

Pride : parent's role in drugs and safety education / Manchester City Council Education Department, Inspection and Advisory Service.

Contributors

Manchester (England). City Council.

Publication/Creation

Bolton : D2, 1997.

Persistent URL

<https://wellcomecollection.org/works/d8nmmr9a>

License and attribution

Conditions of use: it is possible this item is protected by copyright and/or related rights. You are free to use this item in any way that is permitted by the copyright and related rights legislation that applies to your use. For other uses you need to obtain permission from the rights-holder(s).



Wellcome Collection
183 Euston Road
London NW1 2BE UK
T +44 (0)20 7611 8722
E library@wellcomecollection.org
<https://wellcomecollection.org>

OVER 16 CLASS
AND
HOME ACTIVITIES WITH
PHOTOCOPIABLE RESOURCES



**Parents'
Role
In
Drugs and safety
Education**

KEY STAGE ONE



M

7890

PLUS 18 PAGES
OF SUPPORT
MATERIALS -
BADGES,
CERTIFICATES
ETC.



22503122322

Manchester City Council Education Department



PRIDE

Parents' Role In Drugs and safety Education



The term 'Parent' in this pack refers to all people with parental responsibility.

This pack is dedicated to Crompton Cornthwaite (from the Mancunian Health Promotion Specialist Service) whose ideas inspired the setting up of this project - but who tragically died in a bicycle accident in June 1996.

TITLE

PRIDE Parents' Role In Drugs and safety Education.

First published August 1997

ACKNOWLEDGEMENTS

To the DfEE for its support in partially funding the project.

Photographs by Ben Blackall, and trial and piloting schools.

Extracts from (i) Science in the National Curriculum - Life Processes and Living Things and (ii) Drug Education Curriculum Guidance for schools Key Stage 1, (DfEE / SCAA) are reproduced with the permission of the Controller of Her Majesty's Stationery Office.

All text supplied by Manchester IAS.

Distribution by Manchester IAS.

The Acorn Centre, Royal Oak Road, Wythenshawe,
Manchester M23 1EB

Tel: 0161 998 5256

Fax: 0161 945 4846

The authors reserve their rights.

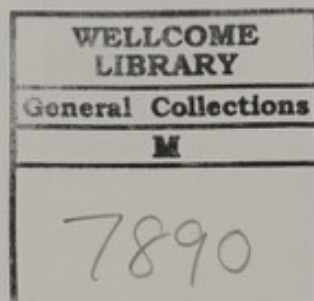
All artwork, design and layout by D2.

Published by D2

99 St John's Road, Lostock, Bolton BL6 4HB

Tel: 01942 811078

Fax: 01942 817678



© COPYRIGHT

All rights reserved. No part of this publication may be reproduced, stored in a retrieval system, or transmitted in any form or by any means, electronic, mechanical, photocopying, recording or otherwise, without the prior permission of the publishers.

PHOTOCOPIABLE MATERIAL

Permission to photocopy resource and activity sheets is released to purchasing institutions only and to be for their use only.

ISBN 1 900587 06 8

First rights of publication belong to Manchester IAS.

THANKS

Special thanks to the children, parents / carers and teachers of the trial and pilot schools:

Trial Schools:

Sandilands Infant School
Lily Lane Infant School
St Agnes Primary School
Wilbraham Infant School
Green End Infant School

Schools which trialled the pack with training:

St. Marys C.E. Primary School, Moston
Cheetwood Primary School
Moston Lane Primary School
Aspinal Primary School
Gorton Mount Infant School
Cavendish Road Primary School
Bishop Bilborrow R.C. Primary School
Baguley Hall Primary School
Pike Fold Primary School
Seymour Road Infant School
Ravensbury Primary School
St. James' C.E. Primary School (Gorton)
St. Brigids' R.C. Primary School
Christ the King Primary School
Plymouth Grove Primary School
Crab Lane Primary School
St. Ambrose Primary School

Schools which trialled the pack without training:

St Edward's RC Primary School
Harpur Mount Primary School
St Margaret Mary's RC Primary School
English Martyrs RC Primary School

Thanks also to the Steering Group and Design Group members

Emma Beresford - Manchester Inspection and Advisory Service
Malcolm Brown - Manchester Inspection and Advisory Service
Crompton Cornthwaite - Mancunian Health Promotion Specialist Service
Elaine Morrison - Mancunian Health Promotion Specialist Service
Adrian Madden - Drugs Prevention Initiative
Ron Flowers - Greater Manchester Police
Pat Mason - Greater Manchester Police
Chris Brownhill - Manchester Adult Education Service
Pat Lamb - Parent and founder member of GADAA
Lynn Harris - Parent, Heald Place Primary School
Sue Eastwood - Headteacher, Openshaw C.E. Primary School
Ruth Massey - Teacher, Newall Green Infant School
Alison Mottram - Teacher, Crowcroft Park Primary School
Susie Nicholson - Teacher, Oldwood Infant School
Fiona Rigby - Teacher, Corpus Christi R.C. Primary School

The project has been co-ordinated by Emma Beresford, with particular help from Ruth Massey, Home School Liaison Teacher, Newall Green Infant School. Special thanks to Elaine Morrison, Mancunian Health Promotion Specialist Service, for the help with training.

Evaluation by Lynne Milburn.



Welcome to the PRIDE pack.

This pack contains all you need to run an exciting six week project involving children learning with their teacher and parents about drug and safety education.

Instructions have been included which draw on the experience of 26 Manchester schools that have successfully trialled the materials. These instructions are very detailed and explicit so that they could be used by any teacher, including someone who is newly qualified.

The pack contains over 16 class and home activities with photocopiable materials and 18 pages of photocopiable support sheets including publicity, certificates, invitations, badge templates, checklists and all the resources needed for the parents' meeting.

We know that this project works. *It is a highly effective means of involving parents in their children's learning and in enabling them to work with their child's school to give important messages about safety and drug education at an early age.*

We hope you enjoy it.



1. Introduction - Background to the pack

page 7

A. What is the project?	8
B. Why was this project developed?	8
C. What are the benefits of the project?	8
D. Who has been involved in developing the project?	9
E. Will the project work at your school?	9
F. How is the pack organised?	10

2. Practical points for teachers - Planning the project

page 11

A. Planning the project - flow chart	12
B. What to do - step by step	12
C. Issues	16
D. Involving others - extending activities	17

3. The Parents' Meeting - A step-by-step guide

page 19

Teachers' Notes	20
Sheet 1 Resources	22
Sheet 2 Attendance Sheet	23
Sheet 3 / 3(a) Why do we want you to be involved?	24
Sheet 4 What do we want you to do?	26
Sheet 5(a) Quiz	27
Sheet 5(b) Answer sheet	28

4. Support Materials - Photocopiable sheets to support the project

page 29

(a) General letter re: project for parents in school	31
(b) Letters for parents inviting them to a meeting	32
(c) Poster	34
(d) Points for parents re: project	35
(f) Folder decoration	36
(g) Letter for parents who don't attend the meeting	37
(h) Black and White Masters for project badges and praise badges	38
(i) Invitations to celebration assembly	40
(j) Certificate	42
(k) Parents' / Helpers' check list	43
(l) Child's check list	44
(m) Photocopiable characters	45
(n) Child's evaluation sheet	47
(o) Parents' evaluation sheet	48

5. Activities - School and home activities

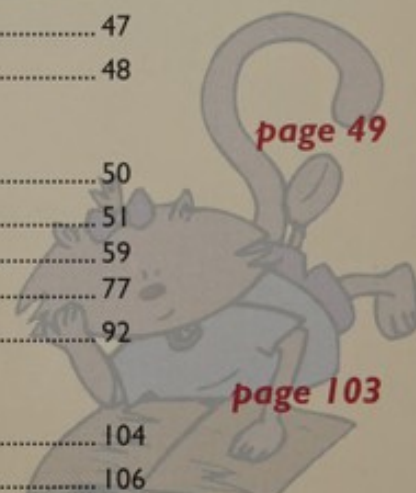
page 49

Summary of all activities	50
Unit A Safety in the Home and School	51
Unit B The Positive Use of Medicines	59
Unit C The Dangers of Drugs, Medicines and Solvents	77
Unit D Healthy Lifestyles	92

6. Appendices - Additional useful resources

page 103

Useful contacts	104
Drugs Education Curriculum guidance for schools - Key Stage 1	106
Science in the National Curriculum - Key Stage 1 - Life and Living Processes	107



1. Introduction

- A. What is the Pride Project?
- B. Why was this project developed?
- C. What are the benefits of the project?
- D. Who has been involved in developing the project?
- E. Will the project work at your school?
- F. How is the pack organised?



A. WHAT IS THE PROJECT?

This project is called the PRIDE Project: PRIDE stands for Parents' Role in Drugs and safety Education.

Its aim is to promote the safety of children at Key Stage 1 by increasing their knowledge and understanding of the dangers of drugs and medicines, and helping them consider rules about safety.

Parents and teachers are involved in a programme of events and activities with the children at school and in the home.

Everything you need to follow the programme can be found in this pack.

B. WHY WAS THIS PROJECT DEVELOPED?

This project has been developed because of:

1) The need for education about safety and drugs at Key Stage 1

"Accidents are the most common cause of death among young people. The majority of such accidents happen in the home, many as a result of poisoning from substances easily accessible to the young child."

(statement at the Health of the Young Nation Conference)

- Young people are experimenting with drugs at a younger age - Parker and Measchon (1995) have pointed to the need for drug education to begin at an earlier stage in school.
- In Manchester, where this project was developed, 8.9% of all deaths under the age of 14 are due to accidental poisonings and injuries from discarded syringes.

2) The increasing recognition that parents play a vital role in educating their children and that schools can help to support this role.

- Research suggests that supporting parents in their role as educators is a very effective way of developing children's learning (Haringey project 1985, Sattes 1986, Dolan and Coroselli 1982).
- Over the past 5 years there has been an increasing interest in learning materials and activities that parents and children can work on together at home, supported by school. (Impact Maths 1994, School Home Investigations in Primary Science 1992, ALBSU - Read and Write Together 1995).
- Activities not only enable children to learn but also give parents access to information and can help develop parents' confidence as educators. Eurodetective (produced by Humberside LEA 1992) helped to develop knowledge and understanding about Europe within the whole family.
- The revised Ofsted guidelines (April 1996) give far greater emphasis to partnership with parents and specifically state that...

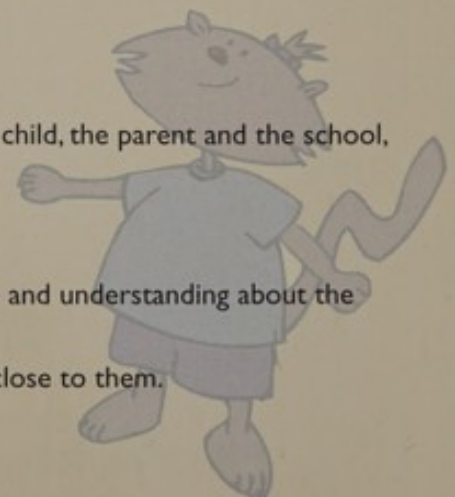
'Inspectors should explore how well the school helps parents to understand the curriculum, the teaching it provides and how this can lead to teachers and parents working together to provide support at home...'

C. WHAT ARE THE BENEFITS OF THE PROJECT?

We hope that this project can provide a number of different benefits for the child, the parent and the school, as listed below.

1) For the child

- promotes the safety of children at Key Stage 1 by increasing their knowledge and understanding about the dangers of drugs, medicines and rules about safety.
- enables them to develop their sense of safety with a parent or adult who is close to them.
- links their learning at home and school.



