

Unit Context



In September 2020, the DfE introduced statutory requirements for Relationships Education and Health Education which are to be covered by the end of Primary School. This unit contains teaching which directly addresses the requirements for:

Health Education

Drugs, Alcohol & Tobacco

- the facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking.

Health & Prevention

- the facts and science relating to allergies, immunisation and vaccination.

Effective Drug Education contains a good balance of skills practice, attitude development and knowledge. Skills and attitudes can be practised and developed without dependence on a defined list of drugs. The drugs discussed in Drug Education should be appropriate to the group of children being taught. One way of finding out about the drug-related knowledge of children is to use a 'Draw and Write' technique such as 'Dogs and Rugs'.

Medicines are a common feature of many children's lives. Some children will have unrealistic views on what they are and how they work. They are not 'magic' or cure-alls. They are essential for the lives of some, but pose risks if not used correctly. This unit is designed to reflect recommendations in national guidance e.g. [DfE and ACPO drug advice for schools 2012](#). It supports school policies such as Use of Medicines, Drug Education and PSHE. It is also consistent with the Cambridgeshire PSHE Service Drug Toolkit which can be accessed through the Personal Development Programme Planning Tool.

Unit Description

The focus of this unit is safety around medicines and household substances. It focuses on the positive uses of medicines and important roles that carers and health professionals have in helping us to use medicines safely. It considers alternatives to medicine use and touches on emotional as well as

physical well-being. This unit also aims to broaden children's understanding of risky situations, so that they are better able to keep themselves, and possibly others, safe.

Notes for Staff

You should be aware of children and staff in your class who have conditions which need regular medication. These children might be very willing to contribute to the lesson, but they should be treated sensitively. You should refer to your school 'Use of Medicines' Policy. You should also be aware of and sensitive to children who have had direct contact with hospitals on their own account, or that of family and friends. You should consider that some people choose to use 'herbal medicines' and others choose not to use medicines at all.

A key aim of this unit of work is to reinforce healthy behaviours for pupils in Years 1 and 2. The nature of the first open activity might lead to legal recreational and illegal drugs being listed. In line with national and local guidance the main focus for these year groups concerns medicine safety. Generally, this will remain the key focus, as including other drugs could confuse and dilute the key learning messages.

Teachers should acknowledge such other drug names as non-medical drugs that some people may choose to use. If teachers feel that their pupils have the developmental and emotional capacity to explore cigarettes and alcohol in more depth, they can consider the learning objectives and suggested activities in the Drug Education unit of work for Years 3 and 4 DE 3/4.

Considerable attention and care must be taken to manage probable concerns that children will have if they know adults who choose to drink alcohol and especially those who choose to smoke. This unit can be supported by the **Life Education Centre** programmes for Y1 and Y2.

Teachers should ensure that they watch all clips before sharing them with the class and take precautions to avoid inappropriate popups/comments when using facilities like YouTube. To avoid pop ups and comments, view the YouTube link through viewpure.com or safeshare.tv, or embed the YouTube video into another presentation tool e.g. PowerPoint.

Learning Expectations

At the end of this unit most pupils will:

- have a basic understanding of how things can get in the body and that some can be helpful and some can be harmful
- be aware of safety rules concerning medicines and be able to name people who could help them take them safely
- understand that many people have injections and suggest some reasons why
- understand that there can be alternatives to medicine use to feel better
- be able to recognise simple risks and suggest ways of managing given scenarios.

Some pupils will not have made so much progress and will:

- identify, with support, a range of substances that go into the body
- be able to name people at home and school who could help them with medicines but need further work to recognise why this is necessary
- need support to understand that doctors and nurses can give injections to help people
- have just begun to understand non-medical ways to feel better
- be able to give simple suggestions to characters requiring help, but will need support to identify the risks.

Some pupils will have progressed further and will:

- be able to explain how substances can get into the blood through the stomach, lungs and skin
- understand that all medicines are drugs, but that not all drugs are medicines
- have clear safety messages concerning medicines and be able to explain the reasons
- be able to describe when a person may have an injection, from whom and a few reasons why
- recognise a range of non-medical strategies for feeling better
- be able to suggest further scenarios where there might be an element of risk and describe a number of ways of managing them.

