

FOCUS AREA 2

Drug Education

INTRODUCTION

This focus area provides the explicit teaching of content and skills related to medicines and hazardous substances for Year 2 students. It focuses on:

- hazardous substances found in and around the home
- rules around the storage of hazardous substances and medicines
- safe storage of hazardous substances and medicines
- emergency workers and other adults who can help in an emergency
- safe use of medicines
- identifying and responding to unsafe situations around medicines and emergency situations.

Key understandings

- Poisonous and flammable substances can be identified by a range of warning signs and symbols.
- Hazardous substances can be found in and around the home.
- Medicines and other hazardous substances need to be stored out of reach of children and monitored by an adult when in use.
- Medicines are drugs that have both helpful and harmful effects.
- There are safety procedures for the storage and use of medicines.
- Medicines should be used after non-medical alternatives for relief have been tried.
- An emergency is when someone needs urgent help or medical treatment.
- Some emergencies happen as a consequence of drug misuse.
- There are basic emergency first aid procedures to follow.
- There are a range of adults and emergency workers who can help in an emergency.
- Call 000 when an adult cannot be found in an emergency.

Key skills to practise

- Identify and respond to unsafe and emergency situations around medicines and hazardous substances.
- Use assertive communication in unsafe situations.
- Make responsible decisions to ensure their own safety and the safety of others.
- Express and share opinions and ideas with others.
- Use verbal and non verbal communication skills such as listening when others speak, waiting for a turn and knowing when to respond.
- Work with partners and in small groups using strategies such as taking turns, staying on task and sharing resources.
- Practise group decision-making with peers in pairs and small groups.
- Practise showing courtesy to others when voicing disagreement or an alternative point of view when solving simple interpersonal problems.

General capabilities

The general capabilities comprise an integrated and interconnected set of knowledge, skills, behaviours and dispositions that, together with curriculum content in each learning area and the cross-curriculum priorities, will assist students to become successful learners, confident and creative individuals, and active and informed citizens.

The content and activities in this focus area provide teachers with the opportunity to explicitly teach some of the general capabilities. The table below outlines how this resource addresses these capabilities.

Addressing the General Capabilities through Challenges and Choices

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Key

- Literacy
- Numeracy
- Information and communication technology (ICT) capability
- Critical and creative thinking
- Ethical understanding
- Personal and social capability
- Intercultural understanding

TEACHER NOTES

What are analgesics?

An analgesic is a depressant substance that is used to relieve minor pain. Analgesics are often called pain relievers or painkillers. Analgesics slow down the activity of the brain and include:

- aspirin (such as Disprin, AsproClear, Aspirin)
- paracetamol (such as Panadol, Dymadon, Tylenol)
- combination products that contain both aspirin and codeine (such as Veganin) or paracetamol and codeine (such as Panadeine).

Prevalence of analgesic use

Analgesics are the most commonly used drugs among 12-17 year old WA students with 95% having used them at some time in their lives, with females being more likely to use than males.¹

Australia has the greatest use of analgesics and renal failure caused by analgesics in the Western world. Teaching young children about non-medicinal alternatives to analgesics challenges our drug taking culture.

Death and disease

Poisonings continue to be a cause of child hospitalisation in Western Australia. Education on the safe use of medicines is therefore important for students and parents/caregivers alike.

Childhood poisonings are mainly caused by products commonly found around the home including medicines (pain relievers and sleeping tablets), household cleaning agents (caustic cleaners for drains, dishwashing machine detergent), petrochemicals (kerosene, petrol) and pesticides and weedkillers.

The majority of poisonings occur when the substance is not in its usual place and has been recently used but not monitored by an adult.

Aspirin use for children under the age of 12 years is dangerous. It can harm the stomach and intestinal tract and can cause Reye's Syndrome (a rare but potentially fatal condition). This information may not be known by many parents and caregivers.

Aspirin may cause irritation of the gastric mucous membrane and even bleeding from the stomach. Excessive use may result in ringing in the ears, giddiness, nausea and mental aberration. Regular long-term use of aspirin may cause kidney damage and anaemia and asthma attacks.

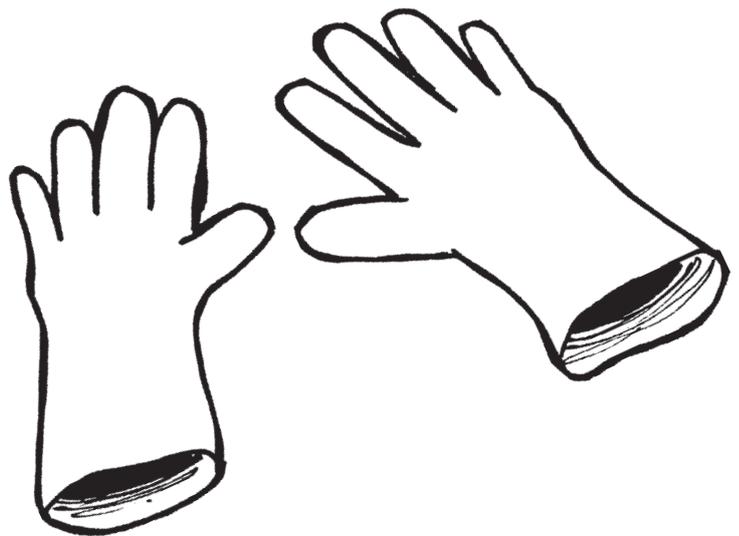
Paracetamol overdose can produce acute and sometimes fatal liver damage and also kidney damage. A dose of fewer than 10 tablets (25g) may be fatal.