2) For the parent

- gives them useful information about safety issues, and what is taught in the National Curriculum at school.
- gives them practical activities to do with their child, and ideas about how children can learn through different types of activities. It may help give them confidence in supporting their children.
- develops closer links with the school.
- enables them to contribute their ideas and develop their involvement in their child's learning.
- aims to reduce the number of accidents to children in the home.

3) For the school

- helps the school to fulfil some of the requirements of the National Curriculum Science Key Stage 1 - 'Life and Living Processes.'
- helps the school to fulfil the suggested drug education curriculum at Key Stage 1 (page 106) - 'Drugs Education Curriculum Guidance for Schools 1995.'
- develops the skills and confidence of teachers to involve parents.
- increases the involvement of parents and may lead to further projects/interest. Helps to meet the Ofsted criteria on 'Partnership with Parents.'
- aims to reduce the number of accidents to children at the school.

D. WHO HAS BEEN INVOLVED IN DEVELOPING THE PROJECT?

This project has been developed by **Manchester Inspection and Advisory Service** in close partnership with **Mancunian Community Health NHS Trust (Mancunian Health Promotion Specialist Service)** with inter-agency collaboration and a steering group including representatives from:

Manchester Adult Education Services, Greater Manchester Police, the Drugs Prevention Initiative, and parents and teachers from Manchester schools.

E. WILL THE PROJECT WORK AT YOUR SCHOOL?

1. Trial and Pilot Schools

The PRIDE Project has been trialled in 26 Manchester schools.

These schools reflect a cross-section of urban society with a wide range of cultures and economic backgrounds including:

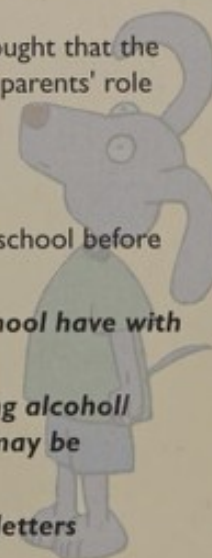
- **high incidences of unemployment and deprivation**
- **areas where drug misuse is common**
- **high proportions of families where English is not the first language.**

The schools had varying degrees of previous experience of working with parents, but they all thought that the PRIDE Project was very successful in involving parents and particularly in developing support for parents' role as educators.

2. Factors to consider at your school

It is, however, important to take into consideration particular factors in the catchment area of a school before undertaking this project.

- **Is there drug misuse in the area? What sort? What contact do children at the school have with this? (e.g. finding syringes in the street).**
- **What is the attitude of different groups of parents towards drug misuse (including alcohol/tobacco)? Do cultural expectations affect this? e.g. parents from some cultures may be resistant to talking about drugs.**
- **What are parents' own education levels/literacy skills? Do any parents need the letters translated/an interpreter? Do parents have disabilities/need a signer/access?**



F. HOW IS THE PACK ORGANISED?

The pack has 4 key sections:

Practical points for teachers

Materials and ideas for running the parents' meeting

Photocopiable support materials to be used during the project

Activities to be used with the children, divided into 4 units

Unit A *Safety in the Home and School*

Unit B *The Positive Use of Medicines*

Unit C *The Dangers of Drugs, Medicines and Solvents*

Unit D *Healthy Lifestyles*

For each unit there are class and home activities with photocopiable materials.

It is suggested that these materials are suitable for Year 1 and Year 2 classes.



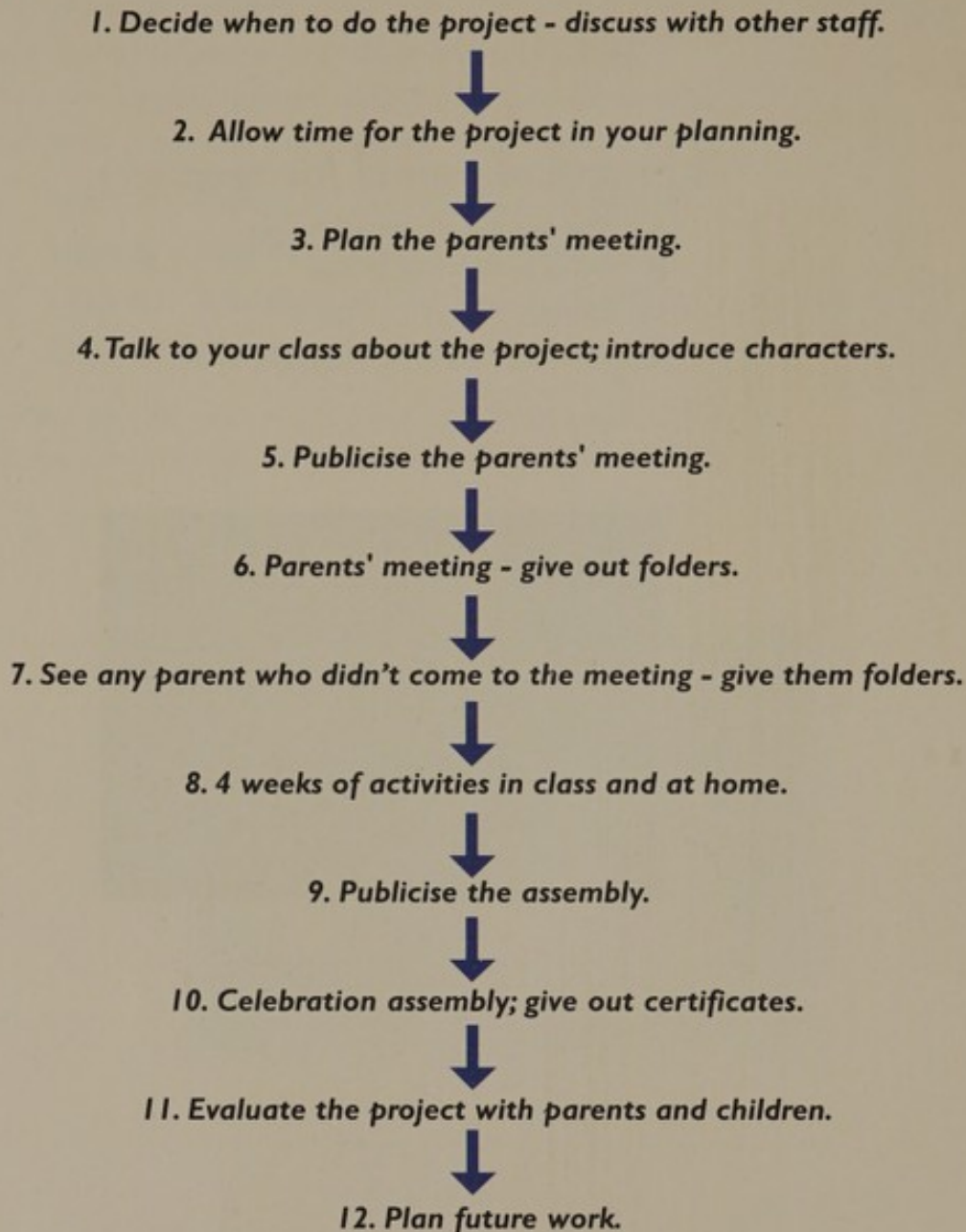
2. Practical points for teachers

- A. Planning the project - flow chart
- B. What to do - step by step
- C. Issues
- D. Involving others - extending activities



A) PLANNING THE PROJECT

Flow Chart



(You may wish to take longer, but we suggest the project is completed within six weeks.)

B) WHAT TO DO - STEP BY STEP

1) Preparation

● Timing

Talk to the rest of the staff about the PRIDE project and decide when you will carry it out.

- Are you going to fit the project into six weeks?
- Our experience shows that parents' enthusiasm can be sustained for up to six weeks. After that people tend to lose interest.



- Some schools found that if the project couldn't be done in a half term it still worked if the six weeks spanned a half term holiday. Parents found this useful because they could catch up with the home activities during the holiday.
- Think about what topic this could fit in with - eg. Ourselves, Healthy Living, Life and Life Processes, Safety, Healthy Eating etc.

It can be useful for several teachers to do the project at the same time as they can help and support each other. Involve bilingual / section 11 teachers and other staff, such as the school nurse, from the beginning.

● Present Experience

Draw on your own experience of existing parental involvement within your school.

- If you hold successful parents' meetings already - include positive elements from these meetings.
- If your children already share home activities with their families - fit the PRIDE Project into your existing programme.
- If you have regular parent helpers enlist them to help children whose parents are unable to offer support.

● Resources

To do the home activities parents will need glue, scissors and crayons.

- parents may not have these resources to carry out the activities at home.

Can you -

- loan them?
- sell them at cost price?
- give them to all parents?
- give them to parents who ask?



You will need to decide this now and order resources accordingly. It is important to have something on offer or you could prevent some children from taking part.

● Planning

Include the class activities and follow up activities in your planning. It may be useful to have a whole school assembly around a safety topic to launch the project.

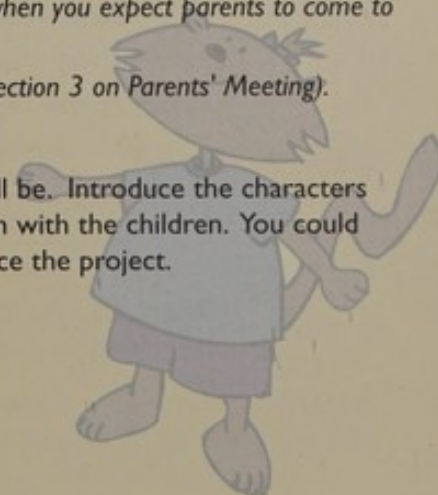
● Planning the Parents' Meeting

Decide on a date, time and venue for the Parents' Meeting.

- Is morning or afternoon best? Just after the beginning of the day or before the end of the day are usually better for parents. Or could you do both?
- What about a meeting after school / in the evening for working parents?
- Can you offer a creche for pre-school children or provide toys/activities to keep them occupied/quiet?
- Can you offer refreshments? It's best not to charge for refreshments when you expect parents to come to a meeting.
- Do you have all the resources you need - eg. OHP / flip chart? (see section 3 on Parents' Meeting).

● Introducing the Project

Talk to your class about the project. Make a big thing about how exciting it will be. Introduce the characters to your children. You may wish to give them names or choose names for them with the children. You could make puppets out of the characters on pages 45 - 46 and use them to introduce the project.



2) Parents Meeting

● Publicity

1-2 weeks BEFORE the parents' meeting, send out the publicity (see examples in section on support materials) - stress the safety rather than the drugs education aspect of the project at this stage. You may wish to send out a general letter to all parents to let them know that the project will be taking place involving some of the children and their parents. Put up posters to advertise the fact that your class is going to be involved in the project, and to let parents know when, at what time and where the meeting is to be held.

- What sort of publicity do your parents best respond to? - letter/A4 poster/A5 flyer (see examples in section on support materials)
- You may want the children to colour in the publicity or make it personal by writing their parents' names on it themselves.
- How will you send out the publicity? With the children? Give it to parents personally at the start/end of the school day? In an envelope addressed to parents? What about the children who are absent? Where will you put the posters so that they are seen by your parents?
- What about equal opportunities/access for all parents? Do you need access for parents in wheelchairs, a signer for hearing impaired parents or an interpreter for parents whose first language is not English?

Remember: asking / reminding parents about the meeting personally is most effective - or get someone else to go out to the playground - catch parents as they collect children and ask them if they are coming to the meeting.

● Folders

Prepare the folders - one for each family.

- Do you want to use both the parents' and child's check lists? (pages 43 - 44)
- Put check lists in each folder.
- Put the information sheets about the project in each folder. (page 35)
- You may wish to also put the fact sheets of information for parents from Unit C in the folders. (pages 79 - 81)

● The Meeting Itself

Run the parents meeting (see section on Parents Meeting)

Catch any parents who miss the Parents' Meeting and talk them through the information sheet briefly (see section on support materials). Give them their PRIDE folder.

