement. Remind the children of the importance of using a correct dosage measurement.
- Ask the children to measure 2.5 ml from each spoon, check how accurate the measurements are by putting the liquid from the spoon into the correct dosage measurement syringe or cup. Ask them to record their findings in their workbook.
- Ask the children to complete the worksheet, Using the right medication in the right way. The worksheet explores how differences in strength and dosage can affect the amount of medicine we take. Once completed, work through the answers with the children.
- To conclude the lesson, emphasize the importance of the step Check - using the right medication in the right way.



LEARNING ACTIVITY C: Questions to Ask a Pharmacist About Medicines

Time 40 minutes

This activity will encourage children to think about the questions they could ask a pharmacist. Children can ask how to become a pharmacist, what their work entails and how they can help with medication, perhaps a medicine a child currently takes or has taken in the past.

RESOURCES

- 'What I know about Pharmacists' Worksheet
- [WHO Five Moments for Medication Safety](#) leaflet
- Paper, sticky notes, pens and pencils
- Camera or iPad

PREPARATION

- Print a copy of the 'What I Know about Pharmacists' Worksheet for each child.
- Invite the children to prepare and record potential questions for the pharmacist.
- Display the Five Moments for Medication Safety leaflet.
- To arrange a visit from a pharmacist please contact your local pharmacy.

This activity can take place in person or online via Zoom.

DELIVERY

- Ask the children to complete the 'What I Know about Pharmacists' Worksheet. Remind the children to consider the Five Moments for Medication Safety, by displaying the leaflet. Once finished, ask each child to share their thoughts on what they know about pharmacists.
- Give each child sticky notes to write down potential questions they could ask a pharmacist about their medicine and then ask them to work in small groups to select a question to ask the pharmacist. Sample questions may include:
 - What inspired you to become a pharmacist?
 - How and where are medicines made?
 - Is it difficult to find medicines that patients need?
 - Do you like your job and why?
 - How many different types of medicine are there?
 - Do you get ill a lot because you work with a lot of people who are ill?
 - When someone picks up a prescription, will they know how to use it?
- Ask the children to read out their questions to the pharmacist and record the answer. Record the different questions and answers about their medicine either as a written record or through photographs.



LEARNING ACTIVITY D: Dear Pharmacist, adapted from Ask About Medicines.

Time 30-45 minutes

This activity encourages children to think about how the pharmacist might be able to help with any questions they may have about medicines.

RESOURCES

- Scenario Cards
- Dear Pharmacist letter template
- Letter to a Pharmacist example
- Pharmacist responses worksheet
- 'The Role of the Pharmacist' PowerPoint

PREPARATION

Print out the scenario cards and Dear Pharmacist letter template for each child. Display copies of the Letter to a Pharmacist example and Pharmacist responses worksheet.



DELIVERY

- Discuss with the children what questions they might ask a pharmacist about common childhood ailments. Use the scenario cards to help discuss potential scenarios you might discuss with a pharmacist.
- Hand out the Dear Pharmacist letter template to every child, choose either a sore throat or hay fever template, most relevant to the season you are delivering the lesson.
- Ask the children to compose a letter to a pharmacist, ask them to imagine they have a sore throat or hay fever.
- Ensure the children think about Know-Check-Ask when they are writing the letter. Did they tell the pharmacist they are on any other medication or if they have any allergies? Did they ask questions about the medication that matters to them for example, do I have to take the medicine in school, how do I take the medicine, how will the medicine make me feel, when should I feel better?
- Once the children have written their letter, display a possible letter to a Pharmacist and ask them to discuss in the group if there is anything missing from the letter. Encourage the children to think of any other questions they could include in the letter to the pharmacist.
- Finally, give the children the possible responses of the pharmacist and see if they can decide which is the correct response.

EXTENSION

You may want to conclude this activity by showing the children 'The Role of a Pharmacist' PowerPoint, to ensure the children understand that a pharmacist can help with medicine, but also can also offer advice and support to stay healthy and managing common ailments, such as hay fever or sore throats. In recent years' community pharmacists can also conduct a medication review for people with long term conditions such as asthma and diabetes, as well as delivering flu vaccinations. They also support people stop smoking, improve their diets and advise on many health matters.

LEARNING ACTIVITY E: e-Bug's KS2 Respiratory Hygiene (compulsory element)

Time 50 minutes

E-BUG'S KS2 RESPIRATORY HYGIENE

This activity explores how far germs (microbes) are carried when children sneeze. Through a set of trial experiments, children learn that covering their mouths with a tissue, or sleeve (not hands) when they sneeze helps prevent the spread of infection.

