

**DRUG**



**education**

**making a difference**

**K-6  
Drug  
Education  
Resource**

**Third edition**

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## Stage one

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## Unit One - Medicines and Me

Outcomes	Indicators
<p><b>Knowledge and Understanding</b></p> <p>Recognises that positive health choices can promote well being. (PHS1.12)</p> <p>Identifies the ways in which they communicate, co-operate and care for others. (IRS1.11)</p>	<p>Sample indicators could include:</p> <ul style="list-style-type: none"> <li>identifies appropriate use, administration and storage of different types of medication</li> <li>explains why different people are important to them</li> <li>demonstrates ways to care for others.</li> </ul>
<p><b>Skills</b></p> <p>Communicates appropriately in a variety of ways. (CS1.1)</p>	<p>Sample indicators could include:</p> <ul style="list-style-type: none"> <li>discusses how to store medicines safely</li> <li>creates a picture about people who give them medicine.</li> </ul>
<p><b>Values and Attitudes</b></p> <p>Increasingly accepts responsibility for personal and community health. (V4)</p>	<p>Sample indicators could include:</p> <ul style="list-style-type: none"> <li>appreciates the need for safe practices in a range of situations and environments.</li> </ul>

## Content Strands

### Personal Health Choice

#### Health Services and Products

- people who keep me healthy
  - home

#### Drug Use

- purpose of medication
- safe use of medication
- administration of medicines
- safe storage of medicines

### Safe Living

#### Personal Safety

- safe/unsafe situations

#### Home and Rural Safety

- hazards inside/outside
- safe handling of substances/animals

### Growth and Development

#### The Body

- body care and maintenance

### Interpersonal Relationships

#### Communication

- expressing needs, wants and feelings
- active listening skills
- showing concern for others

#### Families

- family roles

#### Groups

- working with others

### Overview of lessons in this unit

Lesson 1 - What happens when I am unwell?

Lesson 2 - Who helps me when I am sick?

Lesson 3 - How do we use medicines safely?

Lesson 4 - How do my friends and I take medicines safely?

Lesson 5 - What is safe and unsafe around the home?

## Unit One: Medicines and me

### Lesson 1: What happens when I am unwell?

#### Things to look for - can students:

- identify situations when they have been unwell?
- communicate information efficiently?
- express feelings?

#### Resources:

- Story about being sick, or taking medicines
- Paper for graphs
- Paper
- Paints

Organisation	Suggested activities	Teaching points
Whole Class	<p>Read or tell a story containing a character who is sick.</p> <p>Discuss situations/times when students have felt unwell.</p> <p>Examine the following:</p> <ul style="list-style-type: none"> <li>• how did you feel?</li> <li>• did you take any medicines?</li> <li>• who gave you medicines?</li> <li>• who decided if you took medicines?</li> </ul>	<p>The school librarian may suggest a list of suitable books, or teacher may improvise a story.</p> <p>Teachers may need to revise that medicines can be:</p> <ul style="list-style-type: none"> <li>• prescribed by doctors</li> <li>• purchased 'over the counter'</li> <li>• administered by parents and caregivers.</li> </ul>
Whole Class	<p>Pictorially graph results of:</p> <ul style="list-style-type: none"> <li>• who has been to the doctor?</li> <li>• who has been to hospital?</li> <li>• who has taken medicines?</li> </ul>	
Individuals	<p>Students paint a picture of themselves or someone they know in hospital. Student and/or teacher writes caption underneath, for example, <i>What happens when I am unwell?</i></p>	
Whole Class	<p>Display and discuss paintings.</p>	

## Unit One: Medicines and me

### Lesson 2: Who helps me when I am sick?

**Resources:**

- Pictures of medical people, families

**Things to look for - can students:**

- identify people who give them medicines?
- know where to go at school to get assistance?
- demonstrate appropriate procedures for helping someone?

Organisation	Suggested activities	Teaching points
Whole Class	<p>Display and discuss pictures of medical personnel who could help when someone is sick.</p> <p>Discuss:</p> <ul style="list-style-type: none"> <li>• who are these people?</li> <li>• how do they help us?</li> </ul>	<p>Pictures may be accessed from the library and could include pictures of doctors, nurses or ambulance officers. Other people who may help include family, relatives and school personnel. Ensure that pictures are culturally appropriate and reflect the diversity in school enrolment.</p>
Whole Class	<p>Discuss:</p> <ul style="list-style-type: none"> <li>• how can you help if someone doesn't feel well at school?</li> </ul>	
Whole Class	<p>Visit the school first aid area. Discuss the role of the carers and the school procedures when students are sick or injured.</p>	
Small Groups	<p>Role play scenarios of a student helping another student at school.</p>	

## Unit One: Medicines and me

### Lesson 3: How do we use medicines safely?

#### Things to look for - can students:

- give reasons for taking medicines?
- predict consequences of taking incorrect medicines?
- appreciate the need for responsible behaviour?