Teachers should take care to agree ground rules for this work, which discourage personal disclosures and encourage children to ask questions. Despite the setting of Ground Rules, the nature of this unit may lead to disclosures being made by pupils. Teachers should follow their school's 'Safeguarding and Child Protection' Policy and refer any Cause for Concern to their Designated Safeguarding Lead.

Activities for Recording Assessment

A at the end of an activity indicates an opportunity for recording assessment.

Activity 2.2 Use this activity to assess children's understanding of when medicines can be helpful and when they could be harmful.

Activity 7.2 Use the children's contributions to assess whether they can identify risk and trusted adults to talk to.

Out of School Learning

Ask the children to talk to parents/carers about whether they have medicines at home, where they are stored and to look at information on the labels – support activities 2.2 and 5.1

Ask the children to discuss with their parents the things that they can do to feel better – support activity 4.2

Sensitive Issues



Sensitive issues to be aware of are marked in the Points to Note column with this icon.

If additional work is done on cigarettes and alcohol, be sensitive to the possible worries of pupils whose parents/family members smoke and/or drink alcohol. See additional support in Points to Note column.

Resources for This Unit

Specific resources for delivering the **Teaching Activities** in this Unit are referred to in the **Points to Note** column as appropriate.

Generic resources to support teaching and learning are also referred to in the **Points to Note** column.

All these resources can be accessed and downloaded using the **PD Planning Tool**.

Additionally, on screen users can access directly any resource shown in red type by clicking on it:

For example:

For more information see [TG Circle Time](#). For information on using the Draw and Write technique see [TG Classroom Strategies](#).

A full list of resources is included at the end of this guide.

Linked Units

MR 1/2 Managing Risk

PS 1/2 Personal Safety

HL 1/2 Healthy Lifestyles



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3. To develop understanding of and attitudes towards health professionals. (DAT)
4. To understand reasons why many people have injections, including childhood immunisations. (HP)
5. To recognise that there are ways to feel good and better without taking medicines. (DAT)

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6. To understand that all drugs and many household substances can be harmful if they are used incorrectly. (DAT)

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7. To be able to identify situations where risky substances are present and be able to ask for advice or say 'No, I won't'. (DAT)
8. To recognise persuaders and pressure in risky situations. (MW)



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9. To understand what they have learned and be able to share it with others.



Section A - Drug Types And Effects


Framework question/s	Which substances might enter our bodies, how do they get there and what do they do? (DAT)	
Learning Objective	1. To know basic information about how substances enter the body and their effects. (DAT)	
Possible Success Criteria	<p>To be able to:</p> <ul style="list-style-type: none"> describe how food, drink or air go into my body and into my blood. 	
Teaching Activities		Points to Note
<p>1.1 In small groups, ask the children to make a list of all the things that might go into their bodies. Prompt the children with questions - <i>What goes in through your mouth? What goes in through your skin? What goes in through your ears?</i> Share these suggestions as a class and encourage the children to add to their own lists. Ask the groups to colour code their list by highlighting in different colours. Ask them to highlight <i>Which are food or drink? Which are something else? Which are you unsure about?</i> Encourage the children to compare and add to their lists. This activity could be done using What goes into our bodies? on an interactive whiteboard.</p>		<ul style="list-style-type: none"> Many children think that the body simply rejects substances it does not want. Children might need to develop their understanding that many substances that are taken into the body can cause harm e.g. medicine, poison. See Resource 1 for What goes into our bodies?
<p>1.2 Ask the children to draw a body outline, then to draw and write about food, germs and air and what happens when these enter the body. Encourage the children by asking them to focus on how the substance gets into the body, where it goes and what the body does with it. Share the children's ideas and gauge their level of scientific understanding. To consolidate this understanding, ask the children what would happen to a medicine or a substance injected into the body. You could use the Draw and Write resource for this activity.</p>		<ul style="list-style-type: none"> See Resource 2 for Draw and Write.