● Badges

If you are going to make badges (see pack) make them now. - Let the children colour in the badge templates and cut them out. Think about;

- sticking the badge on to card with a pin on the back.
- using a badge making machine to make substantial badges.
- making a very simple sticker by putting double-sided tape on the back of the paper shape.
- making medals out of the badge shapes.

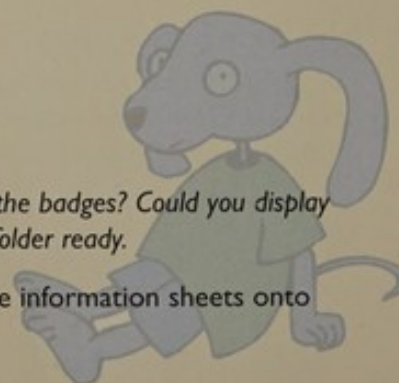
3) The Activities

● Doing the Activities at Home and School

The beginning of the first week of the project.

- how can you get the parents really enthusiastic. When will you give out the badges? Could you display the characters inside/outside your classroom? Check everyone has their folder ready.

Prepare the resources you need for this week. You may wish to photocopy home information sheets onto different coloured paper, so they can be easily identified.



Do the first class activity.

Send the first 'home activity' home.

- *Think about the best day to send it.*
- *Are you going to write the children's names on each sheet? This will be helpful if they get put down, dropped in the playground or if a child is absent.*
- *Are you going to ask for them to be returned completed on a particular day?*

Do the second class activity.

Send the second 'home activity' home.

- *Again think about the best day to send it on.*
- *Are you going to give them the weekend to complete the activity?*

Do the follow up activity.

Continue for the next three weeks. It's best to make sure you have your resources prepared for each unit at the beginning of that week.

● Supporting / Giving Feedback

- *How can you keep the enthusiasm going during the next four weeks?*
- *Can you have additional information available for parents ie. through ordering leaflets, (see appendices for addresses), or through sessions with the school nurse or other community health workers?*

Talk to the parents informally at the beginning and end of the day, reminding them to fill in the check list.

Ask to see some of the activities if the parents feel able to show them - give them lots of encouragement and praise. You could use the praise badges on page 38 to encourage and reward good work. The children could colour them in. Talk to the children about the activities they have done.

Decide which activities you want the children/parents to bring in for displays, etc. Show the parents any displays you have done as part of the follow up activities.

Our experience shows that teachers who didn't talk to parents or look at work as the project progressed received poorer participation overall.

4) Assembly

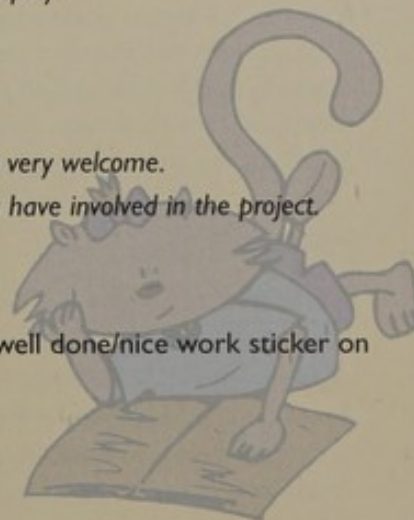
● Planning

At the end of the fourth week, send out the invitation to the **celebration assembly** (see example in the section on support materials). You need to decide:

- *When / what time / where the assembly will be held.*
- *How long will it last?*
- *The content of the assembly - will you show some of the work/make a display?*
- *Will there be refreshments afterwards?*
- *Can you provide a creche?*
- *Can someone welcome parents and show them where to sit?*
- *Stress that other family members or friends who have been involved are very welcome.*
- *Inviting guests to the assembly - e.g. governors, any visitors/speakers you have involved in the project.*
It is also important for the headteacher to be present.

● Folders

Collect in the PRIDE folders. Look through the work and put a congratulations/well done/nice work sticker on the folder.



The Assembly Itself

Having decided on the content of the assembly;

- At what point will you give out the certificates (see examples in section on support materials) and return the folders to the parents and children?
- How will you present the certificate to both parent and child? (It is useful to ask a confident parent to come first). Our experience is that parents may be a bit embarrassed BUT do enjoy receiving the certificates and will value them.

It is unlikely that every child will have an adult to attend the assembly, so be prepared to present the certificates to those children without an adult present, saying something like "Mary's mum couldn't come today because she is at work/busy/looking after the baby"... etc. You could also ask an older brother, sister or volunteer who helped the child, to get the certificate with them.

Don't forget to thank the parents for all their support and hard work.

DON'T FORGET TO TAKE PHOTOGRAPHS TO DISPLAY LATER.

You could ask a Governor, Police Schools Liaison Officer or someone else from outside the school to present the certificates.

Children could have copies of the certificate to put in their Record of Achievement.

5) Follow Up

Evaluation

Talk to parents about what they liked/disliked about the project.

What was useful?

What would they like to do next?

You may do this over coffee after the assembly, at a special evaluation meeting, or through questionnaires. It is useful for headteachers to hear how parents have valued the project.

What Next?

Decide how you might follow up this project in terms of home activities or drug education work.

C) ISSUES

WHAT ABOUT THE CHILDREN WHO GET LITTLE SUPPORT FROM HOME?

There will always be some children who get little support from home. This can be for all sort of reasons, and it is important for teachers to recognise the pressures and problems many parents may be facing.

The Parents' Meeting

How many parents would you expect to come? It depends very much on the present level of parental involvement in your school. Schools with a high level of commitment from parents would be very pleased with a 50% turn out. It's always good to try and remind parents personally the day before the meeting or send a brief written reminder. Put up a reminder on the classroom door, or make a note in the children's reading diaries... anything that will bring it to the parents' attention. Parents may let you know beforehand if they can't attend - others will simply forget. Remember not everyone uses a diary or a calendar.

A number of schools have found that parents have become more interested in the project as it goes on, and that many more have come to the assembly than to the initial meeting. Don't give up if you get a poor turnout initially.

The home activities

It is inevitable that some parents cannot or will not get involved with their children in the activities. You can only encourage, you cannot force! If possible, ask the parents if they can arrange for another member of the family to help the child - a grandparent or older sibling, perhaps - in fact it's great if the whole family can join in. It could even be an adult friend or a friend's mum. If this fails, help the children to find someone. Perhaps you could find someone in school - a classroom assistant, lunchtime organiser, another parent from your class or another class.

One of the most common reasons why parents refuse to do activities is because they are worried about failing, or have limited literacy. Praise, when an activity is completed, rather than disapproval when one is not, is more likely to have a positive result. Obviously the most effective way of using the material is with parental help, but if that is not possible these children should not be excluded from the project and the activities cannot be done by the child alone.

■ D) INVOLVING OTHERS / EXTENDING ACTIVITIES

1) Speakers

You may wish to involve the School Nurse or section 11 staff very closely in the project. Think about other people/parents you might involve. They might come and talk to the children, show a video, show them equipment/medicines, etc. You might involve:

- Police Schools Liaison Officer
- A parent, who is a chemist, nurse, doctor, ambulance driver or other relevant professional from the local community
- A parent/child or someone else in the community who has had an accident at home.
- School doctor.
- Childminder who has had to be assessed to make sure their home is safe.
- Lunchtime Organiser.
- Teachers with responsibility for health and safety or first aid.
- Lollipop person.
- Representatives from:
The Gas Board.
The Electricity Board.
The Water Board.

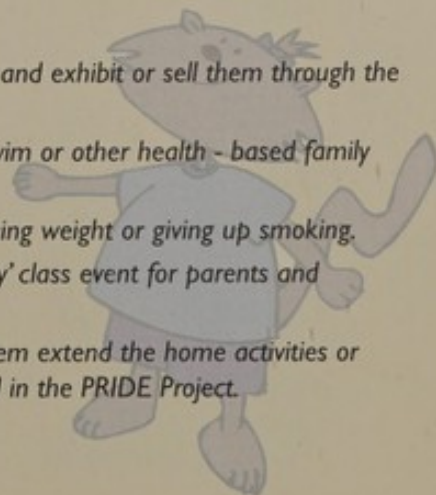
2) Trips

You could organise trips for children and parents to a local hospital/health centre.

3) Other Ideas

You could also consider;

- Running a course on first aid for parents - e.g. through the local Adult Education Service, or local college, who may be able to provide a tutor.
- Getting a video for parents about home safety or the effects of smoking/alcohol (from a Health Promotion Service).
- Running a health education evening with tasters of non-alcoholic drinks (possibly with help from a Health Promotion Service).
- Involving a Health Promotion Service in further projects on health.
- Getting some simple child locks for cupboards or other safety gadgets and exhibit or sell them through the school.
- Putting on a family keep fit class, organising a fun run or sponsored swim or other health - based family activity.
- Organising a special adult class or group for parents on keeping fit, losing weight or giving up smoking.
- Getting a group of parents from the class to organise a special 'healthy' class event for parents and children.
- Making a display for parents of useful contacts and leaflets to help them extend the home activities or help them to cope with any issues that might arise from being involved in the PRIDE Project.





3. The Parents' Meeting

Teachers' Notes

Sheet 1 Resources

Sheet 2 Attendance Sheet

Sheet 3 / 3(a) Why We Want You to be Involved

Sheet 4 What We Want You to Do

Sheet 5(a) Quiz

Sheet 5(b) Answer sheet



Introduction

The Parents' Meeting is an important part of the project. The more parents that come to this meeting the better. If your school regularly has meetings for parents this will pose no problem for you. However, if parents' meetings are new to you or your school, the following guidelines may help.

Before the meeting

Set out the room in an informal way - with chairs in semicircles or circles rather than rows. If you have to use a large room/hall, set out the chairs to the side or in a corner to make it as 'cosy' as possible.

Make sure the refreshments are prepared. Are there any parents who could help?

Get all the resources ready (see Resources for parents' meeting - sheet 1).

If possible have some materials for people to look at as they arrive.

Remind parents about the meeting.

You could prepare a display of class and home activity sheets (possibly enlarged to A3) and a collection of hazardous substances that may be found in the home, (e.g. bleach, tablet bottles, aerosols) to highlight safety issues.

During the meeting

Offer refreshments as they arrive - ask parents to sign in (Parents' Meeting sheet 2)

● Introductions

Introduce yourself and thank the parents for coming.

Go through practical details -

- *how long the meeting will last*
- *ask if anyone has to leave before the end*
- *where the toilets are*
- *arrangements for young children eg. where they can go, toys available.*
- *what you will cover in the meeting*

Ask parents to introduce themselves and say who their child is.

● The quiz

Ask the parents to get into pairs or threes - often it's a good idea to suggest pairs/groups so no one feels left out. It also gives parents an opportunity to meet and talk to someone they don't know.

Give out the quiz.

Explain that they only need to guess the answers - they're not expected to know them. The quiz is designed to help everyone focus on health and safety issues and raise awareness of why this kind of project is important.

Give them a few minutes to have a go - then go through the questions asking parents to volunteer possible answers. Use the correct answers to explain why you are doing the project.

● Key points

Put the key headings of the - **Why We Want You To Be Involved** - parents' meeting sheet 3 onto a flipchart, OHT or photocopy onto an A3 sheet. Go through the main points (parents' meeting sheet 3a)

Put the flow diagram - **What We Want You To Do** - parents' meeting sheet 4 - on flipchart, OHT or photocopy onto A3.

Again go through the main points. Ask if there are any questions.

● Trying out activities

Go through the home activities they will be asked to do - just giving them an idea of all of them initially. Then talk them through actually doing two of the activities. Encourage them to work together and help each other.

Two good activities to use might be:

- **How do medicines get into our bodies?**
- **Our healthy activity book (making the book)**



For each activity you could suggest:

- what the child is learning from the activity.
- how the parent can develop the child's language and understanding through asking questions.
- how the parent can encourage the child to develop skills such as cutting, sticking and writing.