RESOURCES

- A copy of [e-Bug Student Worksheet - Super Sneezers Worksheet 1](#)
– My Observations, how far did your sneeze travel?
- A sneezing runway – paper or wallpaper rolled out along 3-4 desks with a vertical backboard
- Three pump action spray bottle - spray bottle containing water with extremely diluted blue, green and red food colouring
- Measuring tape or ruler
- Giant cardboard hand or gloved hand
- Giant tissue
- The children may need gloves, aprons and safety goggles

PREPARATION

1. Create a sneezing runway by placing 3–4 desks in a row with a vertical backboard and cover the tables with white paper or wallpaper.
2. Fill one spray bottle per group with water and food colouring. A different colour for each group makes the activity more exciting for the children. Make sure the food colouring is heavily diluted.
3. Create a large cut out hand from cardboard for each group with a longer arm section for holding or alternatively cover a child's hand with a disposable glove.
4. Create a large tissue from a section of kitchen roll.

DELIVERY

1. Begin the lesson by telling the children that they are going to learn how harmful germs (microbes) can be passed from person to person by sneezing. Ask the children what they think people mean when they say 'You gave me the cold' or 'I caught the flu from you'.
2. Explain to the children that many diseases are airborne and are spread in tiny droplets of mucus and water sneezed into the air by people. Tell them that diseases that spread in this way range from the common cold and flu, to rarer, more serious infections such as meningitis or tuberculosis (TB) which can make you very ill. The germs (microbe) images found on the website, www.e-bug.eu in section 1.1 may help the children to visualise these harmful germs (microbes).
3. Continue to discuss colds and flus, explaining that they are caused by viruses and not bacteria. Explain that it is very important for everyone's health that people cover their mouth and nose with a tissue, or sleeve (not their hand) when they sneeze. There are sometimes large outbreaks of flu when 1000s of people in a country get the infection.
4. Ask the children to try and remember the last time they had a cold or flu. Ask them to write down the names of everyone else they knew who had the cold and flu at the same time. Ask them to identify, if they can remember, who developed the symptoms first. Do they think they may have caught the cold or flu from these people?
5. Divide the class into groups of 4–5 children.
6. Each group should be provided with the sneezing runway, a sneezing bottle, a measuring tape or ruler, a giant hand or glove and a giant tissue. Provide each child with a copy of the 'My Observations: How far did your sneeze travel?' Worksheet. Ensure they have read and understood the instructions before starting the activity.
7. To demonstrate the distance germs (microbes) in the sneeze travel, the children in each group should take turns holding the bottle at the end of the runway and simulate a sneeze by squeezing the trigger once over the paper. Before 'sneezing' (squeezing the trigger) the children should predict how far and wide the sneeze will go and fill this in on their 'My Observations: How far did your sneeze travel?' Worksheet. After 'sneezing' the children should measure and record how far and how wide each child's sneeze spreads and fill this on their results sheet.
8. The next step is to observe what happens when we put our hand over our mouth when we sneeze; the germs (microbes) stay on our hands and can spread to anything we touch. One child in each group should be the 'sneezer' and a second child should hold the giant or gloved hand about 2 – 5cm away from the spray bottle. The children should fill both predicted and actual outcomes on their results sheet.

9. Finally, we want to observe what happens when we cover our mouth with a tissue during sneezing. Ask a different child in each group to be the 'sneezer' and ask another child to hold the tissue directly in front of the spray nozzle. The children in the group should fill in both predicted and actual outcomes on the 'My Observations: How far did your sneeze travel?' Worksheet and draw a graph of the results.
10. Discuss with the children the outcome of their results. Ask them to look at the hand and notice that the spray 'germs' ('microbes') are still on it.
11. Show them that when they place the hand on the paper, sprayed side down, the germs (microbes) transfer to the paper. Explain that sneezing in your hand can spread the germs (microbes) to things that we touch, so it is better to sneeze into the tissue and then throw it away and wash your hands as soon as possible, or into your sleeve if you have no tissue.
12. Discuss with the children why some countries use the message 'sneeze in your sleeve'.

Further Resources to explore

For further information on KS2 Respiratory Hygiene is [available here](#).

[e-Bug's Covid-19 page](#) that has lots of information to support education and childcare settings during the Covid-19 pandemic, including posters and an e-Storybook.



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 'How can a pharmacist help treat common childhood ailments?'
- 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](#), 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.



P7

Key Stage Two

10 - 11 year olds

HOW A PHARMACIST CAN HELP?

KEY LEARNING AIM

This lesson consolidates the learnings from the previous years of the Pharmacy Schools Programme, including the role of the pharmacist and how they can help children stay healthy and offer support and advice when they are ill, as well as the key messages on medication safety and hygiene.