Section B - Medicines


Framework question/s	What are medicines and why and when do some people use them? (DAT) Who is in charge of what medicine I take? (DAT)	
Learning Objective	2. To develop understanding of and attitudes towards medicines – how they can be helpful and their possible risks. (DAT)	
Possible Success Criteria	To be able to: <ul style="list-style-type: none"> • understand that all medicines are drugs and name some • recognise that there are other drugs that are not medicines • tell you when a medicine can be helpful and when it could be harmful • tell you where medicines could be stored safely. 	
Teaching Activities		Points to Note
2.1 Referring back to the words generated by the children in the activity 1.1, display appropriate names of drugs with which the children are familiar (medicines and legal recreational). Ask the children to pick out medicines from your list. Explain that all medicines are drugs, but not all drugs are medicines. Identify the non-medical drugs that some people might put into their bodies <i>e.g. alcohol, nicotine in cigarettes and caffeine in things including tea, coffee, coca cola and chocolate.</i>		<ul style="list-style-type: none"> • See Resource 3 for Dogs and Rugs. The Dogs and Rugs Full Draw and Write Assessment can be found in the Drugs Toolkit. • You might use a draw and write activity such as Dogs and Rugs before carrying out Activity 2.1. A small number of children may give names of illegal drugs in this activity. Accept these names without comment and ensure that they are categorised under the heading 'Something else'. •  You might consider it important to avoid raising the awareness of other children to these drugs. If a drug is mentioned only by one or two children you might choose not to include it in your selection of drug names in this activity. • If children mention a brand name or type of medicine expand the list of words you use to widen the discussion. • Challenge the idea that medicines are 'good' drugs. Explain that they can be very helpful but could also be very dangerous. •  If nicotine and/or alcohol are listed in Activity 1.1 consider your response. Whilst recognising these as drugs, the main focus is on medical drugs. You may choose to explain to pupils that these will be covered in more detail when they are older. Caution should be taken not to heighten possible anxieties that pupils may have about use by family members.
2.2 Focus on medicines – it might be useful to have some pictures or props to show that medicines come in different forms <i>e.g. pills, liquids, creams, inside an inhaler</i> . Discuss when medicines could be helpful and when they could be harmful. Discuss 'storage of medicines'. Using 'Safe storage of medicines', ask the children to select which things should be stored in the medicine cabinet. A		<ul style="list-style-type: none"> • See Resource 4 for Safe storage of medicines. • Ensure that any 'props' are empty or securely fastened and supervised.

Section B - Medicines Continued



Framework question/s	Who is in charge of what medicine I take? (DAT)
Learning Objective	3. To develop understanding of and attitudes towards health professionals. (DAT)
Possible Success Criteria	To be able to: <ul style="list-style-type: none"> tell you about people who could help me take a medicine safely.
Teaching Activities	Points to Note
3.1 Read the story 'Jimmy's medicine'. Ask the children, <i>Who are the people who help us take medicines safely?</i> They might suggest parents, health professionals, teachers, family members. You could use 'People who help us'. Get them to think about what it is specifically that these people help with e.g. <i>taking the right medicine, the right amount, at the right time</i> . Recap where medicines might be stored safely at home and at school as part of these safety rules.	<ul style="list-style-type: none">  Be aware that some children may never have had a medicine and that some parents may choose not to use them. See Resource 5 for <i>Jimmy's medicine</i>. See Resource 6 for <i>People who help us</i>.
3.2 To explore hospital visits you could use I Don't Want To Go To Hospital and/or Nita Goes to Hospital . Discuss the main character's feelings about going to hospital and what could be done to lessen her anxiety e.g. <i>take familiar items; talk to others who have been; meet friendly staff; have someone explain what will happen</i> .	<ul style="list-style-type: none">  Be aware of and sensitive to children who have had direct contact with hospitals for themselves, family or friends.