Standard precautions

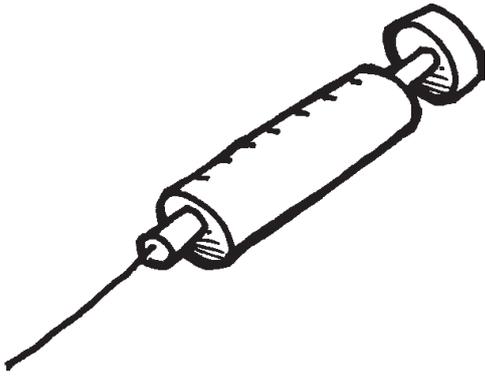
When teaching students about emergencies it is important to discuss standard precautions. These are work practices required to prevent the spread of infections. It is a standard precaution to treat all blood (outside of the body) as potentially infectious.

Standard precautions include good hygiene practices such as washing and drying hands; using plastic or disposable gloves when in contact with another person's body fluids; and appropriate handling of needles, syringes and other sharp objects.

Some items such as discarded needles and syringes could potentially contain organisms responsible for the transmission of Blood Borne Viruses or BBVs (eg Hepatitis and HIV).



¹ Australian School Student Alcohol and Drug (ASSAD) Survey – Results from 2011, Drug and Alcohol Office, 2012



Students need to be taught not to touch the needles and syringes they find and immediately report the finding to an adult.

The standard precautions for discarded needles and syringes is for an adult to place the item into an appropriate sharps container (eg one that is leak, puncture and shatter proof such as a lunch box or an empty plastic cool drink bottle) and put the sealed container in a domestic rubbish bin (not the recyclable bin).

The standard precautions for needle stick injuries (a potential source of infection by HIV, Hepatitis B and C and tetanus) is to wash the infected area immediately with soap and water, apply antiseptic and a sterile waterproof dressing to the wound, and then take the infected person to a medical practitioner for assessment and treatment.

All Department of Education (WA) schools need to refer to the Regulatory Framework documents including HIV/AIDS and Hepatitis and Student Health Care Policy. AISWA and Catholic Education Office schools need to refer to their sector guidelines.

How medicine and hazardous substance education is taught is important

Sometimes analgesics will be the best form of short term treatment of pain. However students should be encouraged to use these drugs after they have tried alternatives to pain relief.

Stress that a good way to prevent pain is to maintain a balanced diet, be active every day, participate in healthy relationships, and get sufficient rest.

Students often see analgesic use as harmless because they are influenced by advertising and their parents' and other adults' example. Find opportunities to challenge these influences.

Stress that a trusted adult is the only person who should administer medicines and other drugs.

It is important to engage parents in drug education programs and activities as it is unrealistic to expect young children to protect themselves fully from the misuse of medicines and hazardous substances.

The available evidence-base suggests that effective drug education programs for students of this age should:

- Increase students' knowledge, social skills, and refusal skills towards analgesics prescription and over-the-counter medicines.
- Include scenarios relevant to students' experiences and interests.
- Contain highly interactive activities that engage students in problem solving and critical thinking.
- Provide significant coverage of content around these drugs complemented by follow up booster sessions.
- Position drug education within a broader health and wellbeing curriculum. that focuses, amongst other things, on staying healthy, stress and coping.
- Respond to cultural and social needs of the school community.
- Engage parents where possible.²

Useful websites

- School Drug Education and Road Aware
www.sdera.wa.edu.au
- Drug and Alcohol Office
www.dao.health.wa.gov.au
- Drug Aware
www.drugaware.com.au
- Reach Out Australia
au.reachout.com
- Oxygen
www.oxygen.org.au
- Kidshelp
www.kidshelp.com.au
- Alcohol Think Again
www.alcoholthinkagain.com.au
- Life Education Australia
www.lifeeducation.org.au

² Helen Cahill, *Taking an evidence-based approach to classroom drug education*. Australian Youth Research Centre, The University of Melbourne, 2002

ACTIVITY 1

Safe storage of medicines and hazardous substances

Preparation

- ▶ *Out of reach* by Margaret Wild (NSW Department of Education and Training, 2002)
- ▶ *Out of reach* pages 4-5, 6-7, 8-9, 10-11 and 12-13 – photocopy one set of pages per group
- ▶ Paper and markers – class set
- ▶ *Out of reach* **slideshow** – cue the CD-Rom

- Conduct a **shared reading** (refer to page 188) of *Out of reach*. Pause during the reading of the story to highlight either the text or illustrations showing medicines or hazardous substances that are or should have been put out of reach, such as the first aid kit in locked cupboard (front cover); cleaning agents on the shelf (page 11); snail bait (page 13); KEEP OUT OF REACH OF CHILDREN words and warning symbols (pages 8, 10 and 11).

Ask

Why did Grandma take the medicine out of her basket?

Why do medicines have to be put safely out of children's reach?

Why does the cupboard with the first aid kit have a key?

Where are the medicines stored in your home?

What do we do at our school to keep medicines that you need safe from other children? (eg asthma inhalers, antibiotics or insulin)

Where are some of these other poisonous or hazardous substances found at your house? (eg cockroach baits)

Why is it a good idea to keep these poisonous things where small children can't reach them?

What could you say to your mum or dad if these things are not stored out of reach at your house?

- Divide the class into small groups. Assign one of the following sections of the *Out of reach* book to each group:
 - lounge/dining room (pp 4-5)
 - bathroom (pp 6-7)
 - kitchen (pp 8-9)
 - laundry (pp 10-11)
 - garage/shed (pp 12-13)

Using the book or a photocopy of the relevant pages, have students identify and record the items that need to be put out of reach or that are already out of reach of children.

Have groups share the items they identified and list these on the board. The illustrations showing things that should be put out of reach include lipstick, tablets, medicines, coins, poison, matches, moth balls, knives, first aid kit, toilet cleaner, bleach, deodorant, air freshener, silver polish, dishwashing powder, cockroach bait, window cleaner, cactus, paint, tools, electrical cords, lawn food, snail bait, candles, spray cans, electrical appliances, and unlabelled containers.

Clarify misunderstandings and ensure students know why each item is dangerous to young children.