You might like to consider modelling how a parent might help with a child - also raising issues such as how to respond when a child makes a mistake, or how to avoid the parent taking over the activity.

Talk briefly about the class activities and how these will prepare the children for the home activities. Tell the parents which home activities you would like them to bring in. Show them some other class or home activities if there is time.

Show the parents' and child's check lists - explain how they emphasise just what the parent is helping the child to do. Explain that you would like them to tick off the activities once they are completed.

Ask any parents if they would like to help with the project eg. helping in class, photocopying, preparing resources, mounting displays etc or talking about any relevant knowledge or experience.

● Folders

Give out the folders and a copy of the folder decoration sheet on page 36 - ask them to work with their child to decorate their folder before the project starts.

Inform them that the work should be kept in the folders unless the teacher has asked them to give in a specific piece of work. They will be collected at the end of the project.

Key points about the project are also in the folder for them to read at home.

N.B. Some schools have found it better to give all the folders to children together in class and just show them to parents at the meeting.

● Final points

Stress the following points:

- You would like them as parents to get involved if possible - this means anyone with parental responsibility - step-parents, co-parents, main carer, but this may be impossible because of work or other pressures. If they can't do it could they arrange for someone else to - grandparent / aunt / uncle / older brother or sister etc.
- Having a go is important - it doesn't matter if they make mistakes as there will be some spare sheets. The important thing is talking to their child about being safe.
- Encourage them to ask if things aren't clear or if they need some help - they shouldn't struggle.
- Explain that you will look at the work and put comments on it but that often there isn't a right or wrong answer and the work won't be given a mark.

Thank them for coming and ask them to tell parents who haven't been able to make it to see you for the folder.



After the meeting

Make sure you see parents who did not attend the meeting.



Parents' Meeting Sheet 1

Resources for Parents' Meeting

- | | | |
|--------------------------|---|--|
| <input type="checkbox"/> | The PRIDE Project book (to show invitations to assembly and certificates) | } Enough for each parent/helper to have a copy |
| <input type="checkbox"/> | Folders | |
| <input type="checkbox"/> | PRIDE labels | |
| <input type="checkbox"/> | Copies of the quiz | |
| <input type="checkbox"/> | Handouts | |
| <input type="checkbox"/> | Parents' and / or child's check lists | |
| <input type="checkbox"/> | You may wish to give out copies of the information sheets for parents from Unit C at this point | |
| <input type="checkbox"/> | Display of Home Activity sheets and hazardous substances from home (If you are using a display) | |
| <input type="checkbox"/> | Chairs in an informal arrangement if possible | |
| <input type="checkbox"/> | Refreshments - tea, coffee, sugar, milk, orange juice, hot water, cups, spoons | |
| <input type="checkbox"/> | Creche/toys for young children | |
| <input type="checkbox"/> | Overheads/flipchart sheets (Parents Meeting sheets 3 and 4) | |
| <input type="checkbox"/> | Several sets of class and home activities to show (in small groups) | |
| <input type="checkbox"/> | Signing in sheet (Parents Meeting sheet 2) | |
| <input type="checkbox"/> | Materials needed for trying out activities | |
| | Parents Information Sheets: | |
| | • How Do Medicines Get Into Our Bodies? | |
| | • Our Healthy Activity Book | |
| <input type="checkbox"/> | Sheets to go with these activities | |
| <input type="checkbox"/> | Scissors, Glue, Crayons. Pencils/pens | |





PRIDE - Parents' Meeting



School _____

Date _____

Name _____

Child's name _____

Why We Want You To Be Involved

PARENTS ARE VERY IMPORTANT

REINFORCEMENT

PRACTICE

USEFUL FOR PARENTS

CHILDREN LOVE IT!



Why We Want You To Be Involved

PARENTS ARE VERY IMPORTANT

*Parents have most influence on young children
(only 15% of a child's time is spent in school
between the age of 0-16)*

REINFORCEMENT

*Working at home with parents reinforces what is
taught by the teacher in class*

PRACTICE

*Working at home with parents gives children
extra practice at necessary skills :-
speaking, listening, cutting, sticking,
pencil control, colouring, reading
- skills that are all part of the National Curriculum*

USEFUL FOR PARENTS

*It's important for everyone to know the safety
messages we are trying to teach the children*

CHILDREN LOVE IT!

*That speaks for itself....research shows that most
parents do too!*

What We Want You To Do

PARENTS' MEETING

we are here!

FOLDER

decorate the folder with your
child - it's not a competition.

HOME ACTIVITIES

do the home activities with your child - the
home information sheet will give you
instructions on what to do and what to talk about.
These will link with the activities done in school.

CHECK LISTS

fill in the parents' and child's check lists
each time you do an activity.

CELEBRATION ASSEMBLY

come along to a celebration assembly and collect
your certificate with your child - you deserve
recognition for all your hard work.

CONTINUE

continue to teach your child about keeping safe
- let's lower the number of accidents for children and
young people.

QUIZ

- 1 **How many deaths of young people in Manchester are caused by accidental poisoning?**
3 in every 100 9 in every 100 1 in every 100
- 2 **It is illegal to give someone else medicines that have been prescribed for you**
true false
- 3 **How many deaths each year are caused by smoking related illnesses?**
5,000 25,000 100,000
- 4 **How much money is spent on alcohol in Britain per day?**
£10m £35m £1m
- 5 **Too much Paracetamol can damage your liver**
true false
- 6 **How many prescriptions are written by doctors each year?**
25m 1m 5m
- 7 **What would you tell your child to do if they found a syringe?**
tell an adult put it in the bin ignore it
- 8 **How many people under the age of 75 die from by heart disease each year in the U.K.?**
5 in every 100 10 in every 100 29 in every 100
- 9 **What is the most beneficial form of exercise?**
gardening housework walking briskly walking leisurely
- 10 **Who has the most influence on your children as they get older?**
you school friends
- 11 **Who has the most influence on your children now?**
you school friends



QUIZ

Answer Sheet

- 1 9 out of every 100 deaths of young people in Manchester are caused by accidental poisoning - this is one of the reasons for the PRIDE project!
- 2 True. It is illegal to give someone else your prescribed medicines - they are only meant to be taken by the person named on the container.
- 3 100,000 deaths each year are caused by smoking related illnesses - out of 1,000 young people who smoke 20 cigarettes a day, 6 will be killed in road accidents, but 250 will die prematurely because of their smoking.
- 4 £35million per day is spent on alcohol in Britain - 30 new district hospitals could be built each year with the millions of pounds drained from the Health Service by alcohol-related illnesses.
- 5 True. Too much Paracetamol can damage your liver - this is especially true in children and young people.
- 6 Doctors write somewhere in the region of 25 million prescriptions each year - if these medicines are not stored safely they are potentially a source of danger to children.
- 7 Tell an adult. Tell your child not to touch it; tell an adult who can then dispose of it safely.
- 8 In 1987, in the U.K., 29 out of every 100 deaths of people under the age of 75 were caused by heart disease.
The most common factors in the cause of heart disease are:
drinking too much alcohol
smoking cigarettes
being overweight
high blood pressure
high stress level
lack of exercise.....or a combination of these factors
- 9 Walking briskly is the most beneficial form of exercise mentioned here - and it's free.
Gardening and housework are much less energetic even though they feel like hard work!
- 10 Peer pressure or your children's friends are likely to have the most influence on your children as they get older - they may want to wear designer clothing, experiment with smoking, drinking and possibly other drugs just because their friends do!
- 11 The family has the most influence on very young children - only 15% of a child's time from 0 - 16 years is spent in school!

4. Support Materials

- (a) General letter re: project for parents in school
- (b) Letters for parents inviting them to a meeting
- (c) Poster
- (d) Points for parents re: project
- (g) Letter for parents who don't attend the meeting
- (h) Black and White Masters for project badges and praise badges
- (i) Invitations to celebration assembly
- (j) Certificate
- (k) Parents' / Helpers' check list
- (l) Child's check list
- (m) Photocopiable characters
- (n) Child's evaluation sheet
- (o) Parents' evaluation sheet





Coming soon to _____

School

The PRIDE Project...



Did you know that...

The majority of fatal accidents happen in the home.

facts

In Manchester almost 1 in 10 deaths of children are due to accidental poisoning.



That is why we are taking part in the Parents' Role In Drugs and safety Education project. The children in _____ will be doing activities in class and sharing activities at home to help them and their families work together at keeping safe. We are likely to repeat this or similar projects with other classes.

Taking PRIDE in keeping safe

SCHOOL _____

Dear _____

Did you know that accidents are the most common cause of death among young people? Most of these accidents happen in the home - many as a result of poisoning from substances which are readily available.

Our class has been chosen to be involved in the exciting **PRIDE** project which will help us learn more about safety and keeping safe.



The most important part of this project is the part **YOU** can play. Please try out some activities with me over the next few weeks.

The activities are enjoyable and easy to understand.

Please come to a short meeting to find out more about the **PRIDE** project and how you can help me keep safe. Please let my teacher know if you can't come.

When? _____

What time? _____

Where? _____



SCHOOL _____

Dear _____

Did you know that accidents are the most common cause of death among young people? The majority of these accidents happen in the home many as a result of poisoning from substances which are readily available.

We know that as parents one of your major concerns is for the safety of your child.

Your child's class has been chosen to be involved in the exciting **PRIDE** project which we hope will help your child to learn about safety and prevent accidents happening to them.

The most important part of this project is the part you can play. We would like you to try out some activities with your child at home over the next 6 weeks.

We have tried to make the activities enjoyable and easy to understand. Please come to a short informal meeting to find out more about the project.

When? _____

What time? _____ Where? _____

We hope to see you there! Please let us know if you are unable to come.




starting soon...

The PRIDE Project...

Accidents in the home are the most common cause of death amongst young people

Do you want to help your child learn about keeping safe?



We need you to be involved in a special project for class _____
This involves fun activities for school and home that will help your child learn more about safety.

Please come to a short informal meeting

when? _____

what time? _____

where? _____

Find out more about the PRIDE Project...

We will be involved in school, we need you to be involved at home.

It won't work without you - please come and help us.



The following notes will help you to be involved with your child in the project.

What will your child learn through the project?

The **PRIDE** project covers 4 topics over 4 weeks.

1. Safety in the Home and School
2. The Positive Use of Medicines
3. The Dangers of Drugs, Medicines and Solvents
4. Healthy Lifestyles



What will happen each week?

Each week there are class activities which your child will do in school. There are also 1 or 2 home activities your child will bring home each week. We hope you, or your child's main carer, will do them with your child (if this is not possible perhaps another member of the family could help - grandparent, uncle, aunt, older brother or sister). It would be very difficult for your child to do the activities on their own!

Why do we want you involved?

We want families to be involved because we know that children learn most when they are supported at home. Children also enjoy doing activities with their families and will really benefit from the time you will spend together.

What will you do with the activity sheets?

The activities you and your child do together can be kept in the **PRIDE** folder. The teacher may ask you to bring the activities in from time to time. Also in the folder you will have a Home Activities Check List - you can tick off the activities as you do them - the check list will tell you what you have been helping your child to learn.

By doing the activities with your child you will also have been helping your child to cover some aspects of science in the National Curriculum.

What happens at the end of the project?

At the end of the 4 weeks you will be invited to a celebration assembly .

You and your child will receive a certificate, to recognise and celebrate the hard work you have done, and to keep as a reminder of your achievements together.

The **PRIDE** project comes to your home the week beginning _____. We hope we have made the instructions for activities clear, but some of them are a bit complicated! If they are difficult to understand - don't worry - just talk to your child's teacher.