Framework question/s	When and why do people have an injection from a doctor or a nurse? (HP)
Learning Objective	4. To understand why many people have injections, including immunisations. (HP)
Possible Success Criteria	To be able to: <ul style="list-style-type: none"> understand that some medicines can be injected to try and stop people getting ill and to get people better
Teaching Activities	Points to Note
4.1 Read Going to the Doctor as an introduction to injections. Discuss why the character had an injection (to help prevent illness) and who gave the injection. Consider how he might have felt beforehand and afterwards. Some people might feel worried about injections – how could we help them to feel less worried?	<ul style="list-style-type: none">  Some children may want to share personal memories – be cautious that their recounts don't cause alarm for their peers.
4.2 The children may wish to share memories of having injections. Ensure they understand that injections are one way that medicines can be put into the body. Try to focus on the reason for the injection e.g. immunisation, travel, medical condition, those that support allergic reaction and explore these if they don't bring them up.	
4.3 You may have a member of staff, pupil, parent/carer who is willing to share their regular medical use of injections, perhaps for a condition like diabetes.	

Section B - Medicines Continued

Framework question/s	What different things can help me feel better if I feel poorly? (DAT)
Learning Objective	5. To recognise that there are ways to feel good and better without taking medicines. (DAT)
Possible Success Criteria	<p>To be able to:</p> <ul style="list-style-type: none"> describe how I feel when I am poorly tell you things I could do that might help me feel better other than taking a medicine.
Teaching Activities	Points to Note
<p>5.1. Ask the children to fold a piece of paper in half and draw a picture of themselves when they were ill on one half of the paper. They should then describe the feelings they had when they were ill. As a class, discuss which of these were physical feelings and which were emotions. Then ask the children to draw a picture of themselves when they were feeling better on the other half of the paper. Beside their picture, they should describe how they knew they were feeling better e.g. <i>wanted to play, didn't feel tired, wanted to go to school, didn't feel hot</i>. Ask the children what they could do to help someone who was feeling ill to feel better and make a list of these as a class. This might be carried out as a circle time round.</p>	<ul style="list-style-type: none"> These lessons are significant as they will enable children to develop their understanding that the resources to feel better or happier may come from within them, rather than being provided by a medicine.
<p>5.2. Ask the children to imagine they are feeling poorly. Make a list of the things they might try to help themselves feel better, before they took a medicine. Encourage answers such as <i>have a cuddle, have a sleep, have a drink of water, read a book, get some fresh air, spend time with someone who will make them laugh</i>. Ask the children to decide which things they would try at school and which could they do at home. Then ask the children what their parents/carers or friends might do to help them feel better. Emphasise that there are lots of ways to help yourself feel better without taking a medicine.</p>	<ul style="list-style-type: none">  Show sensitivity to children who need medicines themselves to enable them to function e.g. <i>those with diabetes or asthma</i>.

Section C - Other Substances


Framework question/s	How can I keep safe with medicines and substances at home and at school? (DAT)
Learning Objective	6. To understand that all drugs and many household substances can be harmful if they are used incorrectly. (DAT)
Possible Success Criteria	<p>To be able to:</p> <ul style="list-style-type: none"> point out safety information on packaging describe how to use a household substance safely.
Teaching Activities	Points to Note
<p>6.1. Collect a number of warning symbols from packaging of household substances and medicines. Ask the children to guess what the symbols are and where they might be found. Look at the directions and warning label on a familiar household product e.g. <i>liquid soap</i> - 'Avoid contact with eyes'. Ask the children whether they think it is safe or unsafe to use soap. Stress that it is safe to use soap as long as it is used correctly. Give groups of children the names of other familiar household products e.g. <i>bleach</i>, <i>air freshener</i>, <i>hairspray</i>, <i>washing up liquid</i>, <i>cream cleaner</i>. Ask them to suggest safe use and the warning that might appear on the packaging. Pictures of symbols could be displayed on an interactive whiteboard. Use the activity 'Warning symbols' to demonstrate the meaning of different symbols.</p>	<ul style="list-style-type: none">  <p>If you use the example of soap, some children will be allergic to soap. It is unsafe for them to use it regardless of how they use it. If you are using packaging of these items in the classroom, ensure that each one is completely clean. Avoid glass.</p>  <p>If you consider your pupils' developmental and emotional capacity sufficient to begin work relating to alcohol and cigarettes, this would be the appropriate place. You might consider the learning objectives and activities in Unit DE 3/4 Drug Education. However considerable care must be taken as outlined in Notes for Staff at the start of this unit.</p> See Resource 7 for Warning symbols.