LEARNING INTENTION

This lesson is designed to support the teaching of the [CCEA PDMU Living.Learning.Together Year 7, Unit 3 'Fit for the Future'](#) resource and the use of ICT resources.

CHILDREN WILL LEARN

- What a pharmacist does
- That pharmacies offer a range of services alongside medicine
- What medicines are and why they need to be kept safe
- That sometimes mistakes can happen when taking medicines and why they can happen, and how we can prevent this from happening
- The key health messages around hygiene.

SUCCESS CRITERIA

At the end of the lesson, children will:

- Understand the role of a pharmacist
- Be aware of the range of services that a pharmacy offers
- Know that medicines should be stored appropriately and understand medicines safety, using the steps of Know-Check-Ask, Five Moments for Medication Safety and Five Rights of Medication Safety
- Understand why we need to wash our hands with soap and warm water to protect ourselves and others.

PREPARATION ACTIVITY

Before you begin the lesson, it is recommended that you first find out the knowledge and experiences the children have on health services, particularly pharmacy, and hygiene in terms of infection control, which could influence how you approach the activities.

One such preparation activity might be Learning Together. For this activity, actively involve the children in the planning process in order to provide a starting point and give a sense of the current thinking in the class. This may fit in with KWL (Know-Want to Know-Learned) activity in the [CCEA's Active Learning and Teaching Methods KS1&2](#) (p.44).



LEARNING ACTIVITY A: Research

Time 60 minutes

This activity will explore the role of the pharmacist, how they can help children stay healthy or give advice and medicine when they are ill or have a common childhood ailment. It will draw together all the learnings from previous years.

RESOURCES

- Computers/iPads
- Paper, craft material, pens, colouring pencils
- Our Health Services Rainbow (Resources: P5 – Learning activity A)
- Current health leaflets and information, available at:
 - NI Direct Health Conditions A to Z:
<https://www.nidirect.gov.uk/services/health-conditions-a-z>
 - HSCB Patient Zone: <https://niformulary.hscni.net/patient-zone/>
 - NHS and Pharmacies:
<https://www.nhs.uk/nhs-services/prescriptions-and-pharmacies/pharmacies/>
 - National Pharmacy Association: <https://www.npa.co.uk/>
 - Public Health Agency: <https://www.publichealth.hscni.net/>
 - WHO's Medication Without Harm campaign:
<https://www.who.int/initiatives/medication-without-harm>

PREPARATION

Ensure the children have access to resources needed for the learning activity. For more information on the role of pharmacists, see Guide for Teachers and 'The Role of the Pharmacist' PowerPoint. Libraries NI can offer you advice on books that may be appropriate.

DELIVERY

- Ask the children to work in small groups to research information about pharmacies from reliable resources such as books and websites listed above, to create a campaign for their local community about the role the community pharmacist has in keeping us healthy and treating common childhood ailments. The children might want to include the address of their local pharmacy.
- The campaign could be in the form of leaflet, social media post, website page, film or animation. Encourage the children to refer to Our Health Services Rainbow and include time when they might go to a pharmacy.
- You can find suggestions to support children when they are researching and collecting information in 'Managing Information' in the [CCEA Thinking Cards](#). The campaigns could be presented to the class or school to create peer learning, and posters could be displayed in the classroom or throughout the school, and perhaps circulated to the wider school community, such as parents and carers.



LEARNING ACTIVITY B: Medication Safety

Time 30 minutes

This activity will enable children to critically appraise why they need to use medication safely. The activity will draw together all the children's learning on medication safety from previous years, by focusing on Know-Check-Ask, Five Moments for Medication Safety and Five Rights of Medication Safety.

RESOURCES

- Department of Health's Know-Check-Ask video, available in 'The Role of the Pharmacist' PowerPoint
- [Five Moments for Medication Safety Poster](#)
- Five Rights (5Rs): The right patient, the right medicine, the right dose, the right route and the right time
- Allergies Poster

PREPARATION

- Display the videos and posters.



DELIVERY

- Put the children into small groups of three or four, working together to develop a story for their peers on medication safety, which will be delivered to the class. Invite each group to pick one of the following scenarios:
 1. The medication has been put back in the wrong packet
 2. The person did not read the instructions on the label
 3. The person did not know how to work out the dose they needed
 4. The person did not tell the health professional they have an allergy to penicillin
 5. The person did not tell the health professional that they are on other medication
 6. The person mixed up the medication for the baby with their own medication.
- The scenarios give examples of potential mistakes when taking medication, that can lead to medication harm.
- Ask each group to produce a story with characters themed on the scenario they have selected. In developing the story, suggest to the children that they think about the things that could go wrong that would lead to this situation happening.
- Ask each group to think about the risks associated with the scenario they have selected. Some examples of risks are noted below but encourage the children to be as creative as possible.