#### Resources:

- Asthma inhaler
- Medicine bottles and packets
- Large paper
- Textas
- Crayons
- Worksheet 1 *Who gives me medicines?*, p.23 (may be enlarged)

Organisation	Suggested activities	Teaching points
Whole Class	Display a variety of empty medicine containers, for example, tablets, liquids and inhalers.	Refer to <i>Glossary</i> , page 150, for examples of types of medicines.
Whole Class	Discuss why people use them and when they need to be used: <ul style="list-style-type: none"> <li>• who has taken medicine?</li> <li>• who gave it to you?</li> <li>• who looks after the medicines?</li> <li>• why is it so important to be so careful with medicines?</li> </ul>	
Individuals	Discuss the rules for taking medicines at home. List ideas.  Students could predict what might happen if too much or not enough medicine is taken and who could assist in this situation.	Emphasis should be placed on students taking only their own medicines.  Rules for taking medicines: <ul style="list-style-type: none"> <li>• only take own medicine</li> <li>• correct dosage/times</li> <li>• adult supervision</li> <li>• only taken when directed by doctor, parent or caregiver.</li> </ul>
Whole Class	Complete Worksheet 1, <i>Who gives me medicines?</i> page 23, representing the silhouette of the person who usually gives medicine. Students add to silhouette by drawing features of an adult who is giving them medicine. Students write the name of the person on the worksheet.	Student must be able to identify the person who usually gives them medicines, for example, indicating that it is their grandfather by his curly hair, the student's childminder by his/her motorbike in the background of picture, the student's mother by a distinctive long skirt, etc.
Whole Class	Display work or construct class book, <i>People who give me medicines.</i>	

## Unit One: Medicines and me

### Lesson 4: How do my friends and I take medicines safely?

#### Things to look for - can students:

- make responsible decisions about medicines?
- describe friendly behaviour?
- discuss consequences of actions?

#### Resources:

- Activity sheet 1  
*Friends do things together*, p.24
- Paper plates
- Materials to decorate paper plates

Organisation	Suggested activities	Teaching points
Whole Class	<p>Read Activity sheet 1, <i>Friends do things together</i>, page 24, a story about sharing medicines.</p> <p>Discuss:</p> <ul style="list-style-type: none"> <li>• what do friends do for each other?</li> <li>• how do they act toward one another?</li> <li>• when do friends not do things together?</li> </ul> <p>Discuss Ben's choices and the possible consequences of each choice.</p>	<p>It is important that students learn to generate a range of possible solutions as part of problem solving. Encourage students to think of as many positive and negative choices as possible.</p>
Individuals	<p>Students draw a picture of themselves taking medicines in the correct manner.</p>	
Groups	<p><b>Alternative activity</b></p> <p>Students create a mask from paper plates for each character in the story, Activity sheet 1. Using masks, groups of students interpret the scenario <i>Friends do things together</i>.</p>	

## Unit One: Medicines and me

### Lesson 5: What is safe and unsafe around the home?

#### Things to look for - can students:

- identify what are safe and unsafe items?
- discuss why items are safe and unsafe?
- follow rules for playing a group game?

#### Resources:

- Activity sheet 2  
*The Letter*, p.25
- Magazine pictures
- Cards labelled *safe* and *unsafe*
- Pencils
- Paper

Organisation	Suggested activities	Teaching points
Whole Class	<p><b>Drama Activity</b> The teacher begins by showing the class a letter from Little Red Riding Hood's grandmother, Activity sheet 2, <i>The Letter</i>, page 25.</p> <p>Students discuss the letter and decide on their response (to go and help grandmother).</p> <p>Students sing a song on the way.</p> <p>They arrive at grandmother's cottage, knock on the door and grandmother invites them in.</p> <p>Grandmother explains that the wolf left a terrible mess and she needs help to sort it out and place the dangerous items in a special cupboard out of reach of wolves. This cupboard has a key.</p> <p>Discuss:</p> <ul style="list-style-type: none"> <li>• what types of things will be put in the cupboard?</li> <li>• why does the cupboard have a key?</li> <li>• why do we have special places for unsafe things?</li> <li>• where do you think grandmother should put the key to the cupboard?</li> </ul>	<p>Similar folktales, legends or Dreamtime stories may be substituted if considered more culturally appropriate.</p> <p>Students sing a song and pretend to be walking through the forest.</p> <p>The teacher may use a 'grandmother voice'.</p>