Section D - Risk, Influences And Support

Framework question/s	What is persuasion and how does it feel to be persuaded? (MW)	
Learning Objective	7. To be able to identify situations where risky substances are present and be able to ask for advice or say 'No, I won't'. (DAT)	
Possible Success Criteria	<p>To be able to:</p> <ul style="list-style-type: none"> • describe how to keep myself safe with substances • point out risk in a given situation • name people at home and at school that I could talk to if I was worried or needed help. 	
Teaching Activities		Points to Note
<p>7.1 In small groups, ask the children to create a list of all the people who can help to keep them safe from harmful things going into their bodies. This list might include parents, teachers and health professionals. In the next discussion, you might choose to demonstrate that they have a very important role to play in how safe they are. Ask them <i>Who will always be there to help to keep us and our bodies be safe and healthy?</i> Explore the fact that they can and already do take some responsibility for keeping themselves safe and healthy. Ask the groups of children to make a list of the ways they can help keep themselves safe from substances. This list might include don't touch, sniff or taste unknown objects or substances; ask for help from an adult; don't be persuaded.</p>		
<p>7.2 In small groups ask the children to listen to the following scenarios and decide what the risk is, who they would tell and how they would tell. A</p> <p>a) James is playing at Peter's house. Peter wants to play wizards and starts to mix liquids from under the sink to make a potion. What would you do if you were James?</p> <p>b) Indira spills some food on her jumper. She doesn't want it to smell, so she sprays lots of air freshener onto it. Lizzie finds her spraying the jumper. What would you do if you were Lizzie?</p> <p>c) Samuel's mum takes a tablet every morning to keep her healthy. Samuel takes the tablets into school and offers one to Katie who is feeling poorly. What would you do if you were Katie?</p> <p>Discuss their responses and assess their ability to describe the risks involved in each situation. You (or a child) might then role-play the adult who is told in each situation. Ask for volunteers from the children to role-play James, Lizzie and Katie. Ask the other children for ideas of what they would say to the adult in each situation. Record these ideas and discuss. To summarise, ask the children as a class to suggest some situations where they would say 'No I won't' or 'I'll ask' e.g. <i>accept something that looked like a sweet but they weren't sure; take a medicine from someone they weren't sure about; drink an unidentified substance.</i></p>		<ul style="list-style-type: none"> • The role-play might be done after each scenario. You can model how to play the role of adult. The children might then be able to take this role in the next scenario. See Role Play in the TG Drama Strategy. • The key message is that all substances must only be used for the purpose for which they are designed, or they might be harmful.

Section D - Risk, Influences And Support Continued

Framework question/s	What is persuasion and how does it feel to be persuaded? (MW)
Learning Objective	8. To recognise persuaders and pressure in risky situations. (MW)
Possible Success Criteria	To be able to: <ul style="list-style-type: none"> identify risk in a given situation name people at home and at school that I could talk to if I was worried or needed help.

Teaching Activities	Points to Note
<p>8.1 Explain what is meant by Early Warning Signs: the physical feelings in our body that can tell us we don't feel safe. Give some examples of Early Warning Signs, such as feeling sick, wobbly legs, feeling sweaty, heart beating faster, needing to go the toilet. Ask them for examples of risky situations when they might experience their Early Warning Signs. Do this in a one step removed way, i.e. <i>When might someone experience their Early Warning Signs?</i> rather than <i>When have you experienced your Early Warning Signs</i>. Ask the children to give reasons why someone might be feeling their Early Warning Signs e.g. <i>risk of getting hurt, getting told off, feeling unsafe</i>. Explain that sometimes people try to persuade us to do something even though we may not feel it is safe. Use a puppet and explain that the puppet felt their Early Warning Signs in a risky situation, (You might use the examples from the previous activity) but that their friend tried to persuade them. Ask the children to explain how the puppet felt and what they might do if they were worried and who they could talk to.</p>	<ul style="list-style-type: none"> See Puppets in the TG Using Resources. In unit PS 1/2 Personal Safety, children are also encouraged to recognise their Early Warning Signs. It is important not to ask children to remember a time when they felt unsafe whilst discussing Early Warning Signs, as this could potentially put a child back in touch with a past traumatic experience.  Be careful in your choice of scenarios and report any 'Causes of Concern' to your Designated Safeguarding Lead.