- Discuss any words or symbols shown on the hazardous substances and medicines and record these. For example: Keep out of reach of children. Caution, skull and cross bone, flammable symbol.
- Organise a roster for students to take home the *Out of reach* book to share with their family.

Out of reach was distributed with the first edition of *Challenges and Choices*. Use the *Out of reach* **slideshow** to talk about medicines and hazardous substances.



ACTIVITY 2

People who can help in an emergency

Preparation

- ▶ *Out of reach* by Margaret Wild (NSW Department of Education and Training, 2002)
- ▶ A3 paper and markers – one sheet per group

- Read page 3 of *Out of reach* then ask the following questions.

Ask

What might have happened to Timmy if he had swallowed Grandma's tablets? (He may have become very dizzy and then fallen unconscious because the tablets were prescribed for Grandma's blood pressure.)

What would you do if you saw Timmy taking Grandma's tablets?

What is an emergency? (An emergency can be described as a dangerous situation that requires immediate attention.)

What is an example of an emergency? (Avoid discussing dramatic stories that may distress students and be prepared to protectively interrupt if parental drug use or sexual abuse is discussed. Clarify that while some situations that are suggested may not be an emergency (eg finding medicine on the table) they still require adult help.)

What does 'staying calm' mean?

Why do you think you need to stay calm if you find yourself in an emergency? (eg so you can think clearly and behave in a helpful way)

How do you think you would feel if you were involved in an emergency and were the only person around who could help?

Why is it important to find an adult to help as soon as you see an emergency?

What would you do if you couldn't find an adult to help in an emergency? (Call the emergency number 000.)

Who would answer your 000 call? (Explain that the call will be taken by an operator as many people assume that they will be connected straight through to the service they require ie ambulance, police, fire and emergency. Point out that the operator will ask the caller what service they require and the nature of their concern.)

What information do you need to know when you make an emergency call? (Name, address including the state in Australia you are calling from and the nearest intersection, type of emergency.)

How do you make a 000 call from a public phone or mobile phone? (The call is made the same way as on a home phone. No money is required for a public phone. The mobile number 112 can also be used. It is important to know the address of the emergency when using a mobile phone as this information does not register on the 000 emergency number systems.)

- Use a **one minute challenge** (refer to page 185) for students to generate a list of people who could help in an emergency at school and in the home. Encourage students to suggest people other than parents or care givers as these people may be at work or unavailable.
- Write the headings – alcohol, cigarettes, medicines or syringes on each **graffiti** sheet (refer to page 182). Give one graffiti sheet to each group.

Ask each group to suggest the emergencies that may be caused by misuse of the item listed on their sheet. For example: alcohol – a young child sipping alcohol from a can left on a table at a party might become ill.

Display the graffiti sheets and have each group present the emergencies that were identified. Ask the class to decide which of the situations would require calling the 000 emergency number and place a tick next to these on the graffiti sheet. This will be determined by the lack of adult presence.

Discuss the emergency service/s that would be required for each situation.

- Show students how to draw and label a **T chart** (refer to page 189) with the headings 'people who can help me in an emergency' and 'people who can help me in an emergency at school'. Students can create their own T chart and write a list for each heading.

If Activity 1 was not conducted introduce *Out of reach* using a **shared reading** (refer to page 188).



ACTIVITY 3

Warning words and symbols

Preparation

- ▶ *Keep out of reach of children* poster
- ▶ A selection of empty and washed medicine and hazardous substance containers
- ▶ **Activity sheet** *Warnings* – A3 photocopy one per group and A4 photocopy one per student
- ▶ **Family information sheet** *Safe storage of medicines and hazardous substances* – photocopy one per student
- ▶ Large sheet of paper – one per student
- ▶ Markers, scissors and glue – class set

- Display and discuss the warning signs and symbols on the *Keep out of reach of children* poster – KEEP OUT OF REACH OF CHILDREN, POISON, CAUTION, flammable symbol and skull and cross bone symbol meaning poison.

Ask

Where have you seen these words or symbols?

Why are these words or symbols used?

What does 'poison' and 'flammable' mean? (A poison is a substance that causes death or injury when swallowed or absorbed into the body. Flammable means something that is easily set on fire.)

What is an example of a flammable gas that you might find in your home? (eg shaving foam, fly spray)

What is an example of a flammable liquid that you might find in your home? (eg methylated spirit, petrol, floor polish)

Why is it law to have warnings on these dangerous products?

- Place students in groups and assign a number to each student. Explain the **head talk** strategy (refer to page 183).

Give each group a selection of medicine containers and hazardous substances containers and an A3 copy of *Warnings*. Explain that each group is to search their containers to find any labels or writing that match the headings listed on the activity sheet. Groups then record the item in the appropriate square of their sheet.

Have students report back findings for each sign or symbol using the head talk strategy.

- Students choose one container and search for clues that indicate the purpose of the product (eg cleaning floors, killing snails). Findings can be reported back using the head talk strategy.
- Students find an item that has more than one warning sign or symbol, or anything else that makes it safer (eg child resistant lids, use by date, prescription dose.) Use the head talk strategy to have students report back their findings.
- Students find one thing that is similar between a hazardous substance container and a medicine container (eg warning signs or symbols, child resistant caps, instructions for use.) Have students report back findings to the class using the head talk strategy.
- Have students draw and label a picture of an appropriate item to go in each box of the *Warnings* sheet. Each box is then cut out and sorted into groups ie medicines and other hazardous substances.
- Give each student a large sheet of paper to make a poster showing where items can be stored in the home. Students then paste each item into the appropriate location on their poster.

Have students write a title for the poster. For example, *Keep out of reach* or *Poisons are in your home* – look out for them!

Display the posters and containers in the library for other students to view.

- Give each student a copy of *Safe storage of medicines and hazardous substances*. Explain that students are to take the sheet home and complete it with their family.

The *Keep out of reach of children* poster was distributed with the first edition of *Challenges and Choices*.