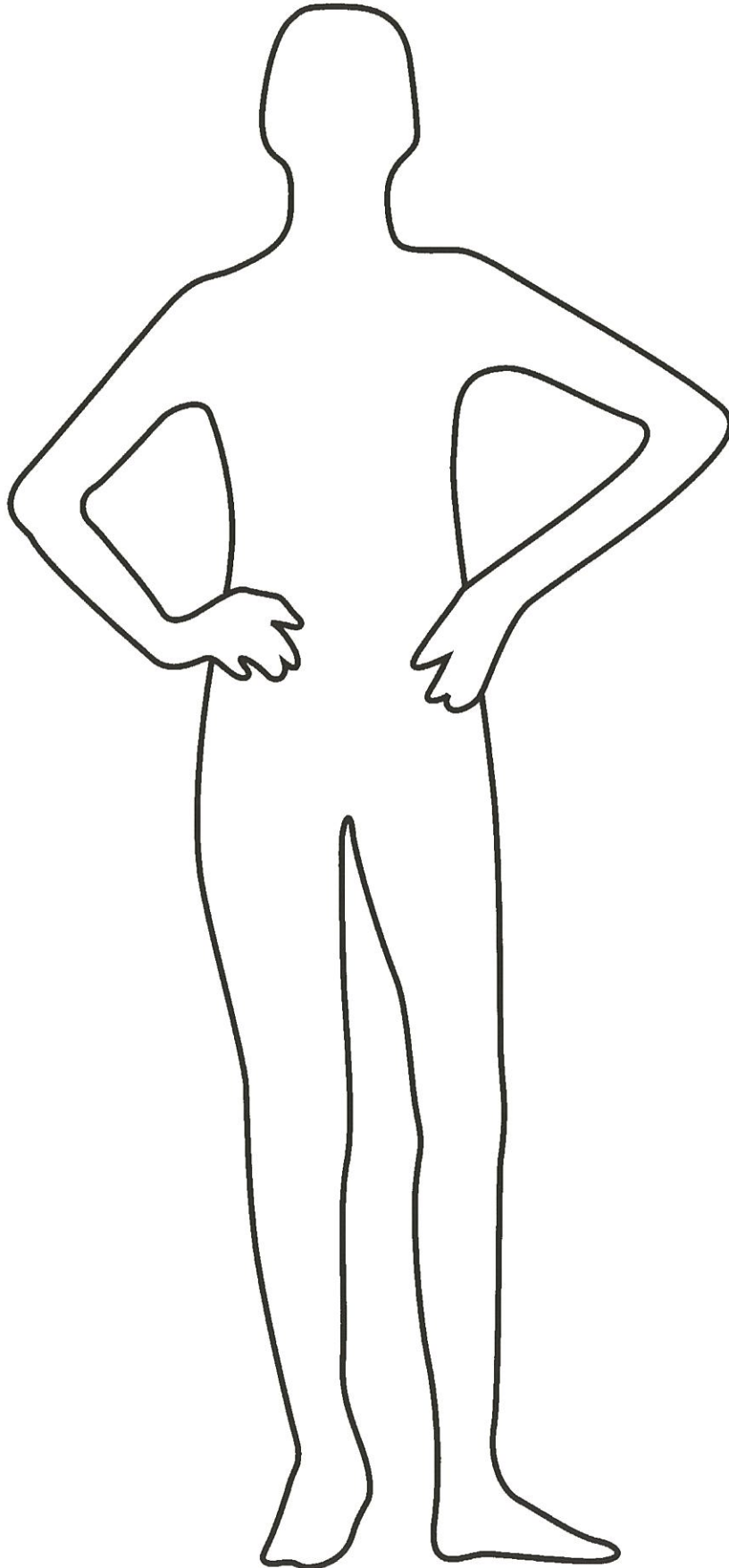


## Unit One: Medicines and me

### Lesson 5: What is safe and unsafe around the home? (cont.)

Organisation	Suggested activities	Teaching points
Whole Class	<p>The teacher shows magazine pictures of medicines, alcohol, household products, food, furniture, a cigarette lighter.</p> <p>Discuss and record:</p> <ul style="list-style-type: none"> <li>• what can you see?</li> <li>• what can you see that is safe?</li> <li>• what can you see that is unsafe?</li> <li>• where should the unsafe items be kept?</li> </ul>	
Whole Class	<p>Play Identification Game</p> <p>Students match magazine pictures with labels <i>safe</i> and <i>unsafe</i>.</p>	<p>Identification Game.</p> <p>Teacher places signs <i>safe</i> and <i>unsafe</i> at designated parts of the room.</p> <p>Teacher displays magazine picture or label.</p> <p>Students decide whether object is <i>safe</i> or <i>unsafe</i> and move to the appropriate side of the classroom.</p>
Individuals	<p>Students write a letter to Little Red Riding Hood's mother telling her how they have helped grandmother.</p> <p>(Class may receive a thank you letter from grandmother).</p>	<p>Letters may be individually written or be written as a jointly constructed class text.</p>

# Who gives me medicines?



Stage 1

## Friends do things together

Carlo and Ben are neighbours.

Carlo and his friend, Ben, like to do things together. When Carlo gets a new toy, Ben asks his mum to buy him one just the same. When Ben has peanut butter sandwiches for lunch, Carlo does too!

One day Ben is feeling very sick and has to stay home so he can visit the doctor.

Ben's mother takes him to Dr Lee's office and Dr Lee tells Ben he has an influenza virus. He gives Ben some medicine especially for his illness. Dr Lee tells Ben and his mother how much medicine to take and the times when Ben has to take it. It is strawberry flavoured.