Section E - Processing the Learning

Framework question/s		
Learning Objective	9. To understand what they have learned and be able to share it with others.	
Possible Success Criteria	To be able to: <ul style="list-style-type: none">• share what I have learned• share something I need to learn more about.	
Teaching Activities		Points to Note
9.1	Use a draw and write activity such as Dogs and Rugs . If you used this earlier in the unit, assess developments in their knowledge and understanding by asking children to add to their response sheets.	<ul style="list-style-type: none">• See Dogs and Rugs in the Teaching Guidance and Resource 3.
9.2	In Circle Time rounds ask the children to complete sentence stems e.g. <i>One thing I learned about looking after my body is...</i> <i>One thing I learned about using medicines safely is...</i> <i>One thing I learned about keeping myself safe is...</i> <i>One thing I need to learn more about is...</i>	<ul style="list-style-type: none">• Teachers can identify particular Sections or Learning Objectives upon which to focus when devising sentence stems.

Resources to Support this Unit

The following resources are included in the Unit DE 1/2
Resource Pack linked to this Unit:

1. What goes into our bodies?
2. Draw and Write
3. Dogs and Rugs
4. Safe storage of medicines
5. Jimmy's medicine
6. People who help us
7. Warning symbols

These resources are directly referenced within this unit

Going to the Doctor Anna Civardi

I Don't Want To Go To Hospital Tony Ross

Nita Goes to Hospital Henriette Barkow

Cambridgeshire PSHE Service Drug Toolkit

This can be accessed through the Personal Development Programme Planning Tool.

These may also support work on this unit:

Spotty Dotty Miriam Moss and Joanna Mockler

Spollyolly-diddlytiddlyitis Michael Rosen

What's a Vaccine?: 'Why Do We Wash Our Hands?' and 'Why Do We Wear Face Masks?' Maryam Clarke

What could Harold do? Janet Forshaw and Amanda Kirkpatrick (These books may be available to borrow from your local CORAM Life Education Service)

Hold on Harold! Janet Forshaw and Amanda Kirkpatrick (These books may be available to borrow from your local CORAM Life Education Service)

Teacher Activity Pack Life Education Centres

Health for Life Ages 4 – 7 Noreen Wetton and Trefor Williams

Sources of Information and Support

Life Education Centres (LEC) www.coramlifeeducation.org.uk

(National Coram Life Education website)

Programmes to support and enhance Drug and Health Education in primary schools. This work is predominantly delivered through a visit from the Life Education Centre classroom with trained educators.

Cambridgeshire and Peterborough – contact Cambridgeshire PSHE Service – 01480 376256

Links between Unit DE 1/2 and the LEC programmes:

The Year 1 and Year 2 LEC programmes both consider what happens when things enter the body, and the safe use and storage of medicines.

The Year 2 LEC programme also considers alternatives to medicine use to feel better.

Mentor-Adepis www.mentor-adepis.org

This national organisation offers wide range guidance for delivery of drug education and developing children's broader resilience. It provides supportive and up-to-date resources.

FRANK www.talktofrank.com

For information about drugs.

Cambridgeshire Primary Personal Development Programme

Healthy and Safer Lifestyles • DE 1/2 Drug Education

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Click on the title of the resource you require.

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Healthy and Safer Lifestyles • DE 1/2 Drug Education

Resource 2 - Draw and Write

This activity is designed to help you to assess children's understanding of what goes into their bodies and what happens when substances enter the body. Give the children all three body outlines with the questions at the top.

Key Messages for Teachers:

- Teachers should not discuss any aspect of substances entering the body with children beforehand.
- Teachers should not discuss the children's responses to the questions during the exercise.
- Teachers should ensure that children are at their ease and do not feel they are being tested.
- Teachers should ensure that, as far as possible, children do not discuss their ideas with each other

Key Messages for Teachers to give Children:

- There are only right answers: No answer is wrong.
- This is not test.
- Children should draw and write as much as they can in response to each question.
- The work is anonymous.
- The quality of drawing, handwriting and spelling is not important.
- They should ask for help to write things down if they need a scribe.

Questions/Instructions

Body Outline 1:

Ask the children to draw some food and show where it goes into the body.