Send a note home to request empty and washed medicine containers and household products with warning signs on the side or child resistant lids. Ensure all names are deleted from prescription medicines. Pharmacies will often provide empty containers.

Warnings

Draw a picture of a medicine or product for each warning.

POISON	READ INSTRUCTIONS CAREFULLY
CAUTION – KEEP OUT OF REACH OF CHILDREN	FLAMMABLE GAS 
WARNING	NOT TO BE TAKEN
POISON 	FLAMMABLE LIQUID 



Safe storage of medicines and hazardous substances

Poisonings continue to be a cause of child hospitalisations in Western Australia. Most of these poisonings are caused by medicines such as pain relievers and sleeping tablets, and other substances such as cleaning products.

Most poisonings from hazardous substances happen when a substance is not in its usual place and has just been used.

Warning sign or symbol	Name or type of product	Is this product out of reach of children?
CAUTION - KEEP OUT OF REACH OF CHILDREN		<input type="checkbox"/> Yes <input type="checkbox"/> No
WARNING		<input type="checkbox"/> Yes <input type="checkbox"/> No
 POISON		<input type="checkbox"/> Yes <input type="checkbox"/> No
READ INSTRUCTIONS CAREFULLY		<input type="checkbox"/> Yes <input type="checkbox"/> No
 FLAMMABLE GAS		<input type="checkbox"/> Yes <input type="checkbox"/> No
 FLAMMABLE LIQUID		<input type="checkbox"/> Yes <input type="checkbox"/> No
NOT TO BE TAKEN		<input type="checkbox"/> Yes <input type="checkbox"/> No

At home activity

- Talk about the safe storage of medicines and hazardous substances with your child. Look around your home to see if you can find a product with each of these signs or symbols. Ask your child what each sign or symbol means and make sure this product is kept out of reach of children.
- While you are checking your medicines, it would be useful to throw 'out of date' and unwanted medicines away by placing them in the rubbish bin or flushing them down the toilet.
- Make sure that all medicines are stored in their original containers and not laying around loose.

Thank you for playing a vital role in your child's health and drug education.

ACTIVITY 4

Knowing what to say in an emergency

Preparation

- ▶ **Activity sheet** *Call 000 in an emergency* – photocopy one per student
- ▶ Local road map or street directories
- ▶ **Activity sheet** *Emergency song* and cue the CD
- ▶ **Family information sheet** *Using emergency services* – photocopy one per student

- Revise the information recorded on the T charts in Activity 2. Stress that students must never call 000 (or 112 as an alternative mobile number) 'just for fun' as this means that the operator is spending time with their hoax call when they could be helping to save someone else's life.

Stress that it is important to stay calm in an emergency and always look for an adult to help first before calling 000.

Explain students are going to record some important information that will be helpful if they ever need to make an emergency call.

Model how to complete the *Call 000 in an emergency* sheet. Explain why it is important to give the emergency operator the state in Australia they are calling from (many of the suburb names in Australia are repeated so clarifying which state they are calling from will avoid confusion).

Using school records, a local road map and the information provided by families, help students to complete their own details on the activity sheet.

Laminate the activity sheets. Send the activity sheet and a copy of *Using emergency services* home with each student to complete with their family.

Suggest that students leave the sheet near the phone.



- Teach students the *Emergency song*. Students can practise with the song track or just with the rap track playing. The lyrics are provided on the activity sheet.
- Teach students the *Dial 000* rap.

Dial 000

If you're all alone,
And there's an accident at home,
Get up and grab a phone and
Dial zero, zero, zero.

Whatcha gonna do,
When it's all up to you?
Get up and grab a phone and
Dial zero, zero, zero.

Yeah! Tell 'em your name.
Yeah! Tell 'em where you live.
Then tell 'em what's wrong.
Yeah! You'll have done your bit.

If you're all alone,
And there's an accident at home,
Get up and grab a phone and,
Dial zero, zero, zero.

Send a note home to families requesting information to be returned to school ie home address, nearest intersection and emergency contact details, before conducting this activity.

Call 000 in an emergency

My name is _____ .

My address is _____ (number and street)

_____ (suburb)

in Western Australia.

The closest intersection to my house is _____

My home telephone number is _____ .



Other people I can call in an emergency

Name _____

Phone _____ Mobile _____

Emergency song

Words and music by Janis Cullen and Adele de Marchi



Stay calm. Stay calm. Stay calm. Stay calm.

Stay calm. Stay calm. Stay calm. Stay calm.

Look for an adult. Look for an adult. Look for an adult. Look for an adult.

Look for an adult. Look for an adult. Look for an adult. Look for an adult.

And if you can't pick up the phone. And if you can't pick up the phone.

You gotta pick up the phone. You gotta pick up the phone.

Dial 000. **000**. Dial 000. **000**. Dial 000. **000**. Dial 000. **000**.

(Phone rings twice)

Operator: *What service do you require?* Police, fire or ambulance?

(Children respond)

Operator: What is your name?

(Children respond)

Operator: What is your address?

(Children respond)

Operator: What is your phone number?

(Children respond)

Repeat song from the beginning.

And if you can't pick up the phone. And if you can't pick up the phone.

You gotta pick up the phone. You gotta pick up the phone.

Dial 000. **000**. Dial 000. **000**. Dial 000. **000**. Dial 000. **000**.