Dr Lee tells Ben and his mother that lots of children where they live have been sick but everybody is different and this medicine is only for Ben.

That afternoon when Carlo gets home from school, he goes to visit his best friend to find out how he is feeling. Ben is feeling better now and tells Carlo about his medicine. Carlo watches while Ben takes his medicine carefully with his mother's help.

When Ben's mum has gone to read a book, Carlo asks Ben if he can have some medicine.

### What can Ben do?

Teaching points: As a class, look at the choices Ben has and discuss the positive and negative consequences of each choice.

Names should be changed if there are students in the class with the same names.

## The Letter

Rose Cottage  
3 Wattle Ave  
The Forest

Dear.....

Yesterday a wolf came to visit. It pulled everything out of my cupboards and left a terrible mess on the floor. I think it was hungry and wanted something to eat.

I can't remember where everything is kept. Will you come to visit and help to sort out the mess?  
We could have honey cakes and chocolate milk for morning tea.

Please sing a song on the way so I know it isn't the wolf coming to visit again.

Love,  
Granny

## Unit Two - Keeping myself safe around medicines

Outcomes	Indicators
<p><b>Knowledge and Understanding</b></p> <p>Recognises that positive health choices can promote well being. (PHS1.12)</p> <p>Recognises that their safety depends on the environment and the behaviour of themselves and others. (SLS1.13)</p>	<p>Sample indicators could include:</p> <ul style="list-style-type: none"> <li>• identifies appropriate use, administration and storage of different types of medicines</li> <li>• role plays what to do in an emergency eg dial 000</li> <li>• describes dangerous things they can see, reach and touch and ways of dealing with them.</li> </ul>
<p><b>Skills</b></p> <p>Recalls past experiences when making decisions. (DMS1.2)</p>	<p>Sample indicators could include:</p> <ul style="list-style-type: none"> <li>• predicts consequences of options in order to make decisions</li> <li>• discusses feelings others may have.</li> </ul>
<p><b>Values and Attitudes</b></p> <p>Refers to a sense of their own worth and dignity. (V1)</p>	<p>Sample indicators could include:</p> <ul style="list-style-type: none"> <li>• appreciates the need for shared responsibility and decision making</li> <li>• appreciates the need for safe practices in a range of situations and environments</li> <li>• values the need to work co-operatively.</li> </ul>

Stage 1



## Content Strands

### Personal Health Choice

#### Health Services and Products

- people who keep me healthy
  - home
  - community

#### Drug Use

- purpose of medication
- safe use of medication
- administration of medicines
- safe storage of medicines

#### Safe Living

##### Personal Safety

- safe/unsafe situations

##### Home and Rural Safety

- hazards inside/outside home: poisons/fuels/guns
- safe handling of substances/animals

#### Emergency Procedures

- what to do in the event of an emergency

### Growth and Development

#### The Body

- body care and maintenance

#### Interpersonal Relationships

##### Communication

- expressing needs, wants and feelings
- showing concern for others

##### Families

- family roles
- rights and responsibilities

##### Peers

- sharing
- co-operating

#### Overview of lessons in this unit

Lesson 1 - What should I do to get help?

Lesson 2 - What needs to be kept in a safe place?

Lesson 3 - How do my friends and I use medicines safely?

Lesson 4 - How can we store medicines safely?

Lesson 5 - How do I know what is safe for me?

## Unit Two: Keeping myself safe around medicines

### Lesson 1: What should I do to get help?

#### Things to look for - can students:

- identify who could assist them in an emergency?
- seek help when needed?
- identify solutions for dealing with an emergency?
- appreciate that decisions must be made in an emergency?

#### Resources:

- Butchers paper
- Textas
- Activity sheet 1  
*Mario*, p.34

Organisation	Suggested activities	Teaching points
Whole Class	Teacher and students read Activity sheet 1, <i>Mario</i> , page 34, a story about a younger sibling drinking an unknown substance.	The teacher may scribe the scenario onto the board, butchers paper or make an overhead transparency.
Small Groups	Discuss what Mario could do and the consequences that could occur. <ul style="list-style-type: none"> <li>• Elected leader reports to class.</li> </ul>	Actions that Mario could take include: <ul style="list-style-type: none"> <li>• removing the bottle from his sister’s reach</li> <li>• calling his mum</li> <li>• telling an older person.</li> </ul>
Whole Class	Using the same scenario discuss what Mario could do if there was not an adult in the house. <ul style="list-style-type: none"> <li>• Students brainstorm and list all the people they know who could help including older siblings, next door neighbours, grandparents.</li> <li>• Teacher then highlights that some people may not be available, for example, they are at work, they do not have a telephone.</li> <li>• Eliminate from the list people that Mario could not contact.</li> </ul>	The lesson assists students to identify their family support network.
Whole Class	Who else could help Mario if no one in the family network is available?	This lesson assists students to identify sources of support outside the family network, for example, the emergency 000 number.