Ask them to draw and write about what happens once the food enters the body.

Where does the food go?

What does the body do with it?

Body Outline 2:

Ask the children to draw and write about where and how air enters the body.

Ask them to show what happens to the air after it has gone into the body.

Where does the air go?

What does the body do with it?

Body Outline 3:

Ask the children to draw some germs.

Ask them to draw and write about what happens when the germs enter the body.

How germs get into the body? Where do the germs go?

What does the body do with them?

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Draw some food.

Show what happens when it goes into the body.

Where does the food go?

What does the body do with it?



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Healthy and Safer Lifestyles • DE 1/2 Drug Education

How does air get into the body?

What happens to the air when it goes into the body?

Where does the air go?

What does the body do with it?



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Healthy and Safer Lifestyles • DE 1/2 Drug Education

Draw some germs showing how they could get into the body.

Show what happens to the germs when they go into the body.

Show what might happen to the body when there are germs in it.



Resource 3 - Dogs and Rugs

A Draw and Write Tool for Primary School Drug Education

What is 'Dogs and Rugs'?

'Dogs and Rugs' is a draw and write technique aimed at gauging the drug-related knowledge held by children. It is heavily based on previous Draw and Write activities, especially 'Jugs and Herrings'. Draw and Write is a technique used in a variety of Health Education topics. It is set out in 'Health for Life 8-11'.

The main premiss of Draw and Write activities is that they encourage children to record their perceptions at the beginning of a unit of work. The children are not tested on the information they know, but encouraged to record their thoughts without adult preconceptions being imposed on them. The children may draw or write their responses to open-ended questions. In 'Dogs and Rugs' equal weight is given to the children's drawn and written responses.

What are the purposes of 'Dogs and Rugs'?

The overall purpose is to aid the planning and evaluate the effectiveness of Drug Education provision in a primary school. Other secondary purposes include gathering information in order to share it with interested parties and informing wider decisions relating to children and the world of drugs. It will also enable teachers to highlight individuals who need development of skills, attitudes or knowledge.

Why 'Dogs and Rugs'?

In order to differentiate this research tool from a standard 'Draw and Write' activity, it is named after children's misinterpretations of the term 'drug'. When children were asked to imagine a bag of drugs and draw what they imagined, one child responded 'I have a dog', another responded 'It is a rug and it is dusty.'

What are the Key Characteristics of 'Dogs and Rugs'?

- Children are encouraged to make multiple responses to the questions. This is achieved by giving multiple boxes for responses. Teachers are also asked to emphasise, to the children, the importance of giving as much information as possible
- Recording sheets are provided, so that results can be compared across classes and schools.
- The children are not prepared for the exercise at all; no discussion about the subject of drugs is carried out beforehand.
- 'Dogs and Rugs' takes a non-narrative format. A narrative, linear structure would encourage children to give a narrow range of responses and might even encourage them to tell a fantasy story, which would not give the clearest view of their drug-related knowledge, skills and attitudes.
- Dogs and Rugs is a format which children can repeat as they progress through their school career.

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Response Sheet A Age: Year:
Imagine a bag. The bag has drugs in it.

1. What is in the bag?																				
2. Who uses drugs?																				
3. What do people do with drugs?																				
4. What would you do with drugs if you found them?																				
5. Can drugs be good for you? Yes/No Why?																				
6. Can drugs be bad for you? Yes/No Why?																				

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Response Sheet B Age: Year:
Imagine a bag. The bag has drugs in it.

1. What is in the bag?				
2. Who uses drugs?				
3. What do people do with drugs?				
4. What would you do with drugs if you found them?				
5. Can drugs be good for you? Yes/No Why?				
				6. Can drugs be bad for you? Yes/No Why?

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Response Sheet C Age: Year:

Imagine a bag. The bag has drugs in it.

What's in the bag?		
Who uses drugs?		
What do people do with drugs?		

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What would you do with drugs if you found them?		
Can drugs be good for you? Yes/No Why?		
Can drugs be bad for you? Yes/No Why?		