Child's name _____

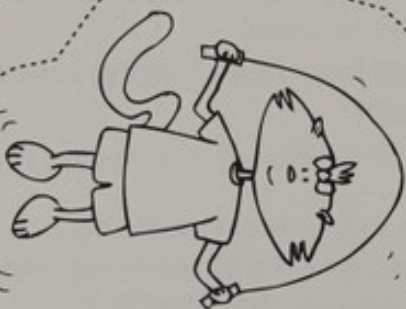
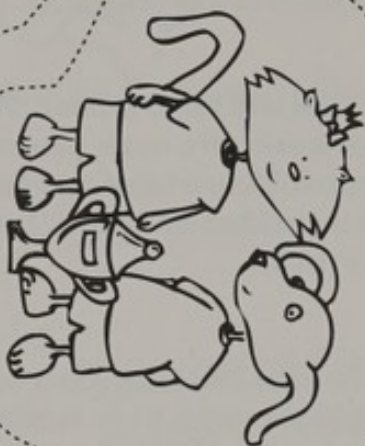
Helper's name _____

The PRIDE Project comes to

School



Taking PRIDE in keeping safe



SCHOOL

Dear

We are sorry you could not come to the meeting about the **PRIDE** project.
The following notes will help you to be involved with your child in the project.

What will your child learn through the project?

The **PRIDE** project covers 4 topics over 4 weeks.

1. Safety in the Home and School
2. The Positive Use of Medicines
3. The Dangers of Drugs, Medicines and Solvents
4. Healthy Lifestyles



What will happen each week?

Each week there are class activities which your child will do in school. There are also 1 or 2 home activities your child will bring home each week. We hope you, or your child's main carer, will do them with your child (if this is not possible perhaps another member of the family could help - grandparent, uncle, aunt, older brother or sister). It would be very difficult for your child to do the activities on their own!

Why do we want you involved?

We want families to be involved because we know that children learn most when they are supported at home. Children also enjoy doing activities with their families and will really benefit from the time you will spend together.

What will you do with the activity sheets?

The activities you and your child do together can be kept in the **PRIDE** folder. The teacher may ask you to bring the activities in from time to time. Also in the folder you will have a Home Activities Check List - you can tick off the activities as you do them - the check list will tell you what you have been helping your child to learn.

By doing the activities with your child you will also have been helping your child to cover some aspects of science in the National Curriculum.

What happens at the end of the project?

At the end of the 4 weeks you will be invited to a celebration assembly .

You and your child will receive a certificate, to recognise and celebrate the hard work you have done, and to keep as a reminder of your achievement together.

The **PRIDE** project comes to your home the week beginning _____.
We hope we have made the instructions for activities clear, but some of them are a bit complicated! If they are difficult to understand - don't worry - just talk to your child's teacher.



Good Work!



**Good
ideas!**



Excellent!

Well Done!



Great!



Good Work!



**Good
ideas!**



Excellent!

Well Done!



Great!



Taking



in being safe!

Taking



in being safe!

Taking PRIDE



in being safe!

I'm working
on the PRIDE
project.
Taking
PRIDE in
being safe!



I'm working
on the PRIDE
project.
Taking
PRIDE in
being safe!



Taking



in being safe!

Taking



in being safe!

Taking PRIDE



in being safe!

I'm working
on the PRIDE
project.
Taking
PRIDE in
being safe!



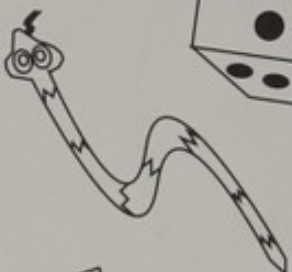
I'm working
on the PRIDE
project.
Taking
PRIDE in
being safe!





Dear _____

Please come to my assembly about the **PRIDE** project.
I would like you to see the work I did at school
and the work we did together.



on _____ at _____

Love _____



Invitation to Our Class Assembly

To Parents / Grandparents and others who have helped with the PRIDE Project

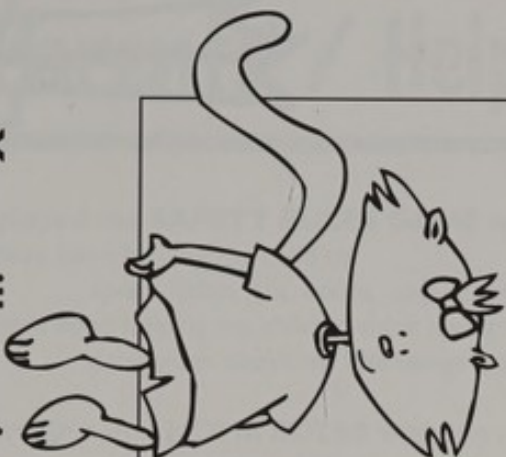
Well done for working on the PRIDE Project activities with _____!

IT'S TIME TO CELEBRATE YOUR SUCCESS

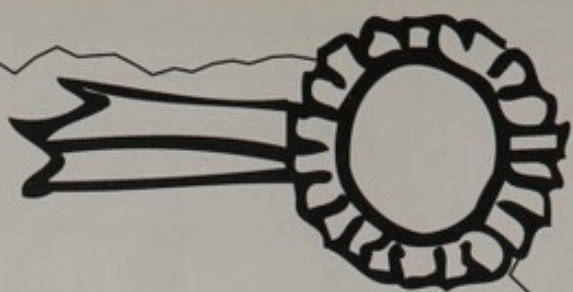
Please come to our celebration Assembly

on _____ at _____

at _____

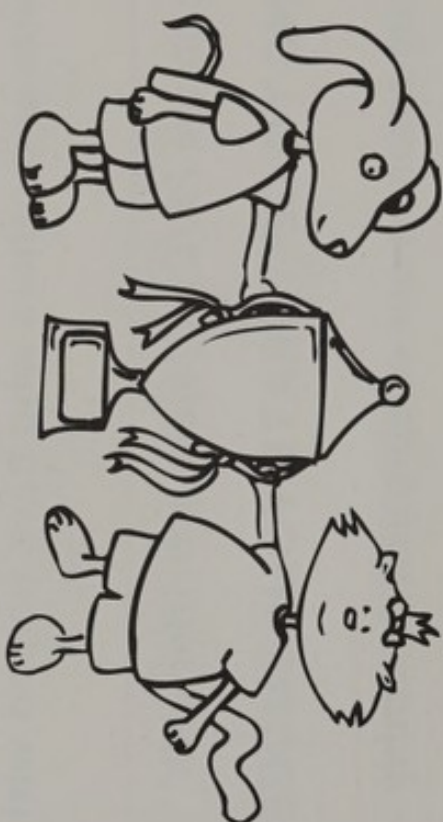


You will receive a certificate to acknowledge your achievements and keep as a reminder of the work you have done together.



CONGRATULATIONS

_____ and _____



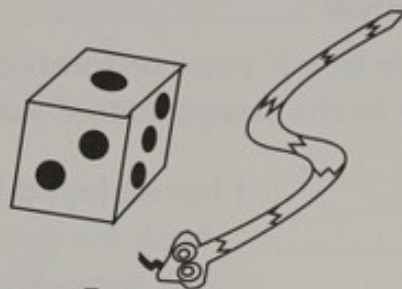
YOU HAVE WORKED ON THE PRIDE PROJECT TOGETHER AND LEARNT
ABOUT HOW TO KEEP SAFE AND PREVENT ACCIDENTS

Signed _____

Date _____

Parents' / Helpers' Checklist

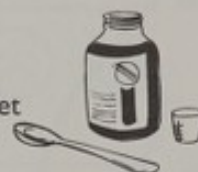
- ☐ **I played the SAFETY RULES GAME with my child**
 I have been helping my child to:
 speak, listen, cut, count, take turns, follow rules
 I have been helping my child to think about:
 dangerous situations and things that are good for us



- ☐ **I made some HOME RULES with my child**
 I have been helping my child to:
 speak, listen, write, draw, colour
 I have been helping my child to think about:
 why we need rules to keep us safe



- ☐ **I completed the HOW MEDICINES GET INTO OUR BODIES sheet with my child**
 I have been helping my child to:
 speak, listen, cut, match shapes, stick, colour
 I have been helping my child to think about:
 how different medicines that we may have to take at some time in our lives get into the body



- ☐ **I made FINGER PUPPETS with my child and acted out some stories with them**
 I have been helping my child to:
 speak, listen, make up stories, cut, colour, stick
 I have been helping my child to think about:
 who helps them keep safe and well



- ☐ **I completed the STORING SUBSTANCES sheet with my child**
 I have been helping my child to:
 speak, listen, colour, cut, stick
 I have been helping my child to think about:
 where dangerous substances can be stored safely



- ☐ **I made a PUZZLER with my child and played the choices game with it**
 I have been helping my child to:
 speak, listen, follow instructions, fold, colour
 I have been helping my child to think about:
 how to make sensible choices to keep safe and healthy



- ☐ **I completed the WE ARE SPECIAL sheet with my child**
 I have helping my child to:
 speak, listen, write, draw, colour
 I have been helping my child to think about:
 being special, what makes them special



- ☐ **I made a HEALTHY ACTIVITY BOOK with my child**
 I have been helping my child to:
 speak, listen, cut, fold, draw, colour, write, take turns
 I have been helping my child to think about:
 activities that we can do to keep us healthy



Childs' Check List

name _____

Tick the box if you completed the activity.

Colour in the happy face if you enjoyed it, and the sad face if you didn't.

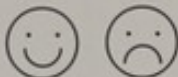
1 ☐ I have played the **SAFETY RULES** game

I shook the dice and counted

I took turns when I played

I talked about what is safe

I talked about what is healthy



2 ☐ I made a **HOME RULES** picture

I helped to make up some rules for our home

I helped draw / write about the rules

I talked about why we need rules to keep safe

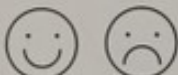


3 ☐ I did the **HOW MEDICINES GET INTO OUR BODIES** sheet

I stuck the medicines in the right place

I helped to cut out the medicines

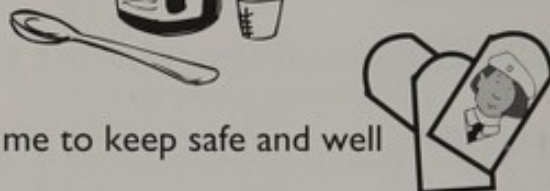
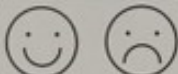
I talked to my helper about the sheet



4 ☐ I made some **FINGER PUPPETS**

I made up a story with them

I talked to my helper about who helps me to keep safe and well



5 ☐ I did the **STORING SUBSTANCES** sheet

I stuck the substances in the right cupboards

I coloured in the picture

I helped to cut out the substances

I talked to my helper about storing substances safely



6 ☐ I made a **PUZZLER**

I played the choices game with my helper

I helped to count

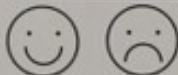
We talked about choosing things to keep us safe and make us healthy



7 ☐ I have completed the **WE ARE SPECIAL** sheet

I drew a picture of _____

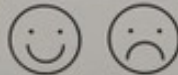
I thought about what made them special



8 ☐ I made a **HEALTHY ACTIVITY BOOK**

I filled in some of the pages and drew pictures

With my helper, I talked about activities we can do to keep us healthy







ChilDs' Evaluation Sheet

PRIDE - What did you think?

name _____

1 Did you like doing it:

a lot? 😊 ☐ quite? 😊 ☐ not at all? ☹️ ☐

2 What did you learn? _____

3 How can you keep yourself safe?
(draw what to do or not to do)

4 What did you like best? Circle one or two of the pictures.



5 What did you like the least?



6 Did you like doing activities at home:

a lot? 😊 ☐ quite? 😊 ☐ not at all? ☹️ ☐

7 would you like to do more projects like this? Tick one box.

Yes ☐

No ☐

Parents' Evaluation Sheet

PRIDE - What did you think?



name _____ name of child _____

- 1** What did you enjoy about the project?

- 2** What didn't you like?