## Unit Two: Keeping myself safe around medicines

### Lesson 1: continued...

#### Resources:

- Telephone
- Paper
- Pencils

#### Things to look for - can students:

- understand and demonstrate ringing 000 emergency number?
- appreciate that support networks can assist in emergencies?

Organisation	Suggested activities	Teaching points
Whole Class	<p>Discuss when to use the emergency 000 number:</p> <ul style="list-style-type: none"> <li>• when would you ring 000?</li> <li>• who would answer 000?</li> <li>• what would you say?</li> <li>• how do you make a 000 phone call from a public telephone?</li> <li>• do you need money to make a 000 phone call from a public telephone?</li> </ul>	<p>The teacher should explain that people calling 000 will be asked:</p> <ul style="list-style-type: none"> <li>• for the service they require, police, fire brigade or ambulance</li> <li>• the nature of their concern.</li> </ul> <p>Research into children's use of services such as Kid's Helpline and Operation Paradox shows that more use of services is made when children know what to expect.</p>
Whole Class	The teacher role plays the response that would be received when using the 000 number.	The teacher should model how to make the 000 call before the students practise the procedure.
Small Groups	Role play making an emergency 000 call.	<p>When making an emergency 000 call, students need to know:</p> <ul style="list-style-type: none"> <li>• how to use the telephone</li> <li>• their name and address</li> <li>• when they would ring 000, for example, if none of the student's network is present, someone is not breathing or you cannot wake them up.</li> </ul>
Individuals	List the names on an outline of a hand or draw the faces of 5 people that students could include in their support network.	Students should be encouraged to include 2 people outside the family network.



## Unit Two: Keeping myself safe around medicines

### Lesson 2: What needs to be kept in a safe place?

#### Things to look for - can students:

- identify substances that need careful handling?
- identify substances that are stored in secure places?
- recognise situations which may lead to problems?

#### Resources:

- Containers of household cleaners and toxic products
- Cards with names of rooms on them
- Paper

Organisation	Suggested activities	Teaching points
Whole Class	<p>Display containers of household cleaning agents and toxic products. Discuss:</p> <ul style="list-style-type: none"> <li>• what types of products are these?</li> <li>• what do we use the products for?</li> <li>• why are these products kept in special places?</li> <li>• why do some product containers have special tops?</li> </ul>	<p><i>The viewing of the products should be strictly supervised.</i></p> <p><i>Teachers should ensure that all container lids are securely in place.</i></p> <p>Toxic products could include bleach, fly spray, dishwasher powder, oven cleaner, washing powder, toilet cleaner, paint stripper, methylated spirits, weed killers, animal drenches, pesticides, chemical sprays and turpentine.</p>
Whole Class in circle	<p>Categorise where these products are found in the home, under the headings: Kitchen, Laundry, Bathroom, Garage and Other.</p>	<p>If the students indicate that these items are not kept in safe places sensitive discussion of the reasons should follow.</p>
Individuals	<p>Students design a poster to emphasise the need for safe storage of toxic products.</p> <p>Teacher discusses with students:</p> <ul style="list-style-type: none"> <li>• wording</li> <li>• colour</li> <li>• layout.</li> </ul>	<p>Discussion of risks involved in the storage of toxic products and wording in posters should include <i>.....might happen, .....could happen.</i></p>
Whole Class	<p>Display posters in prominent place in the school.</p>	

## Unit Two: Keeping myself safe around medicines

### Lesson 3: How do my friends and I use medicine safely?

#### Resources:

- Activity sheet 2 *Jane and Emily*, p.35
- Paper
- Writing materials

#### Things to look for - can students:

- identify the steps involved in making decisions?
- demonstrate safe practices?
- value their own health and that of others?

Organisation	Suggested activities	Teaching points
Whole Class	Shared reading of the story on Activity sheet 2, <i>Jane and Emily</i> , page 35.	Teacher may choose to make this story into class books for use in other activities. Students could illustrate.
Whole Class	<p>Discuss Activity sheet 2:</p> <ul style="list-style-type: none"> <li>• what might have been worrying Jane?</li> </ul> <p>(If the opened medicine bottle and tablets on a chair are not mentioned then direct the students' attention to them.)</p> <ul style="list-style-type: none"> <li>• what could Jane do to help Emily?</li> </ul> <p>(Answers could include, take Emily a present of fruit, invite Emily to a healthy lunch, make Emily a get well card - again attention may have to be directed to the medicine and tablets, for example, give them to Emily's mum.)</p> <ul style="list-style-type: none"> <li>• would Jane caring about Emily make her feel better? Why?</li> </ul>	Students should be encouraged to justify their answers where appropriate.
Individuals	<p>Imagine that your best friend is sick.</p> <ul style="list-style-type: none"> <li>• Make a get well card.</li> <li>• Write a letter to your friend.</li> </ul>	Letters can be published on a computer and presented to an audience or included in the school newsletter or magazine.

