



Outer Hebrides  
Alcohol & Drug  
Partnership

# Outer Hebrides Alcohol and Drug Partnership

## Substance Use Education

### **STAGE : FIRST**

Lesson 1	How do medicines go into my body?
Lesson 2	Emergencies and unsafe situations
Lesson 3	Safety





## Outer Hebrides Alcohol and Drug Partnership Substance Use Education

**Lesson:** HOW DO MEDICINES GO INTO MY BODY?  
**Stage:** FIRST L1

### **Expected national standards for each level:**

Identifies conditions which may require medication and how it helps us keep healthy.

### **Substance Misuse Experiences and Outcomes:**

HWB1-38a I know that there are medicines and some other substances that can be used in a safe way to improve health and I am becoming aware of how choices I make can affect my health and wellbeing.

### **Resources:**

Drawing materials.

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### **Main Activities:**

Discuss with the children the various ways in which 'things' can get into their bodies. For example:

- \* Breathing      \* Eating      \* Drinking      \* Sniffing
- \* Injections      \* Injections      \* Mouth, ears and eyes
- \* Accidents – when they fall, get an insect bite, get caught by thorns, splinters etc

The children may need some encouragement to think more widely to include medicines, pills, berries, smoke, fumes, good smells and bad smells. This would be a good opportunity to remind them of the danger of things they cannot identify, that may look like sweets but are not for them to consume.

**At this stage it is vital to find out what the the childrens' perceptions of what it is inside their bodies before planning any teaching about the dangers of specific substances on different parts of the body and body systems.**

The children could draw pictures of what they think is in their bodies, then display the pictures and discuss each body part and see if they know what happens when all the different 'things' reach that part of the body.

You do not need to go into any great detail about body systems, you can simply explain that what we eat, drink, sniff or inject finds its way round our bodies.

### **Benefits of medicines**

Find out if the children know of any conditions that require medication, could be themselves or family members that suffer from the condition and benefit from the medicines. For example – asthma, allergies, flu – encourage children to think of more examples.



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**Lesson:** EMERGENCIES AND UNSAFE SITUATIONS

**Stage:** EARLY L2

### **Expected national standards for each level:**

Following this session the children should be aware of what to do if they find medication belonging to someone else; know why we need medicine; know how to take medication safely; know how to raise an alarm in an emergency.

### **Substance Misuse Experiences and Outcomes:**

HWB1-42a I know how to react in unsafe situations and emergencies.

### **Resources:**

Images of emergency services, doctors, nurses, parents, teachers and other responsible adults.  
Toy/disconnected phone for role play.

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### **Main Activities:**

First of all, ascertain what they would regard as an emergency. If they are unable to think of anything, you could show different images of 'an emergency' and 'non emergency' situations and see if they can decide which they are.

Discuss this different emergency services, see if the kids can name them all.

- Holding up pictures might help
- Ask in which situation they would contact each of the services
- Explain the process of phoning for an emergency service, remember, they may not be aware the call is answered initially by a call handler who will then direct their call.
- Remind the children it is important to try and stay calm and keep communication as clear as possible

Ask if any of the children know what to do if medicine has been taken in the wrong way

Role play – emergency situations

Describe an emergency situation

Ask the children to phone for help dialling 999

Ask them which service they would need to help them, encourage them to role play this till they have got the help they need.



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**Lesson:** SAFETY

**Stage:** FIRST L3

### **Expected national standards for each level:**

The children should know what to do with someone else's medicine; describe why we may need to take medicines; safety when taking medicines and know how to get help in an emergency.

### **Substance Misuse Experiences and Outcomes:**

I know how to react in unsafe situations and emergencies.

### **Resources:**

Old medication packaging if possible, alternatively photos of packaging.

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### **Main Activities:**

Explain and discuss with the children the benefits of medication and that they make us feel better and keep us healthy. Also, explain that they can be dangerous if taken the wrong way or by the wrong person.

### Group Work

Show images or old packaging of common medicines and explain the times we should be taking them.

- Describe how to take the medication properly and safely, for example, different age groups (babies, toddlers, age 6+ and adults) may require a different dose.
- Explain the need for adult supervision at all times while taking medicines
- List the rules for storage of medications and where to find the instructions on the packaging.

### Role Play

- Let the group show how to get help if medicines have been taken in an unsafe way.
- Let the children demonstrate what to do with medicines they find that do not belong to them.

### Emergency Situation

- Discuss what emergency situation might arise and let the group show they know what to do in such a situation.
- Show how to get help if medication has been taken wrongly.
- Role play an emergency situation

## **Additional Resources**

Life. Live it. First Aid Education for children by the Red Cross has education materials for children aged 5-11. There are also 'how to' videos and quizzes along with simple steps to follow for different first aid situations.

<http://redcross.org.uk/get-involved/teaching-resources/life-live-it>