- 3** What do you think your child learnt from it?

- 4** Did you learn anything? If so what?

- 5** Did you come to the initial meeting and / or the assembly? If so, what did you think of them?

- 6** Did you do the home activities with your child? If so how did you get on? What did you think of them?

- 7** Would you like to do another project which involved you in doing activities with your child at home?

5. Activities

Summary of all activities

Unit A *Safety in the Home and School*

Unit B *The Positive Use of Medicines*

Unit C *The Dangers of Drugs, Medicines and Solvents*

Unit D *Healthy Lifestyles*

(Includes class and home activities)



The Four Units

Unit A

Safety in the Home and school



Class Activities

- A1 Health and Safety Game
Health and Safety Game Sheet
- A2 Litter Mobile
Playground Poster

Other Ideas

- Dangers of Water
- Dangers of Electricity

Home Activities



- API Health and Safety Game
Health and Safety Game Sheet
- AP2 Our Home Rules
Our Home Rules Sheet

Follow Up Activity

- Safe Town/Village

Unit B

The Positive Use of Medicines



Class Activities

- B1 What We Put Into our Bodies
- B2 Who Gives Us Medicines/
Injections?
Person Sheet
Uniform Sheets

Other Idea

- Medicines for Life

Home Activities



- BPI How Do Medicines Get into
our Bodies?
Cut and Stick Sheet
- BP2 Who Helps us Keep Well?
Finger Puppets Sheets

Follow Up Activity

- Role Play with Finger Puppets

Unit C

The Dangers of Drugs, Medicines and Solvents



Class Activities

- C1 Keeping Substances Safe
Substance Sheet
- C2 Things we Shouldn't Put
into our Bodies

Home Activities

- CP1 Storing Substances
Storing Substances Sheet
- CP2 Choices Puzzler
Puzzler Sheet



Follow Up Activity

- Safe Bathroom/Safe Kitchen
Display

Unit D

Healthy Lifestyles



Class Activities

- D1 Everyone is Unique and
Special
Draw your Friend Sheet
- D2 Choices That Affect Lifestyles

Home Activities

- DPI We Are Special
We Are Special Sheet
- DP2 Our Healthy Activity Book
Our Healthy Activity
Book Sheet



Follow Up Activity

- Our Healthy Goals Display

ACTIVITY A1 - HEALTH AND SAFETY GAME

What the children will learn

- the importance of rules
- how to identify objects or behaviours that are safe or unsafe

What to get ready

- large dice
- the Health and Safety game, similar to Snakes and Ladders (see pack). You may wish to laminate this game or mount it on card

What to do

1. Remind the children of the rules in the classroom: write them up or discuss them. Talk about and discuss why we need rules.
2. Show the children the health and safety game - you may wish to enlarge it to A3. Discuss the rules for this game.
3. Play the game discussing why the objects / behaviour shown on the squares are safe or unsafe.

Home Activity

Health and Safety Game

ACTIVITY A2 - LITTER MOBILE

What the children will learn

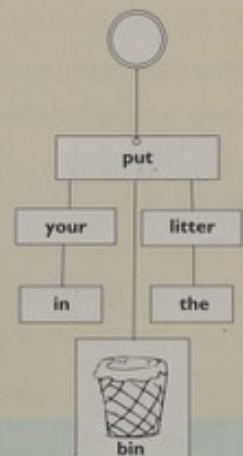
- the importance of disposing of litter appropriately

What to get ready

- resources to make a mobile: card, string, scissors, glue, 'litter'
- an A4 poster of a school playground, which can be enlarged to A3 (see pack)

What to do

1. Show the poster to your class; identify the dangers illustrated on it and discuss them with the class.
2. Ask the children how the playground could be made safer for everyone.
3. Ask the children to draw pictures of different types of litter on card and then to make a mobile from them with a bin at the bottom.



Other activities on the 'Litter' theme:

- make posters about putting litter in the bin
- make up songs about putting litter in the bin (or sing published songs on this theme)
- make acrostic poems about litter

Home Activity

Our Home Rules



UNIT A - OTHER IDEAS

THE DANGERS OF WATER AND HOW TO AVOID THEM

What to get ready

- drawing resources - paper, pencils, crayons

What to do

1. Discuss the potential dangers of water, how to avoid them or make them safe.
2. Ask the children to draw and colour some of the situations they have discussed.

Examples that might be discussed:

- a hot drink near the edge of a table
- a person swimming in deep water, near a sign saying 'No Swimming'
- someone using a hairdryer while they are dripping wet from a bath
- a baby left alone in a bath

3. Discuss how the situation could be made safe.

THE DANGERS OF ELECTRICITY AND HOW TO AVOID THEM

What to get ready

- drawing resources - paper, pencils, crayons
- two boxes, labelled with signs indicating 'electricity' and 'no electricity'

What to do

1. Discuss how some items around the home and school need electricity to operate and some don't.
2. Discuss how electricity helps us and how we must be careful when using it.
3. Get the children to draw and colour pictures of the following:

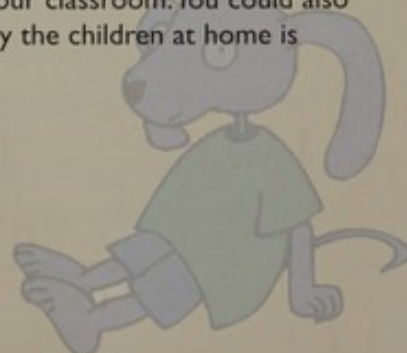
- hairdryer • balloon • kettle • clockwork toy • tape recorder •
- computer • toaster • bike • TV • skateboard • kite • video •

or cut pictures out of magazines.

3. Ask the children to come up in turn and place their drawings in the correct box.

FOLLOW-UP TO HOME ACTIVITY

- Home Rules - either photocopy 'Our Home Rules' that parents and children have drawn up together or ask the children to copy them, cut them out and make a 'Safe Village/Town' display for your classroom. You could also include a picture of the school with school safety rules. Displaying work done by the children at home is important as it shows them and their parents that their work is valued.