Using emergency services

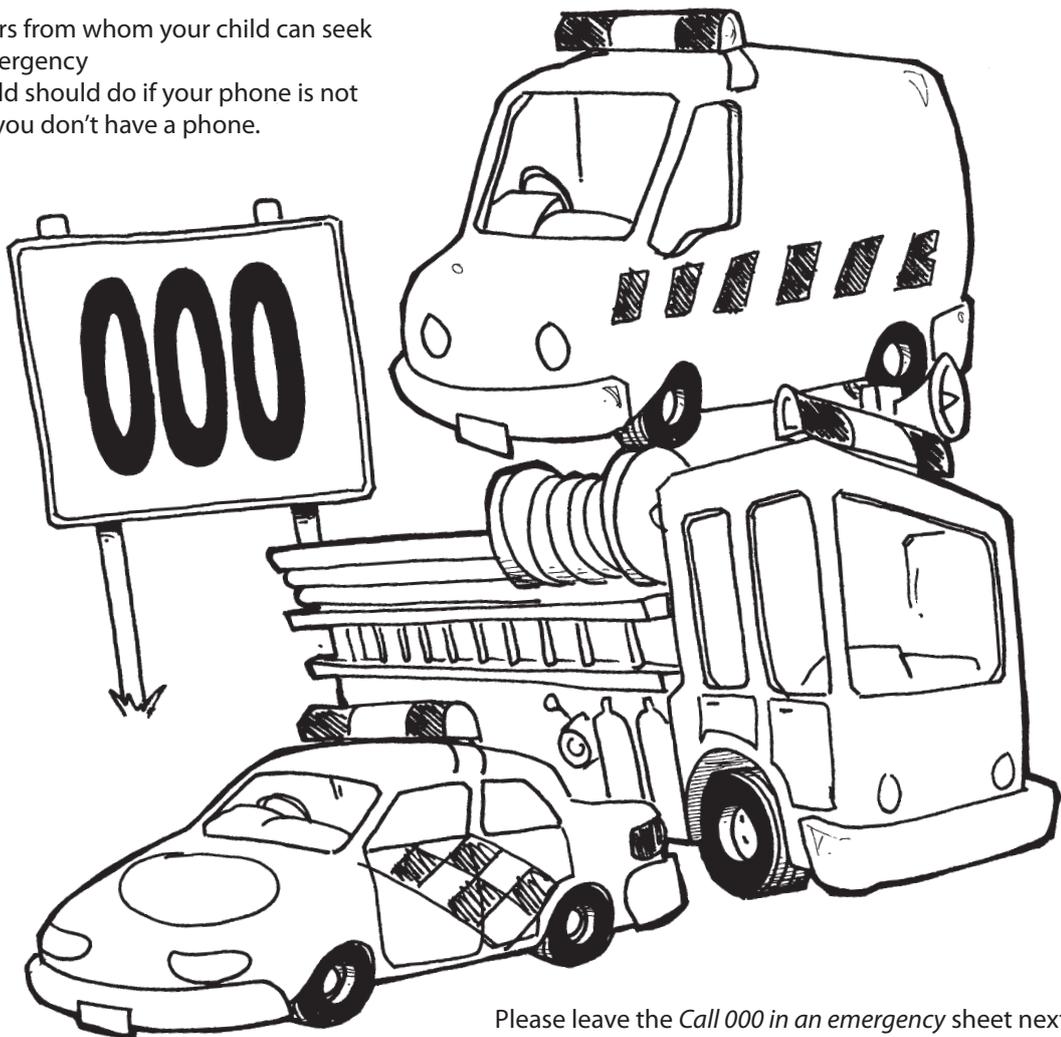
Your child has been practising how to contact the police, ambulance or fire and emergency services for times when they can't find an adult to help.

Your child has also learnt that it's important not to call 000 'just for fun'.

Please help your child to complete the details of the people they have identified to contact in an emergency on their *Call 000 in an emergency* activity sheet.

You might also like to talk about:

- the people your child has suggested as emergency contacts
- anyone else your child could contact in an emergency
- the neighbours from whom your child can seek help in an emergency
- what your child should do if your phone is not working or if you don't have a phone.



Please leave the *Call 000 in an emergency* sheet next to your phone so that it may be used in the event of an emergency.

Thank you for playing a vital role in your child's health and drug education.

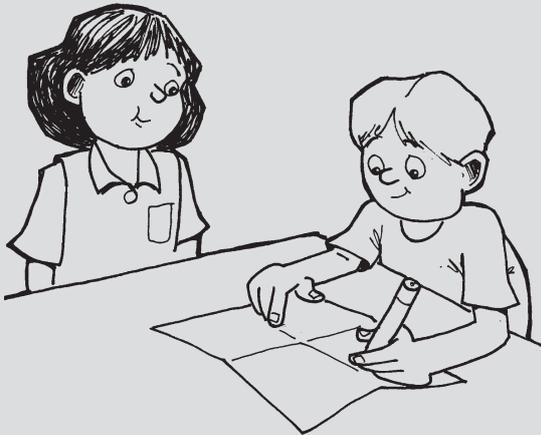
ACTIVITY 5

Safe use of medicines

Preparation

- ▶ A4 paper – one sheet per student
- ▶ **Activity sheet** *Safe use of medicines* – photocopy one per student or show on interactive whiteboard

- Using a sheet of paper folded into **four square** (refer to page 182), students ask three other students for ideas about what you should and shouldn't do when using medicine. When students have filled their sheets, sit the class in small groups to share their findings.



- With the whole class, compile a list using a **T chart** (refer to page 189). Some examples have been provided.

T chart example

Should	Shouldn't
Keep medicines away from small children.	Don't take medicines that are past their use-by-date.
Tell an adult if the medicine makes you feel worse.	Don't take someone else's medicine.
Follow the instructions on how much and when to take the medicine.	Don't touch syringes that you may find. Get an adult.
Always check the use-by-date.	Don't try any medicine you find.
Only take medicine from an adult you trust.	Always finish all the tablets in the packet if you are taking antibiotics.
Think about what else you could do to make you feel better before you take medicine.	Don't give your medicine to anyone else.