Types of risks can include:

- **Issues with the medication:** look similar to other medication used in the home, information on the label not clear, did not come with a correct measuring spoon.
- **Issues with the home environment:** medication cupboard is cluttered, not organised or tidy, poor or dimmed lighting.
- **The person:** distracted by other things going, interrupted when handling the medication, they have poor eyesight or hard of hearing, cannot remember the names of the medication, tired.
- Finally, encourage the children to think about recommendations they would make through the story to ensure the character at the end of the story knows what to do to prevent the situation from happening again. Ask the children to present the story using ICT. The information needs to be easy to understand, have visual imagery and might include a list of dos and don'ts to summarise at the end of the story. The stories could be displayed in the classroom or throughout the school, and perhaps circulated to the wider school community, such as parents and carers as an e-book or video.

LEARNING ACTIVITY C: Song or cartoon

Time 60 minutes

This activity will explore the importance of health messages and how they can be conveyed through different formats. It will draw together the learning from previous years on the importance of hygiene in the context of infection control.

RESOURCES

- Computers/i-pads
- Paper, pens
- Catch It, Kill It, Bin It poster, [available to download](#)
- Stroke Ain't No Joke song [available on YouTube](#)
- Fast Heroes video, [available on Fast Heroes website](#)

PREPARATION

- Ensure the children have access to pens, paper, and computers/iPad.

DELIVERY

- Ask the children to work in small groups to create a song or cartoon based around the hygiene message of 'Catch It, Kill It, Bin It' or singing "Happy Birthday" twice when washing your hands.
- For inspiration, children should watch the Hip Hop song 'Stroke Ain't No Joke', which was developed for a school-based health literacy interactive programme by Hip-Hop Public Health, USA, and the Fast Heroes animated video, which is part of a European campaign developed for primary schools (5-9 year olds); both raise awareness of stroke symptoms.
- The videos show the different forms to convey the same health message to the public. If the children decide to develop a song, it can involve any type of music and could include film or animation. Encourage the children to think about the best way to get a message across to primary school aged children. The song or cartoon could be presented to the class or school to create peer learning and perhaps with the wider school community, such as parents and carers.

Further Resources to explore:

[e-Bug's Covid-19 page](#) that has lots of information to support education and childcare settings during the Covid-19 pandemic, including posters and an e-Storybook.

EVALUATION SHOWER

Time 10 minutes

RESOURCES

- Poster 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 'How can a pharmacist help?'
- 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, you can start the process by using probing questions or question stems. The poster or artwork could be displayed in the classroom.

The evaluation shower links in 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.



RESOURCES

P5

Key Stage
Two

8 - 9 year olds

PRIMARY 5

LEARNING ACTIVITY A:

Mapping (Our Health Services Rainbow)



PRIMARY 5


LEARNING ACTIVITY B:

Debate - Similarities and Differences Worksheet

LEARNING ACTIVITY B: Similarities and Differences Worksheet

Working in groups, write short sentences about how they help us stay healthy.

DOCTOR



PHARMACIST



Differences	Similarities	Differences
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

Key Stage Two: Primary 5

PRIMARY 5

LEARNING ACTIVITY C:

Research - Where Do I Get Reliable Health Advice? Scenario Cards



Sneeze! Sneeze!




Itch! Itch!





Ah! choo!



PRIMARY 5

LEARNING ACTIVITY D:

Group work - Five Moments for Medication Safety

MEDICATION WITHOUT HARM
Global Patient Safety Challenge

World Health Organization

5 Moments for Medication Safety

Starting a medication

- What is the name of this medication and what is it for?
- What are the risks and possible side-effects?

Taking my medication

- When should I take this medication and how much should I take each time?
- What should I do if I have side-effects?

Adding a medication

- Do I really need any other medication?
- Can this medication interact with my other medications?

Reviewing my medication

- How long should I take each medication?
- Am I taking any medications I no longer need?

Stopping my medication

- When should I stop each medication?
- If I have to stop my medication due to an unwanted effect, where should I report this?

The 5 Moments for Medication Safety are the key moments where action by the patient or caregiver can greatly reduce the risk of harm associated with the use of their medication. Each moment includes 2 critical questions. Some are self-reflexive for the patient and some require support from a health professional to be assessed and reflected upon correctly.
This tool for patient engagement has been developed as part of the World Health Organization's Global Patient Safety Challenge: Medication Without Harm.