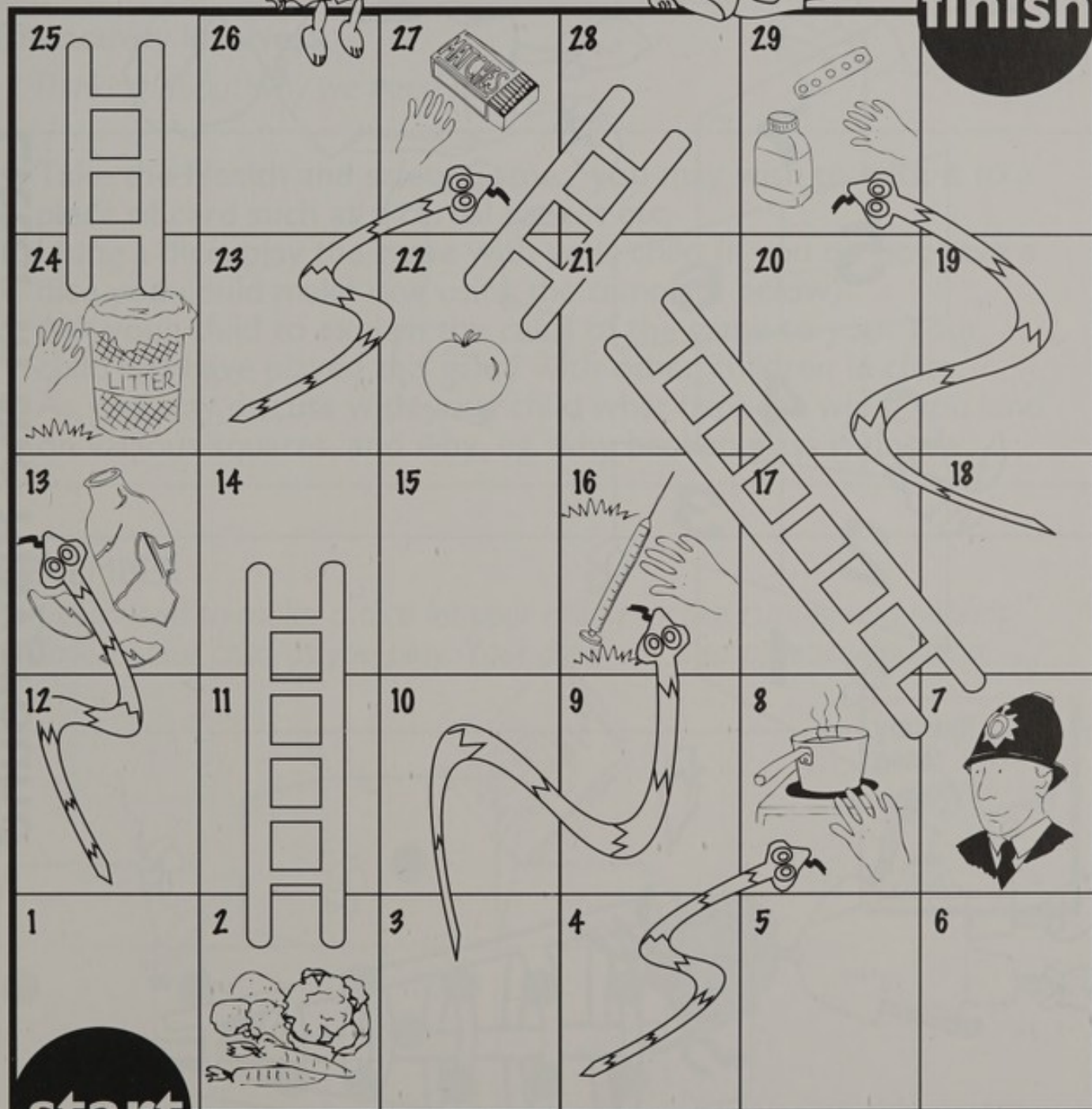
health and safety game

Unit A

name _____



finish

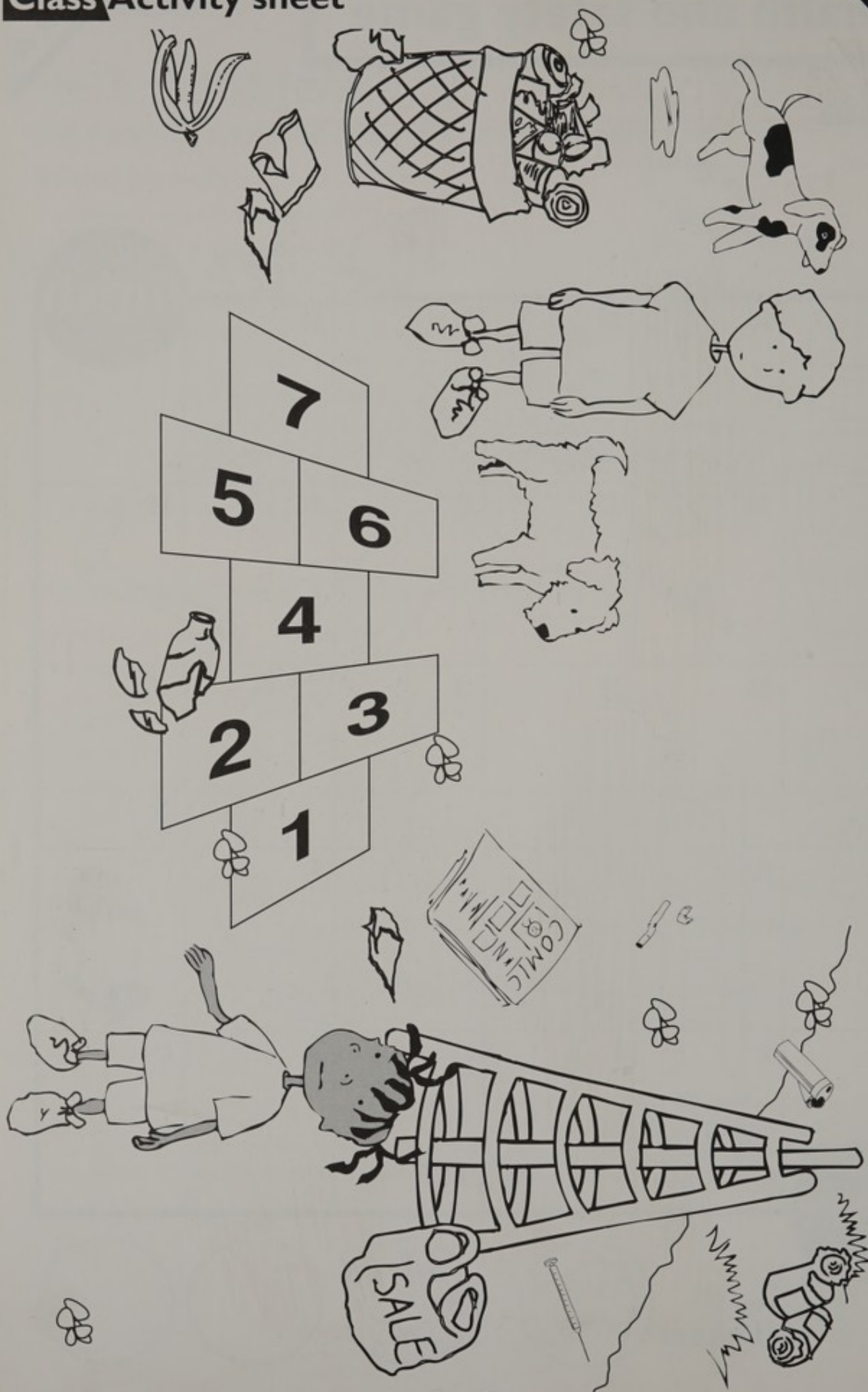


start

Counters



Litter in the Playground



ACTIVITY API - HEALTH AND SAFETY GAME

This week we will be learning about:

- the importance of rules
- identifying objects that are safe and unsafe

This activity involves:-

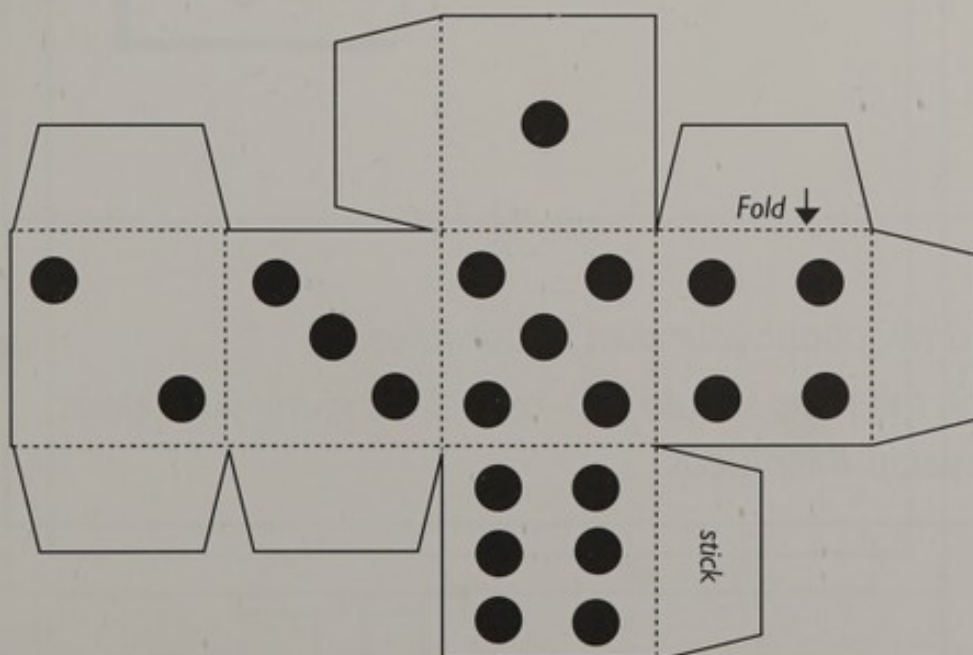
Thinking about why we need rules.



1. Take the Health and safety Game - you may wish to stick it to a piece of card such as a cereal packet etc.
2. Using a dice, play the game with your child (if you do not have a dice you could make one using the template below).
3. Ask your child to explain the rules of the game to you. Your child will have played this game with other children in class.
4. As you play discuss with your child what happens when you land on various squares, and why, eg. why broken glass is unsafe.

REMEMBER

If you need to make a dice let your child practice cutting and sticking. Talk to your child as you play. Your child can also practice counting.



you will need:



ACTIVITY AP2 - OUR HOME RULES

This week we are looking at the dangers of drugs, medicines and solvents.

We will be learning about:


- *why rules are important for safety*



This activity involves:-

Thinking about why we need rules at home

1. Look at the sheet called OUR HOME RULES. This gives some examples of rules which could be used in a home.
2. Read these rules with your child. Decide what rules you use or want to use in your home.
3. Write or draw pictures/diagrams of home rules in the empty house.
4. Talk about other places which have rules and why they are important, eg. at the swimming pool or crossing roads.
5. You could also make the house look more like your own by adding things you would find in you own home.

you will need: 

REMEMBER

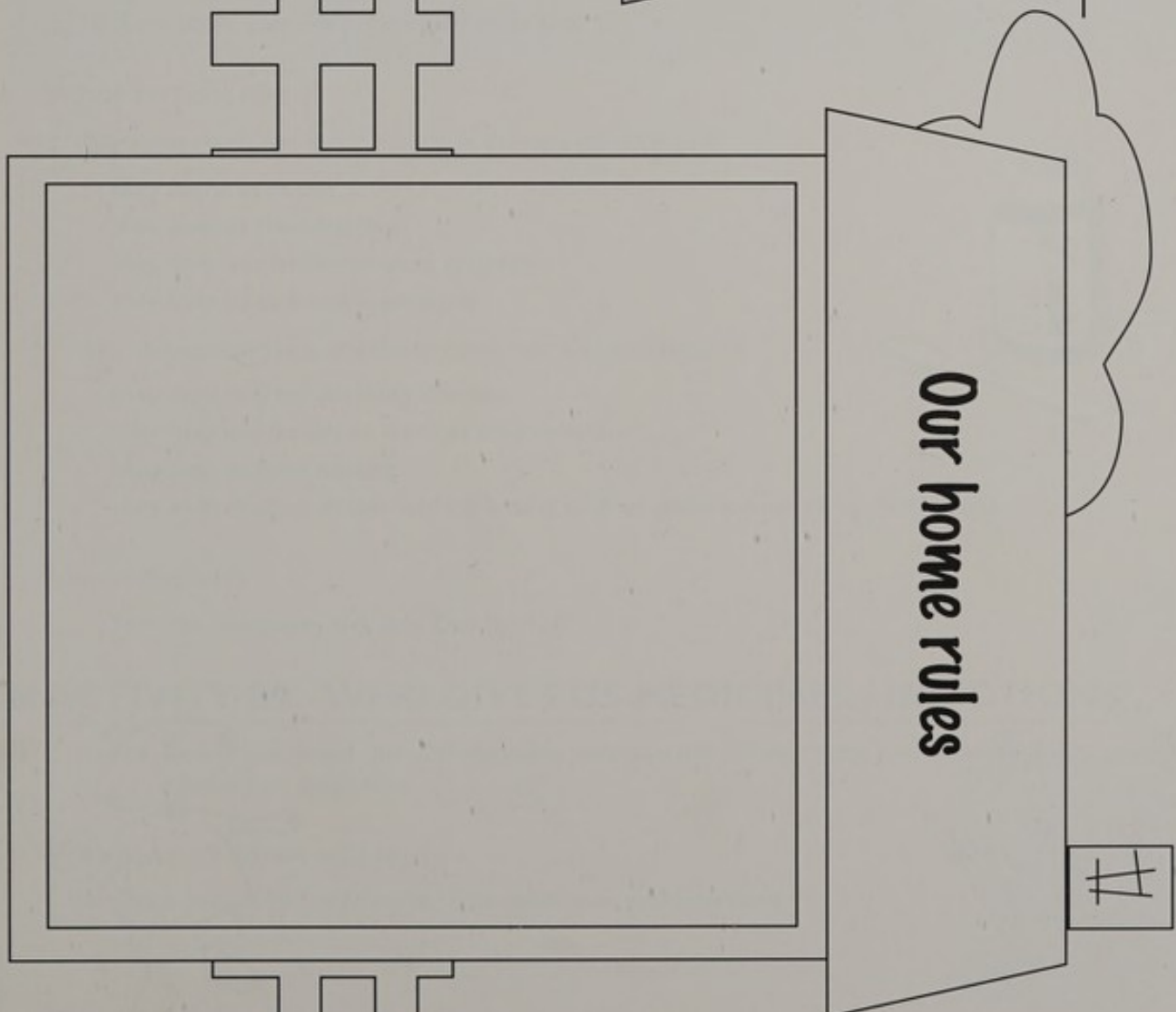
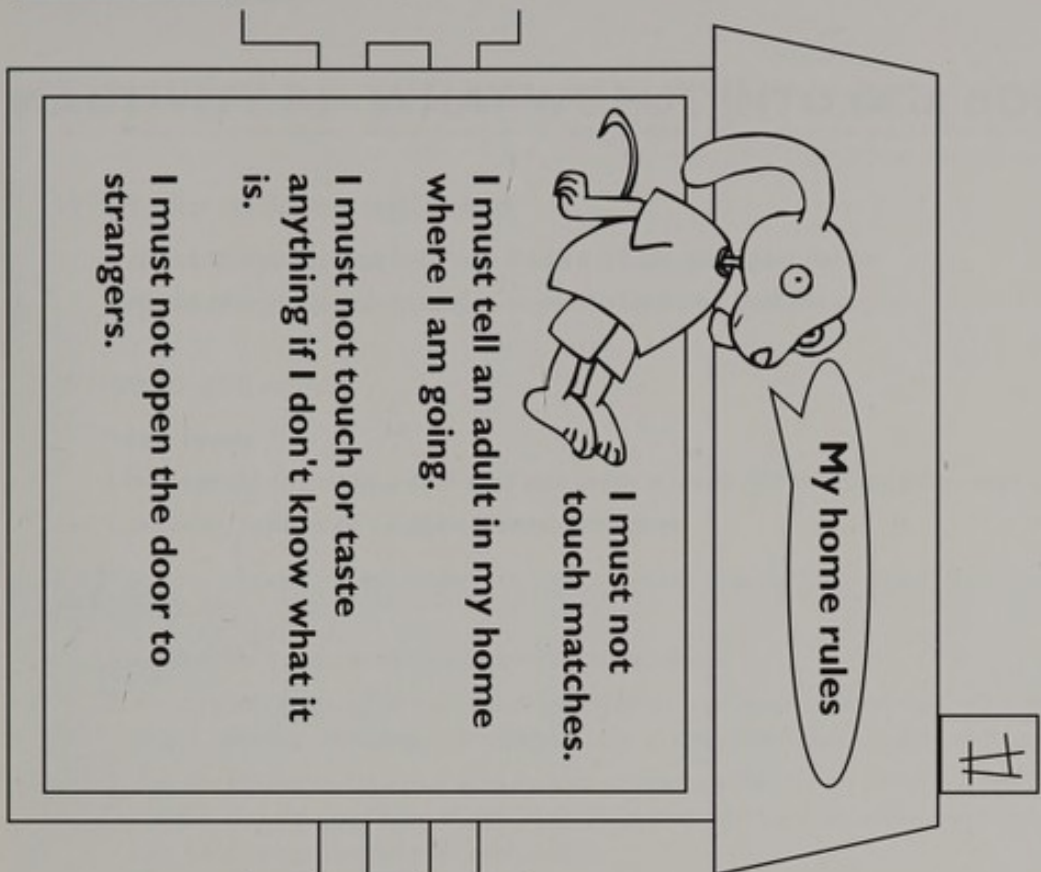
Help your child to write/draw about your own house rules.