## Unit Two: Keeping myself safe around medicines

### Lesson 4: How can we store medicines safely?

#### Things to look for - can students:

- identify medicines?
- explain where medicines are stored?
- design a safe storage cupboard for medicines?

#### Resources:

- Empty medicine containers
- Textas
- Butchers paper
- Scissors
- Craft materials

Organisation	Suggested activities	Teaching points
Whole Class	<p>Display a variety of empty medicine packages.</p> <p>Discuss:</p> <ul style="list-style-type: none"> <li>• what are the items?</li> <li>• how do you know they are medicines?</li> <li>• where can you buy them?</li> <li>• what are 'child resistant' containers?</li> </ul>	<p><i>The handling and viewing of any medicines should be strictly supervised.</i></p> <p>Medicine containers could include bottles, packets, asthma sprays, tubes of cream.</p> <p>Medicines can be purchased from supermarkets, chemists, shops.</p> <p>If prescribed by a doctor they can only be purchased at the chemist with a prescription.</p> <p>Some medicines are stored in 'child resistant' containers.</p>
Whole Class	<p>Discuss:</p> <ul style="list-style-type: none"> <li>• where should we keep medicines?</li> <li>• what can be done to keep you or other children safe around medicines?</li> </ul> <p>Predict consequences of unsafe storage.</p>	<p>Medicines should be kept out of reach of children or in a cupboard that can be locked.</p>
Individuals	<p>Invent and design or make a cupboard to store medicines and unsafe items.</p>	<p>This activity involves creative and lateral thinking, for example, the cupboard could have 'child resistant' locks, secret drawers or sliding compartments and positioned at least 1.5m above the floor.</p>
Whole Class	<p>Display the cupboard. Students explain their cupboard design.</p>	

## Unit Two: Keeping myself safe around medicines

### Lesson 5: How do I know what is safe for me?

#### Things to look for - can students:

- identify differences between medicines and poisons?
- categorise items as medicines, poisons or other substances?
- recognise the poison sign?

#### Resources:

- Activity sheet 3  
*Poison sign* p.36
- Worksheet 1 *Poisons, medicines, other*, p.37
- Paper
- Stepping stones:  
20 blank  
5 with poison sign  
1 with START  
1 with FINISH.

Organisation	Suggested activities	Teaching points
Whole Class	Discuss the differences between medicines and poisons leading to generalisations about them. Discuss Activity sheet 3, <i>Poison sign</i> , page 36.	It is important to emphasise that medicines should only be taken in the prescribed quantity and that they are only to be taken by those for whom they are prescribed.
Two Groups	Group 1 students are given Worksheet 1, <i>Poisons, medicines, others</i> , page 37, and asked to list the names of poisons, medicines and other household items.  Group 2 students brainstorm words they associate with poison and make a semantic web.	Emphasise that poisons should never be drunk or swallowed by people.  Refer to <i>Semantic web</i> in <i>Background Information</i> , page 135.
Whole Class	Students share lists. The names of five poisonous items and fifteen medicines and other household items are recorded on the blank stepping stones. Stepping stones for START and FINISH are also made.  Class sits in a circle.  Teacher scatters stepping stones within the circle making sure START and FINISH are on opposite sides.  Students take turns stepping on the stones. They begin at START, avoid stones with the poison sign or poisonous items on them and step on safe stones to reach FINISH.	Poisonous items include: <ul style="list-style-type: none"> <li>• bleach</li> <li>• kerosene</li> <li>• insecticides</li> <li>• oven cleaner</li> <li>• pool chemicals</li> <li>• paint stripper</li> <li>• degreasers</li> <li>• paint</li> <li>• pesticides</li> <li>• weed killer</li> <li>• floor polish</li> <li>• animal drenches</li> <li>• methylated spirits</li> <li>• furniture polish</li> <li>• mineral turpentine.</li> </ul>

## Mario

Mario is eight years old and has been asked to look after his two year old sister while his mother is gardening.

Mario is watching television, but suddenly realises that his sister is not in the room. He goes looking for her and finds her sitting on the kitchen floor in front of the cupboard that is under the sink.

The cupboard door is open and she has taken out a bottle. The top is off and the bottle is in her mouth when Mario walks into the kitchen. She holds it up to him saying, “Yucky lemonade!”