It is intended to engage patients in their own care in a more active way, to encourage their curiosity about the medications they are taking, and to empower them to communicate openly with their health professionals.
This tool is intended for use by patients, their families and caregivers, with the help of health professionals, at all levels of care and across all settings.

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For more information, please visit: [https://www.who.int/teams/medication-safety/5-moments/](https://www.who.int/teams/medication-safety/5-moments)

Key Stage Two: Primary 5

PRIMARY 5

LEARNING ACTIVITY E:

Self-Care Quiz - Identify Ways to Treat Five Common Childhood Ailments

LEARNING ACTIVITY E: Self-Care Quiz - Identify Ways to Treat Five Common Childhood Ailments

 Hay Fever	 Head Lice	 Common Cold
 Sore Throat	 Diarrhoea	

Key Stage Two: Primary 5

LEARNING ACTIVITY E:

Self-Care Quiz Q&As - For Teacher's eyes only!

LEARNING ACTIVITY E: Self-Care Quiz Q&As - FOR TEACHER'S EYES ONLY!

Hay Fever	Common Cold	Head Lice	Sore Throat	Diarrhoea
<p>Q1. Do you wait a few days to tell anyone your eyes are watery and itchy, your forehead hurts and your nose is running?</p> <p>A. No - you tell a trusted adult straight away</p> <p>Q2. How do you help yourself get better when you have hay fever?</p> <p>A. Wear wraparound sunglasses</p> <p>Q3. To help your symptoms, do you put Vaseline on your lips?</p> <p>A. No, you put the Vaseline around your nostrils</p> <p>Q4. Where is the best place to stay when you have hay fever - inside or out?</p> <p>A. Inside, with the windows shut and with no cut flowers</p> <p>Q5. What medicines might the pharmacist suggest? Try and name 2.</p> <p>A. Medicated lozengers and eye drops</p> <p>Q6. Do I need to tell the pharmacist I am taking another medicine - it is not for hay fever?</p> <p>A. Yes, because different medicines can interact with one another and make you more ill.</p>	<p>Q1. Who do you tell when you have a common cold?</p> <p>A. A trusted adult</p> <p>Q2. Can you name two of three possible things that you can do to help yourself get better?</p> <p>A. Rest in bed, keep warm and drink lots of water</p> <p>Q3. Does jumping around help your cold disappear faster?</p> <p>A. No, you need to rest in bed!</p> <p>Q4. How might a pharmacist help you if you have a common cold?</p> <p>A. Give you advice and medication, such as a nasal spray, that can help you feel better.</p> <p>Q5. You are not sure how to use the nasal spray? Who would be the best person to ask?</p> <p>A. Your local pharmacist will be happy to tell you how to use it - just Ask!</p> <p>Q6. Do only children get colds?</p> <p>A. No, anyone can get a cold!</p>	<p>Q1. Do your siblings need to be checked for head lice too if you have it?</p> <p>A. Yes, everyone in your household needs to be checked!</p> <p>Q2. Can you name two of four possible items you could purchase at a pharmacy that could help if you have head lice?</p> <p>A. Shampoo, Conditioner, Detection comb and stronger lotions</p> <p>Q3. Do I need to tell the pharmacist I have an allergy?</p> <p>A. Yes, as it may affect the type of shampoos and lotions you can use.</p> <p>Q4. Does bubble bath help with head lice?</p> <p>A. No!</p> <p>Q5. Can you name the next and final step to finding if you have head lice if you have washed your hair and put in conditioner?</p> <p>A. Use a detection comb to see if any head lice appear</p> <p>Q6. Can you only get head lice once?</p> <p>A. No!</p>	<p>Q1. If you have a sore throat, can you breathe fire like a dragon?</p> <p>A. No!</p> <p>Q2. Should you share your cup with your friend when you have a sore throat?</p> <p>A. No, you might spread the germs!</p> <p>Q3. Is it hot or cold food you should eat when you have a sore throat?</p> <p>A. Cold food!</p> <p>Q4. Can you name two medicines that the pharmacist might suggest?</p> <p>A. Possible answers: Paracetamol, ibuprofen, medicated lozengers and anaesthetic spray</p> <p>Q5. The lozenges taste lovely, can I keep taking them when my sore throat has recovered?</p> <p>A. No, only take medication for the length of time recommended - they are not sweets!</p> <p>Q6. Is resting OR chatting lots to your friend the best way to help your sore throat? Resting!</p> <p>A. Resting!</p>	<p>Q1. Does Diarrhoea give you an ear ache?</p> <p>A. No, it's when you frequently pass watery or loose poo</p> <p>Q2. Is drinking lots of fruit juice OR water the best?</p> <p>A. Drinking water - fruit juice (and fizzy drinks) can make it worse!</p> <p>Q3. Can you go swimming with your friend?</p> <p>A. No, you need to wait two weeks after the symptoms stop!</p> <p>Q4. Can you name two things you can do to help yourself get better?</p> <p>A. Stay at home, get plenty of rest and drink lots of water.</p> <p>Q5. Would a pharmacist suggest a bandage or Rehydration sachets or might help?</p> <p>A. Rehydration sachets!</p> <p>Q6. Can I use my Dad's prescription for upset stomach?</p> <p>A. No, never use anyone else's prescription, if you need some medicine ask your local pharmacy for advice.</p>