Resource 6 - People who help us

Nurse



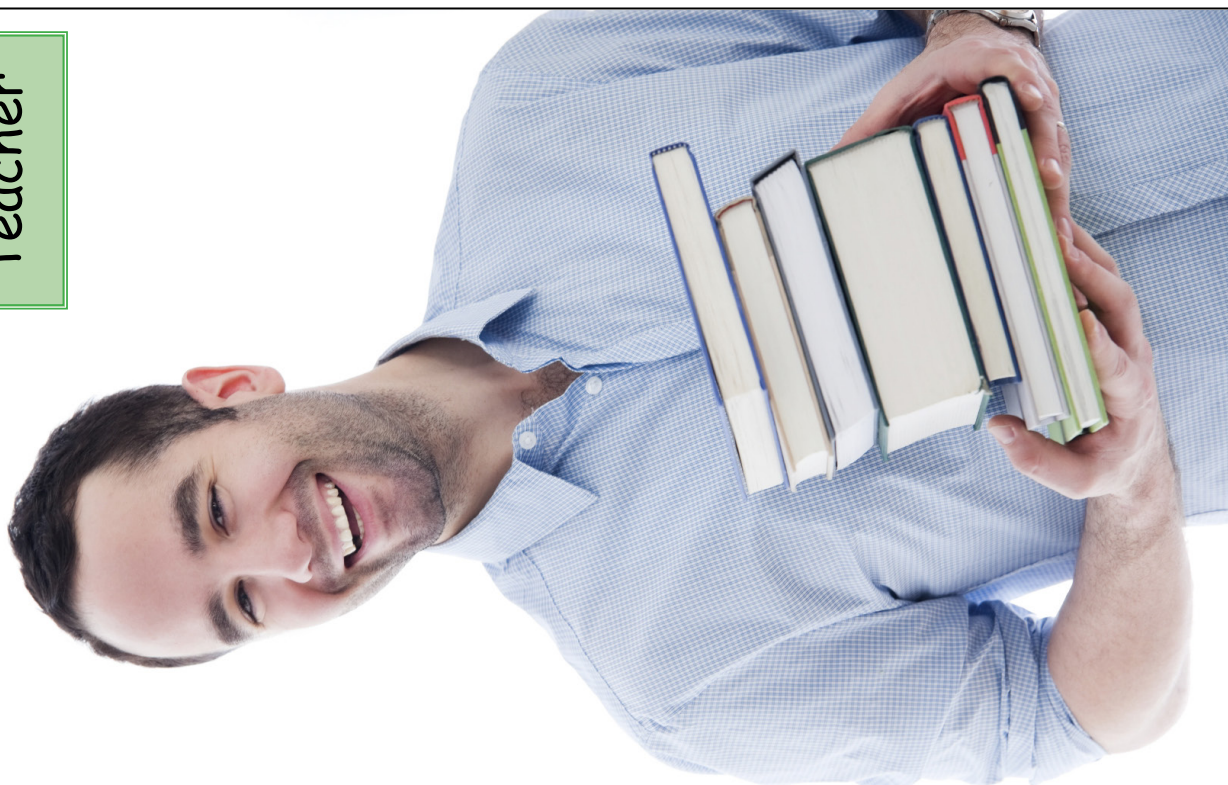
Doctor



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Teacher



Parent/Carer



Healthy and Safer Lifestyles DE 1/2 Drug Education		R	A	G	Notes
Section A - Drug Types And Effects					
1. To know basic information about how substances enter the body and their effects. (DAT)					
Section B - Medicines					
2. To develop understanding of and attitudes towards medicines – how they can be helpful and their possible risks. (DAT)					
3. To develop understanding of and attitudes towards health professionals. (DAT)					
4. To understand reasons why many people have injections, including childhood immunisations. (HP)					
5. To recognise that there are ways to feel good and better without taking medicines. (DAT)					
Section C - Other Substances					
6. To understand that all drugs and many household substances can be harmful if they are used incorrectly. (DAT)					
Section D - Risk, Influences And Support					
7. To be able to identify situations where risky substances are present and be able to ask for advice or say 'No, I won't'. (DAT)					
8. To recognise persuaders and pressure in risky situations. (MW)					
Section E - Processing the Learning					
9. To understand what they have learned and be able to share it with others.					