**What could Mario do?**

## Jane and Emily

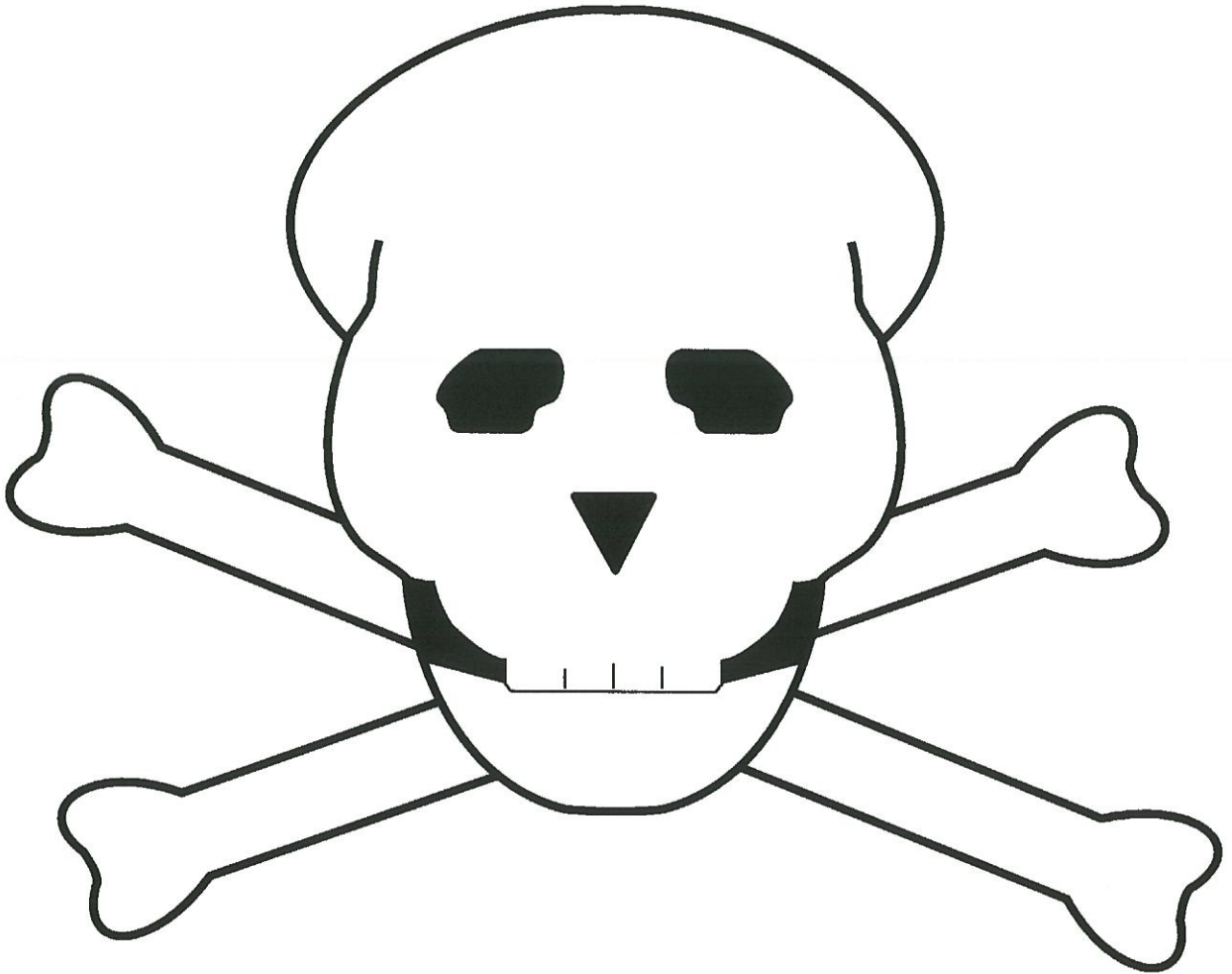
On Monday, Jane went to school and her best friend Emily wasn't there. Jane felt lonely and sad all day. She sat with some other children in her class to eat lunch and they asked her to play a skipping game but it wasn't the same as playing with Emily.

When Jane went home she asked her dad if she could phone Emily and find out if Emily was coming to school on Tuesday. Her dad said yes. Emily's mum asked if Jane would like to visit Emily.

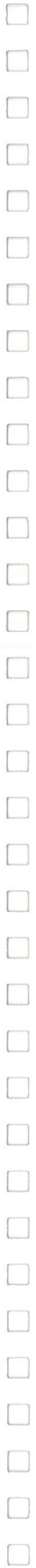
When Jane arrived at Emily's house Emily was sitting up in bed. Her cough mixture and some tablets were on a chair beside the bed. The top was off the cough mixture. Jane and Emily talked to each other for a long time and Jane told Emily how lonely she had been at school that day. Jane told Emily that she really hoped Emily would be well enough to come to school on Wednesday.

When Jane got home she asked her Dad if she could talk to him because she was worried about Emily.