Key Stage Two: Primary 5

LEARNING ACTIVITY F:

e-Bug's KS2 Hand Hygiene (compulsory element)

LEARNING ACTIVITY F: e-Bug's KS2 Hand Hygiene (compulsory element)

Horrid Hands?

After the activity, write your results in the box provided using the guide below and see how the microbes have spread!

What is the best way of washing hands to get rid of microbes?

Very Dirty

Dirty

Very Clean

Clean

How clean are your hands?

A Bit Dirty

Clean

Procedure

My Observations

	Student 1	Student 2	Student 3	Student 4	Student 5
No wash (control)					
Cold Water					
Warm Water					
Warm Water and Soap					

My Conclusions

1. What is the best way of getting rid of microbes from our hands?

2. What difference does using soap make?

3. When should we wash our hands?

90% of germs on the hand are found under the nails!

Key Stage Two: Primary 5

On the hands below, draw where you saw microbes after washing and shaking hands:

Student 1

Student 2

Student 3

Student 4

Student 5

Key Stage Two: Primary 5

LEARNING ACTIVITY A:

List and Sort Worksheet

RESOURCES

P6

Key Stage
Two

9 - 10 year olds

LEARNING ACTIVITY A: List and Sort Worksheet

Medicine I have taken	Medicine I have heard about
<p>Include below:</p> <ul style="list-style-type: none">• Name of the medicine.• Who advised you to take it?• Where did you get the medicine?• Did the medicine make you feel better or worse?• How long did you take the medicine for?	<p>Include below:</p> <ul style="list-style-type: none">• Name of the medicine.• What the medicine might be used for?• Where might you get the medicine?

Key Stage Two: Primary 6

PRIMARY 6

LEARNING ACTIVITY B:

Using the right medication in the right way Worksheet

LEARNING ACTIVITY B: Using the right medication in the right way Worksheet

Medicine A		Medicine B	
Paracetamol - 3 months to 5 years		Paracetamol - 6 years and over	
Child's age	How much per dose	Child's age	How much per dose
3-5 months	2.5 ml	6-7 years	5 ml
6 months - 1 year	5 ml	8-9 years	7.5 ml
2-3 years	7.5 ml	10-11 years	10 ml
4-5 years	10 ml	12-15 years	10-15ml
Strength: Each 5 ml contains 120mg of paracetamol.		Strength: Each 5 ml contains 250mg of paracetamol.	
Do not give more than 4 doses in any 24 hour period. Leave at least 4 hours between doses.		Do not give more than 4 doses in any 24 hour period. Leave at least 4 hours between doses.	

Can you help your parent or carer work out the correct dosage for the following scenarios? Use the table above to help you.

Q1 Does Medicine A or Medicine B have a higher strength per 5 ml? _____

Q2 How many mg can a 7 month old take in one dose, where each 5ml contains 120 mg of paracetamol? _____mg

Q3 How many mg can a 3 month old take in one dose, where each 5ml contains 120 mg of paracetamol? _____mg

Q4 How many mg can a 6 year old take in one dose, where each 5ml contains 250 mg of paracetamol? _____mg

Q5 How many mg can a 11 year old take in one dose, where each 5ml contains 250 mg of paracetamol? _____mg

Q6 What is the total number of mg that can be given to a 5 year old over a 24 hour period? _____mg

Q7 What is the total number of mg that can be given to a 10 year old over a 24 hour period? _____mg

Q8 How many doses can you have in a 24 hour period from either Medicine A or Medicine B? _____

Q9 How would you measure the medicine - would you use a regular spoon or a measuring dosage spoon? _____

Q10 The instructions tell you to leave 4 hours between each dose, with no more than 4 doses in 24 hours. If you took the first dose at 8 o'clock in the morning, when would you give the next three doses, if at 4 hour intervals?