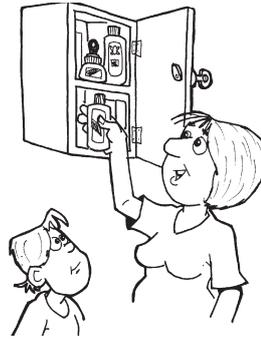
- Distribute copies of *Safe use of medicines* or show the activity sheet on an interactive whiteboard. Have students draw a line to connect each drawing to its corresponding sentence.
- Discuss in detail a range of alternatives to medicine that students may use in their home. Stress that medicines may have helpful and harmful effects on the body and that they should be used carefully.
- Students retell or create a **story map** (refer to page 188) on the computer to summarise a well-known story such as *Alice in Wonderland* where the character becomes sick after drinking something that was not intended for her use. Have students explain what may have happened to the character or how the situation may have been avoided using some of the T chart examples. For example: Alice feels sick and dizzy because she *took someone else's medicine*. Alice would have been okay if she had *only taken the medicine from an adult she trusted*.
- Invite the principal, school nurse or health coordinator to talk to the students about the school rules for safe use of medicines, or ask a pharmacist to talk about safety procedures for medicines.

Safe use of medicines

Read each sentence and decide if it is a safe or unsafe thing to do around medicines. Draw a line to match the sentence and picture.

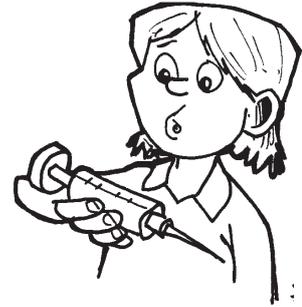
1. Keep medicines away from small children.

Safe Unsafe



2. Tell an adult if the medicine makes you feel worse.

Safe Unsafe



3. Follow the instructions on how much and when to take the medicine.

Safe Unsafe



4. Only take medicine from an adult you trust.

Safe Unsafe

5. Don't take medicines that are past their use-by-date.

Safe Unsafe



6. Don't take someone else's medicine.

Safe Unsafe



7. Don't touch syringes that you may find. Get an adult.

Safe Unsafe



8. Don't try any medicine you find.

Safe Unsafe



ACTIVITY 6

Over-the-counter and prescription medicines

Preparation

- ▶ A range of empty over-the-counter and prescription medicine containers
- ▶ *Medicines* poster or slideshow – cue the CD-Rom

- Display the *Medicines* poster and discuss the images using the following questions.

Ask

When might you need to use these medicines?

Could these medicines also be harmful? (Yes. If medicines are not used in the correct way they can be harmful.)

Are tablets the only way you get medicine? (No. Medicine can come in capsules, tablets, syrups, powders, drops, creams and sprays.)

Where can adults buy these medicines? (Medicines can be purchased at the supermarket, chemist and service stations. These medicines are called over-the-counter medicines because adults can buy them over the counter in the shop without needing a prescription from a doctor. Stress that all medicines, prescription and over-the-counter, are drugs and that drugs are things that people take or use, other than food or water, which change the way a person thinks or feels.)

Why is it important never to take someone else's medicine, especially prescription medicine? (The doctor has prescribed it just for that person and their illness.)

Why is it important to only ever take medicine from a trusted adult? (This person can make sure you are taking the correct dose, not using medicine that is out of date and also choose the correct medicine to give you.)

- Place students in small groups with a collection of empty over-the-counter and prescription medicine containers. Ensure all names are deleted from prescription medicines and supervise the activity well.

Using a large **Venn diagram** (refer to page 192), groups identify aspects that are similar to both types of medications (eg warnings; dosage information; expiry dates; both harmful if not used as directed) and aspects unique to both (eg prescription medicine has a patient's name and a doctor's name on it; over-the-counter medicines usually have information about what it treats and are packaged in a more appealing way to attract the buyer). This information is recorded in the appropriate sections of the Venn diagram.

Have students report their findings to the class. Group tallies of the different types of medicines may be recorded.

- Write the following unfinished sentences on the board for students to complete.

Unfinished sentences

- ⊙ Over-the-counter medicines can be bought at _____.
- ⊙ Prescription medicines can only be bought at a _____ with a _____ from the doctor.
- ⊙ Prescription medicines are only to be taken by the person whose _____ is on the container.
- ⊙ An adult should always read the _____ on the side of the packet or bottle before giving medicine to a child so they get the correct _____.

Send a note home asking for empty and washed medicine containers. Pharmacies will often provide empty containers.

The *Medicines* poster was distributed with the first edition of *Challenges and Choices*.

ACTIVITY 7

Practising dealing with emergencies

Preparation

- ▶ Index cards – one per student
- ▶ Pass the parcel – one for the class
- ▶ **Activity sheet** *What is your emergency?* – one card per student
- ▶ Old telephone or mobile phone – one per group
- ▶ Video camera or audio recorder – one per group
- ▶ *Emergency song* – cue the CD

- Students write their name, address, nearest intersection and phone number on an index sized card. Use school records to confirm that the student's details are correct then collate them in alphabetical order. Check for those students' who have silent numbers or any confidentiality issues.
- Prepare a 'pass the parcel' with enough layers for everyone in the class and a small treat for all to share at the centre of the parcel.

Explain the game is to pass the parcel while singing the song *Round the circle here it comes*. The student who ends up with the parcel on the phrase 'pass the parcel' must announce their name, address, nearest intersection and phone number. The information is checked against the filed index cards. Help students who struggle to recall the information.

Round the circle here it comes

(Sung to the tune of *London Bridge is falling down*)
 Round the circle, here it comes,
 Here it comes, here it comes.
 Round the circle, here it comes,
 Pass the parcel.

Continue the game until all students have had a turn.

- Write the following basic first aid rules on the board and discuss with the class. Stress that students must always check for their own safety before helping others.
 - ⊙ Check for danger. Make yourself safe first.
 - ⊙ Help the person who is hurt if you can but don't waste time.
 - ⊙ Don't touch syringes or bleeding wounds.
 - ⊙ Get an adult to help if you can.
 - ⊙ If you can't find an adult, call 000.
 - ⊙ Check if someone is breathing.
- Give each student a card from *What is your emergency?* Place students in small groups with an adult helper or upper primary student and a telephone or mobile.