# Poison sign



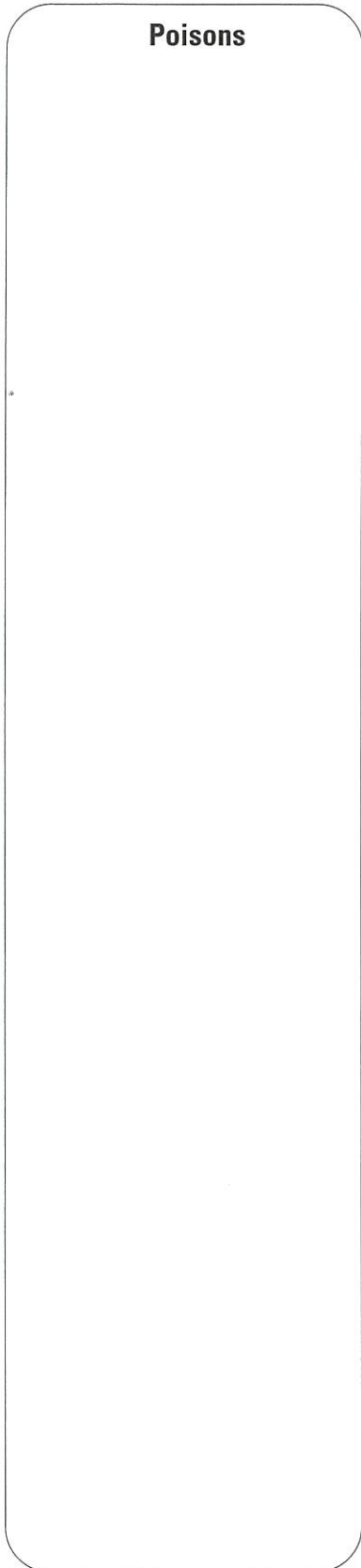
Stage 1



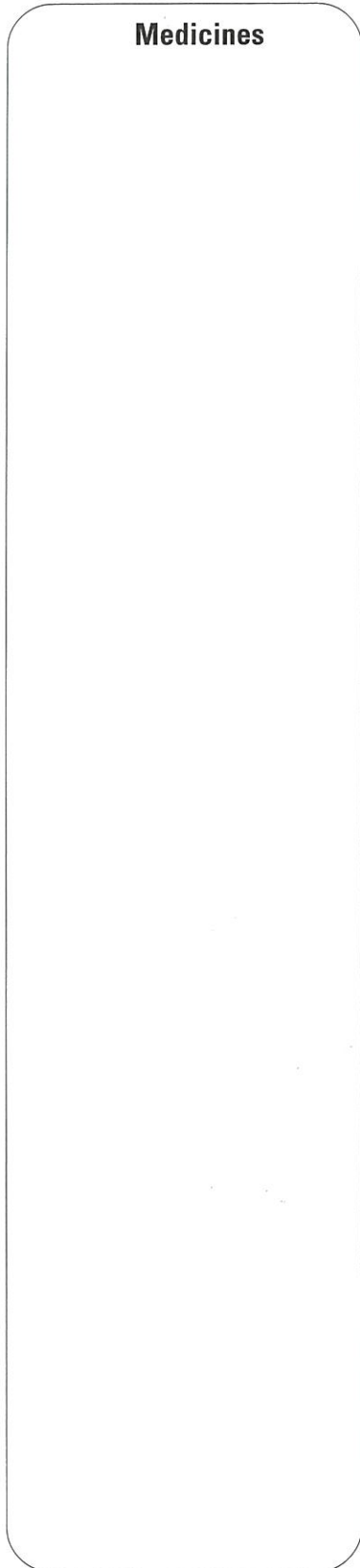
# Poisons, medicines, other

List the household items

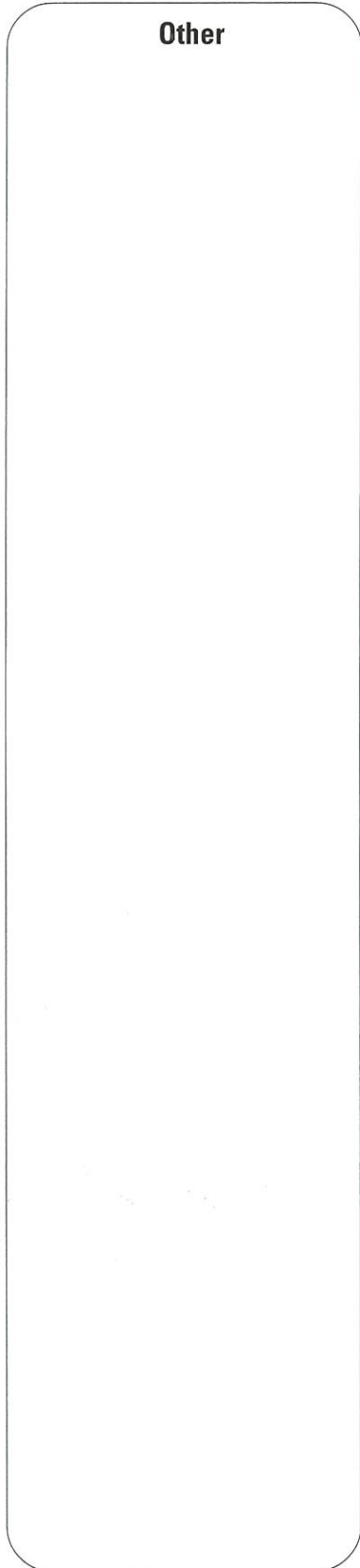
**Poisons**



**Medicines**



**Other**



Stage 1