Dose 2: _____

Dose 3: _____

Dose 4: _____

Key Stage Two: Primary 6

ANSWERS:

- Q1. **Medicine B** (each 5 ml contains 250mg of paracetamol)
- Q2. **120mg**
- Q3. **$120\text{mg} \div 2 = 60\text{mg}$**
- Q4. **250mg**
- Q5. **$250\text{mg} \times 2 = 500\text{mg}$**
- Q6. **$120 \times 2 = 240$ $\times 4 = 960\text{mg}$**
- Q7. **$250 \times 2 = 500$ $\times 4 = 2000\text{mg}$**
- Q8. **4 doses**
- Q9. **Measuring dosage spoon** (a regular spoon may not be the correct measurement)
- Q10. **Dose 2: 12 noon Dose 3: 4 pm Dose 4: 8pm**

PRIMARY 6

LEARNING ACTIVITY D:

Dear Pharmacist - Scenario Cards for sore throat and hay fever

LEARNING ACTIVITY D: Dear Pharmacist - Scenario Cards for sore throat and hay fever

Key Stage Two: Primary 6

LEARNING ACTIVITY D:

Dear Pharmacist - letter template for sore throat

LEARNING ACTIVITY D: Dear Pharmacist - letter for sore throat

Write a letter to your pharmacist describing your sore throat symptoms and how you have been treating it. You might want to ask for help in dealing with your sore throat.

Dear Pharmacist,

Blank lined area for writing the letter.

Key Stage Two: Primary 6

LEARNING ACTIVITY D:

Dear Pharmacist - letter template for sore throat

LEARNING ACTIVITY D: Dear Pharmacist - letter for sore throat

Autumn

Dear Pharmacist,

My name is Patrick. My parents tell me that I have sore throat as it really hurts when I swallow, and they said it looks red. The symptoms started yesterday after I was playing with my friends. I forgot to bring my water bottle, but my friend offered me some of hers, which was kind. I was wondering if there is anything I can do besides staying in bed and just thinking about my throat. My dad says I should try and drink cold water with ice cubes in. I try too, but I am not that keen. Any advice would be great.

From Patrick

Key Stage Two: Primary 6

LEARNING ACTIVITY D:

Dear Pharmacist – reply from pharmacist for sore throat

LEARNING ACTIVITY D: Dear Pharmacist - letter for sore throat

Three options:

Dear Patrick,

It must be very hard listening to adults all day long. I would recommend you drink a nice warm drink as you need to keep warm. Try eating some raw vegetables too as it will help with the soreness – hot foods, like a nice spicy curry would help too. Anyway, I am sure it is not really a sore throat as you would be feeling sore all over, not just your throat. Your symptoms will go away once you get out of bed and run around.

Yours sincerely or falsely,
The Pharmacist

Dear Patrick,

If I were you I would get out of bed immediately and meet with your friends. Don't worry about what you have been advised. You will be fine. Sore throats disappear after a few days if you just leave them untreated.

If I can be of any further help just contact me again.

Yours sincerely or falsely,
The Pharmacist

Dear Patrick,

It does sound like you have a sore throat, which is an inflammation of the throat. Your dad is right to advise you to try to drink cold water with ice in it, as it will help soothe your throat. If your throat gets worse, you could ask your parent or carer for some paracetamol, or you could visit a pharmacist or doctor. The best advice I can give you is to stay in bed and rest, drink plenty of cold water, eat cool or soft food and suck ice cubes, lollies or hard sweets. Drink plenty of cold water. If you need any more advice, please just ask.

Yours sincerely or falsely,
The Pharmacist

LEARNING ACTIVITY D:

Dear Pharmacist - letter template for hay fever

LEARNING ACTIVITY D: Dear Pharmacist - letter for hay fever

Write a letter to your pharmacist describing your hay fever symptoms and how you have been treating it. You might want to ask for help in dealing with hay fever.

Dear Pharmacist,

Blank lined area for writing the letter.

PRIMARY 6

LEARNING ACTIVITY D:

Dear Pharmacist - letter template for hay fever

LEARNING ACTIVITY D: Dear Pharmacist - letter for sore throat

Spring

Dear Pharmacist,

My name is Hannah. My parents tell me that I have hay fever as I have red and itchy eyes, my throat is sore, my nose keeps running, and I keep sneezing. The symptoms started as soon as the flowers started to bloom in our garden. I was wondering if there is anything I can do to besides using eye drops. My mum says I should stay indoors. I try to, but I love going outside. Any advice would be great.