Explain students are to decide who is in danger and why they are in danger. Students must also explain what they would do in this situation and the emergency service that would be required. (Tell students to assume that an adult is not available.)

- Have students practise placing an emergency call requesting the appropriate service and stating their name, address, closest intersection and phone number. Stress that students should not hang up after giving their details as further questions will be asked to determine the necessary ambulance response and some first aid advice will be given over the phone by the call-taker.

Brief the adults or older students that their role is to be the call-taker answering the emergency service and asking the student the following question.

Possible questions asked by the call-taker

- What service do you require (police, fire or ambulance)?*
- What is your name?*
- Where is the exact location of the emergency?*
- Where is the nearest intersection?*
- What is the number of the phone you are calling from?*
- What is the problem? What exactly happened?*
- How many people are hurt?*
- What is the age of the patient?*
- Is the patient conscious?*
- Is the patient breathing?*

Students could be taped or videoed to check the accuracy of their information.

Process the activity using the following questions.

Ask

- Did you remember the correct information when you dialled 000?*
- Did you speak with a clear and calm voice?*
- How did you feel when you had to deal with this emergency?*
- How do you think you would feel if this happened in real life?*
- Why is it important to only dial 000 in an emergency?*

- Place the phones in the classroom and encourage students to practise giving their name, address, nearest intersection and phone number.

This activity requires adult helpers or upper primary students.

What is your emergency?



Emergency 1

You are home alone with your big sister and see a fire in the kitchen. Your mum has just gone to the local shop.



Emergency 2

You are at home with your big sister. Your friend has taken some of your sister's pills for a dare and is feeling sick.



Emergency 3

You are home alone with your big brother. You think someone is trying to break into your house.



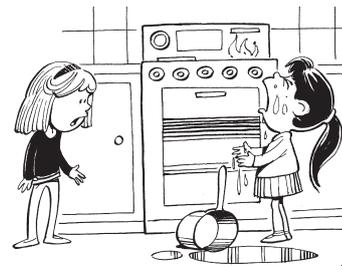
Emergency 4

Grandma is looking after you but she has fallen over and hurt her leg. She can't get up.



Emergency 5

You can't wake your mum up. Dad has gone to work and no one else is at home.



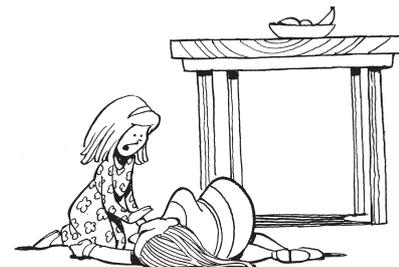
Emergency 6

You are cooking with your friend. Your mum has gone next door to borrow some eggs. Your friend knocks a saucepan of boiling water onto her arms and face.



Emergency 7

Your older sister is having a really bad asthma attack and has left her medication at school. No one else is at home.



Emergency 8

Your aunt is looking after you. She has been drinking a lot of alcohol. She falls and hits her head on a table and looks like she is asleep.



ACTIVITY 8



Making safer decisions around medicines

Preparation

- ▶ Two puppets
- ▶ **Activity sheet** *Emergency scenarios* – photocopy one card per group
- ▶ **Family information sheet** *Staying safer around medicines* – photocopy one per student

- Introduce students to a puppet. Explain that the puppet is sick. Encourage students to ask a range of questions to find out why the puppet is sick. Use the example that the puppet took his medicine without a trusted adult giving it to him. The puppet has swallowed more than the prescribed dose and is feeling sick and very sleepy. Continue until the situation that caused the puppet to feel sick is identified by the class. Stress that what the puppet did was very unsafe.

Re-enact the beginning of the above situation with the puppet thinking about taking too much medicine. Use another puppet to play the part of a sister or brother in the scenario. Demonstrate the sibling puppet using assertive verbal and non-verbal communication skills to influence the other puppet's decision not to touch the medicine.

Ask

What did the brother/sister puppet do to stop the puppet taking the medicine?

What type of words did the brother/sister puppet use?

What else might the brother/sister puppet have done?

- Explain that students are to pretend that the first puppet is one of their siblings or friends and that they are to use assertive communication (both verbal and non-verbal) to prevent the puppet from taking the medicine without an adult. Prior assertive communication learning experiences may need to have been conducted with students (refer to Activity 4 *Ways to disagree* on page 44).

Reinforce that the skill of being assertive requires practise. Ask students to reflect on how they felt being assertive.

Reinforce the rules to stay safe around medicines identified in Activity 5 on page 71.

- Have students identify several scenarios where unsafe use of medicines is a problem. Write these on the board.

Place students in small groups. Have groups select one of the scenarios listed on the board or alternatively give each group a card from *Emergency scenarios* to **role-play** (refer to page 186). Explain that students are to use assertive statements and actions that would keep them and others safer. Discuss feelings that may affect their words and actions (eg worried, upset, anxious). Also remind the class of the distinction between 'telling' to get help and 'telling' to get someone into trouble.

Have groups perform their role-play to others in the class.

- Explain *Staying safer around medicines* to students and ask them to talk to their parents and family members about it.

Emergency scenarios



Emergency 1

You find your little sister in the bathroom with a bottle of opened cough mixture. She has red liquid around her mouth and looks very sleepy. A babysitter is looking after you. When you tell her what has happened she says that your sister will be okay. You know what she has done could be an emergency.



Emergency 2

You find some pills on the floor at your grandmother's house. You are worried your little brother who is crawling on the floor may get to them. You tell your grandmother but she doesn't appear to be doing anything about it.



Emergency 3

You are at the school athletics carnival and after your race you are feeling very puffed. Your friend offers you his asthma puffer to use. When you say 'no thanks' he keeps bugging you to take it.



Emergency 4

You notice that your friend has some medicine in their lunchbox. Your friend tells you they are antibiotics and he needs to take one after his lunch. You know the rule for medicines at your school is the teacher must give all medicines to students.



Emergency 5

You have to take antibiotics for a throat infection. You forget to take them with you to your friend's house for the weekend. Your friend's mum says not to worry, you seem okay now but you know the safe thing to do is finish a course of antibiotics.



Emergency 6

You are at Grandma's house and have a bad headache. You have had a lie down and had lots of water to drink but the headache is getting worse. She offers you some old Disprin that is past its use-by date and is all crumbly and smelly. You know kids your age should not take Disprin and that it is not safe to take medicine past its use-by-date.





Staying safer around medicines

Your child has been learning about staying safer around over-the-counter and prescription medicines. We have talked about how over-the-counter medicines like cough mixture are drugs and that they can be both helpful and harmful to us. Your child has been practising how to be assertive to keep themselves and others safe around medicines.

Please reinforce these rules about medicine with your child.

SHOULD

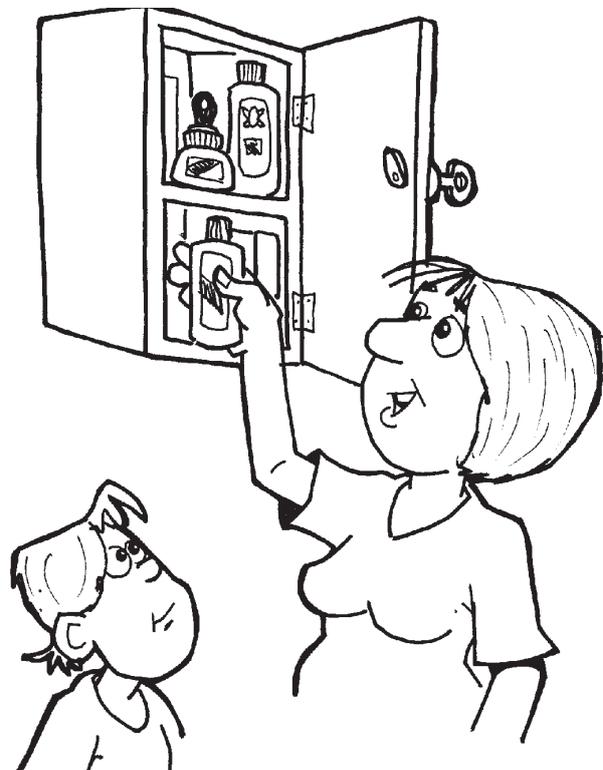
- ✓ Keep medicines away from small children.
- ✓ Tell an adult if the medicine makes you feel worse.
- ✓ Follow the instructions on how much and when to take the medicine.
- ✓ Always check the use-by-date.
- ✓ Only take medicine from an adult you trust.
- ✓ Think about what else you could do to make you feel better before you take medicine.

SHOULDN'T

- × Don't take medicines that are past their use-by-date.
- × Don't take someone else's medicine.
- × Don't touch syringes that you may find. Get an adult.
- × Don't try any medicine you find.
- × Always finish all the tablets in the packet if you are taking antibiotics.

To avoid accidental overdose of children or other harmful effects:

- Be sure you know how much medicine to give, how long to wait between doses and the maximum number of doses that can be given in a 24 hour period.
- Know the correct weight of your child to work out the correct dose of medicine.
- Use a proper measuring device.
- Check with your spouse/partner (especially during the night) if any medication has been given to your child.
- Some analgesics are found in other medicines, such as cough and cold medicines. It is easy to 'double up' if you don't check the ingredient list before using these medicines with analgesics. For example, Panadol and Dymadon both contain paracetamol.
- Call the Poisons Information Centre on 13 11 26 if you are concerned about accidental overdose.
- **Never give a child under 12 years of age aspirin at any time**, unless prescribed by a doctor.



Thank you for playing a vital role in your child's health and drug education.

ACTIVITY 9

Sharing knowledge and skills around medicines and hazardous substances

Preparation

- ▶ **Activity sheet** *I can keep myself safe around medicines and poisons* – photocopy one per student
- ▶ A4 paper – one sheet per student

- Conduct a **happy face** strategy (refer to page 182) to ask the following questions. Listen to several responses from students so others in the class are exposed to a range of opinions.

Ask

What does the poisons warning sign on boxes and bottles look like?

What other words or symbols are on bottles and boxes that have poisonous substances inside?

Where might you find poisonous substances in your home?

Where should poisonous substances be stored? Why?

Why should you only take medicine from a trusted adult?

Where should adults store medicines to keep them safe from young children?

Why should medicines be stored safely away from young children?

What are some other rules about medicines that will keep you safe around these drugs?

What could you do if you saw your little brother taking the lid off a bottle of cough mixture?

What are some differences between over-the-counter medicines and prescription medicines?

What is an emergency?

What should you do if you can't find an adult in an emergency?

What information do you need to know before you call 000? (Name, address, nearest intersection, phone number and the service required.)

- Distribute a copy of *I can keep myself safe around medicines and poisons* and A4 paper to each student. Read through the words and phrases listed on the activity sheet. Explain that students are to use the words and phrases and other information they have gathered during this focus area to create a **mind map** (refer to page 184).

Students can then refer to the mind map when writing a letter to a friend that demonstrates their understanding of medicines, hazardous substances and how to deal with emergencies.

- Students read their letter to a partner. Send the letters home with students to share and discuss with their family.

I can keep myself safe around medicines and poisons

Write a letter to your friend telling them how to stay safe around medicines and poisons. You can use some of the words in the box to help you.

call 000	out of reach	warning sign	warning symbol
use-by-date	follow instructions	police	ambulance
stay calm	look for an adult	phone number	fire and emergency service
call centre	address	poisons	
nearest intersection	emergency	trusted adult	

Dear

Your friend,