From Hannah
Aged 9

Key Stage Two: Primary 6

PRIMARY 6

LEARNING ACTIVITY D:

Learning activity D: Dear Pharmacist - reply from pharmacist for hay fever

LEARNING ACTIVITY D: Dear Pharmacist - letter for sore throat

Three options:

Dear Hannah,

It must be very hard listening to adults all day long. I would recommend you go outside and make lots of daisy chains with your friends. The more time you spend outside the better. Anyway, I am sure it is not hay fever as you did not mention you had been near hay, only flowers. Your symptoms will go away once the weather gets warmer.

Yours sincerely or falsely,
The Pharmacist

Dear Hannah,

If I were you I would avoid going outside when people are planting flowers, but go outside the rest of the time. Don't worry about what you have been advised. You will be fine. Hay fever symptoms disappear after a few days if you just leave them untreated.

If I can be of any further help just contact me again.

Yours sincerely or falsely,
The Pharmacist

Dear Hannah,

It does sound like you have hay fever, which is when you react to the pollen from flowers. It normally only occurs in spring and summer. I know it is hard to take medicine regularly, but if it helps your hay fever then I would continue. Your mum is right to advise you to try and stay indoors if the pollen count is high. I am afraid there is no cure for hay fever, but there are one or two tips that might help as you cannot always be inside! Here are two of them: put Vaseline on your nostrils to trap the pollen and wear wraparound sunglasses.

If you need any more advice, please just ask.


Yours sincerely or falsely,
The Pharmacist

Key Stage Two: Primary 6

LEARNING ACTIVITY E:

e-Bug's KS2 Respiratory Hygiene (compulsory element)

LEARNING ACTIVITY E: Super Sneezers Worksheet - My Observations



My Observations

How far did your sneeze travel?

		Student 1	Student 2	Student 3	Student 4	Student 5
Sneeze	Length (cm)					
	Width (cm)					
Sneeze with hand	Length (cm)					
	Width (cm)					
Sneeze with tissue	Length (cm)					
	Width (cm)					

Hand in front of sneeze

1. What did you think would happen when you put the hand over the mouth to sneeze?

2. What actually happened? (Where and how far did the sneeze travel?)

Tissue in front of sneeze

3. What did you think would happen when you put the tissue over the mouth to sneeze?

4. What actually happened? (Where and how far did the sneeze travel?)

My Conclusions

1. If we don't wash our hands after sneezing into them what might happen?

2. What should we do with a tissue after sneezing into it?

3. Which is best for preventing the spread of infection, sneezing into your hand or into a tissue? Why?

Key Stage Two: Primary 6

PRIMARY 7

LEARNING ACTIVITY B:

Medication Safety (Allergy Poster)

RESOURCES

P7

Key Stage
Two

10 - 11 year olds

LEARNING ACTIVITY B: Medicine Safety - 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

Department of Health | An tSeirbhíse
Ardleibhíne agus
Máiríúlaíocht | Medicines
Commission of Ireland

Key Stage Two: Primary 7

PRIMARY 7

LEARNING ACTIVITY B:

Medication Safety (Five Moments for Medication Safety Poster)

MEDICATION WITHOUT HARM
Global Patient Safety Challenge

World Health Organization

5 Moments for Medication Safety

Starting a medication

- What is the name of this medication and what is it for?
- What are the risks and possible side-effects?

Taking my medication

- When should I take this medication and how much should I take each time?
- What should I do if I have side-effects?

Adding a medication

- Do I really need any other medication?
- Can this medication interact with my other medications?

Reviewing my medication

- How long should I take each medication?
- Am I taking any medications I no longer need?

Stopping my medication

- When should I stop each medication?
- If I have to stop my medication due to an unwanted effect, where should I report this?

The 5 Moments for Medication Safety are the key moments where action by the patient or caregiver can greatly reduce the risk of harm associated with the use of their medication's. Each moment includes 2 critical questions. Some are self-reflexive for the patient and some require support from a health professional to be answered and reflected upon correctly.

This tool for patient engagement has been developed as part of the World Health Organization's Global Patient Safety Challenge: Medication Without Harm.

It is intended to engage patients in their own care in a more active way, to encourage their autonomy about the medications they are taking, and to empower them to communicate openly with their health professionals.

This tool is intended for use by patients, their families and caregivers, with the help of health professionals, at all levels of care and across all settings.

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For more information, please visit:
<https://www.who.int/emergencies/medication-safety/5moments/>

Key Stage Two: Primary 7

PRIMARY 7

LEARNING ACTIVITY C:

Song or cartoon (Catch it. Kill it. Bin it. poster)

HSC Public Health Agency

CATCH IT. BIN IT. KILL IT.

For information on COVID-19 see
www.pha.site/coronavirus

Key Stage Two: Primary 7

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