Ask them what they think the rules should be - as well as giving your ideas.

This will help them to develop their ideas.

Our home rules

name _____





■ ACTIVITY B1 - WHAT WE PUT INTO OUR BODIES

What the children will learn

- about things we put into our bodies which are good for us
- about things we put into our bodies which are bad for us

What to get ready

- two boxes
- two labels, one with a tick and one with a cross (photocopy from unit C)
- drawing resources - paper, pencils, crayons

What to do

1. Label the boxes with the tick and cross labels.
2. Discuss a range of things we might put in our bodies, such as fruit, vegetables, eye drops, milk, water, cheese, chicken, ear drops, nose drops, medicine, sugar, salt, chips, crisps, sweets.
3. Ask the children to draw and colour pictures of some of these things and then put them in one of the boxes. Discuss why they chose that box. Note that some may belong in both boxes, and this can be a focus for further discussion.
4. Save these pictures for an activity in Unit C.

What to talk about

Talk about medicines and the fact that they are good for us if:

- they make us better*
- they stop us from hurting*
- they help our bodies to work properly*
- they help us to breathe properly*

Also, discuss injections, and the fact that they are good for us if:

- they stop us from catching diseases*
- they help our bodies to work as they should*
- they stop us from hurting*
- they help doctors decide what is wrong with us when we are ill, eg. blood tests*



Home Activity

How do Medicines Get into Our Bodies?

■ ACTIVITY B2 - WHO GIVES US MEDICINES / INJECTIONS?

NB. Before you begin this activity, make sure you are familiar with your school's policy on who administers medicines.

What the children will learn

- which people can safely give them medicines and injections



What to get ready

- A4 sheet 'Who gives us Medicines/Injections?' with drawing of a person on (see pack)
- set of A4 sheets with people in uniforms depicting roles/jobs of people who may or may not be able to give medicines/injections (see pack)

What to do

You may wish to photocopy enough copies of the people and uniforms for each child to colour and cut out at least one.

1. Ask the children in turn to put the uniform on the body by bending the tabs. Then ask them what each person does and whether they might give us medicines/injections. Discuss their comments.
2. After the discussion you may wish to give all the children the sheet with all the people on. They can then circle/colour in all those people who may give them medicines/injections.

Home Activity

Finger Puppets

■ UNIT B - OTHER IDEAS

MEDICINES FOR LIFE

What the children will learn

- that some people need to take medicines all their life in order to stay healthy

Preparation

- arrange for a visit by someone in the school or community, or from a registered charity, who needs to take medicines on a regular basis to keep them healthy/alive, eg. someone who has epilepsy, asthma, diabetes, cystic fibrosis, etc.
- sample questions to stimulate discussion between your class and a visitor (see below).

What to do

1. Arrange for the classroom to be welcoming for the visitor and for someone to greet them, offer them refreshments etc.
2. Encourage the children to ask questions and to enter into discussion with the visitor. Examples of questions are given overleaf.
3. The children could draw and write about the visit as a follow-up activity.



Examples of questions

- Why do you have to take medicines?
- What does the medicine do to your body?
- How old were you when you started to take the medicine?
- How often do you take the medicine / injections?
- What would happen if you didn't take it?
- Who gives it to you?
- Does it ever change?
- Is there any other treatment you could have?
- Will you always have to take medicines or injections?
- Does it hurt?
- What does it taste/feel like?

■ EXTRA ACTIVITY - HEALTH CLINIC

Set up a health clinic in your socio - dramatic play area. Ask your school nurse to provide bandages, make a eyesight card, provide scales for weight checking, stethoscopes etc. Demonstrate how these are used and who should use them.

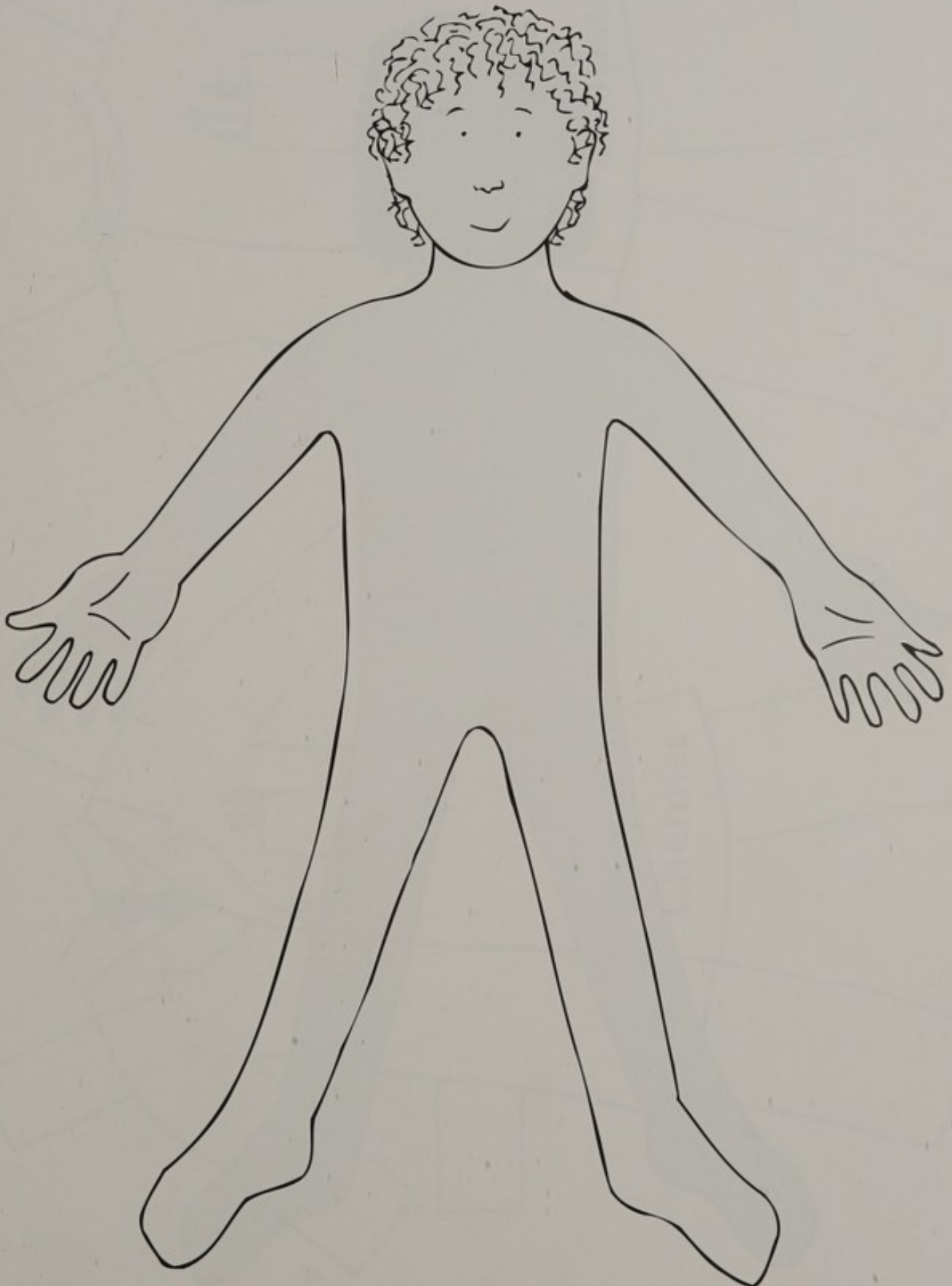
■ FOLLOW UP TO HOME ACTIVITY

- Ask children to bring in some of the finger puppets they made at home. Use them to act out scenes.
- Write out the stories they have made up.
- Draw around a child, making a life size poster, and talk about how medicines get into our bodies.



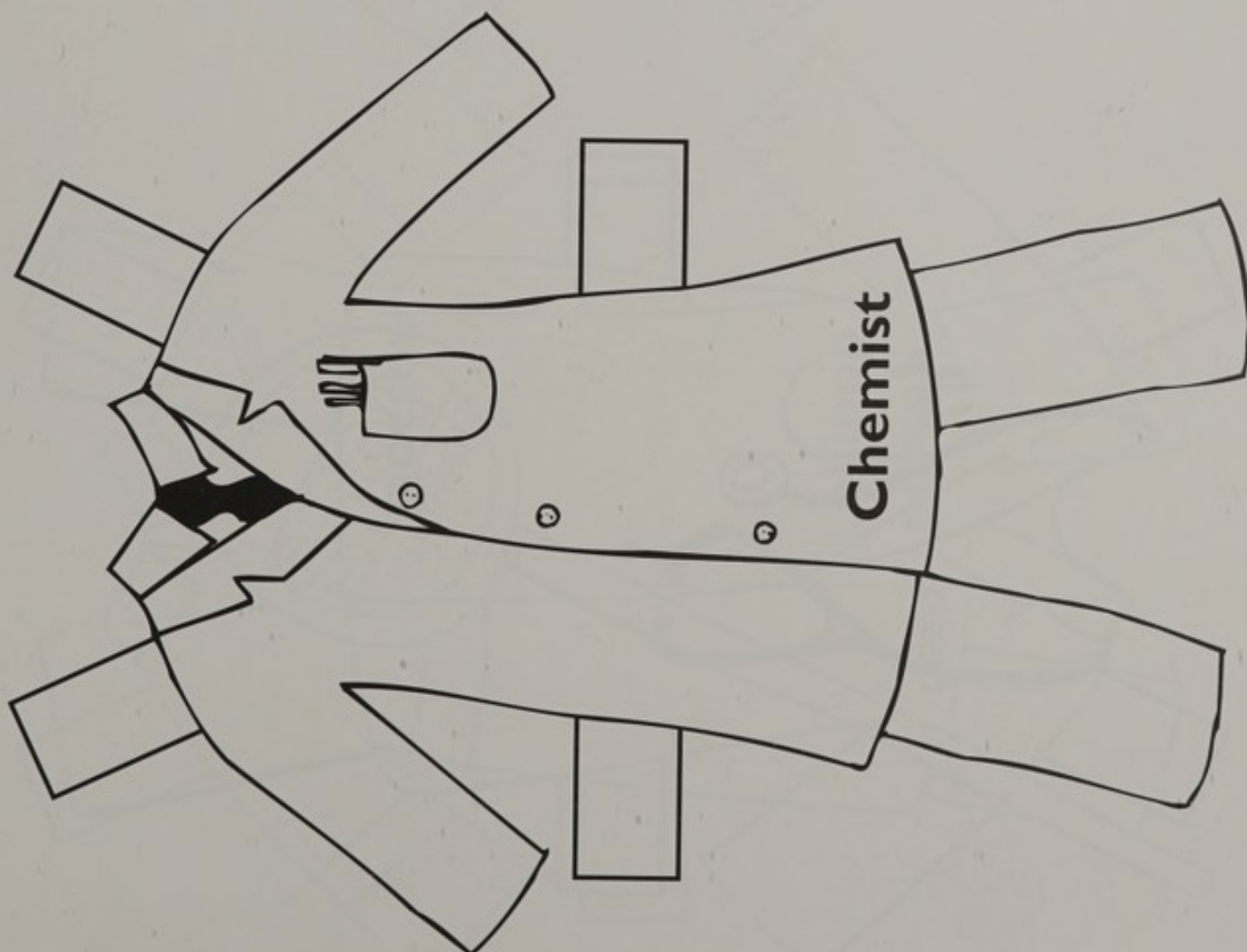
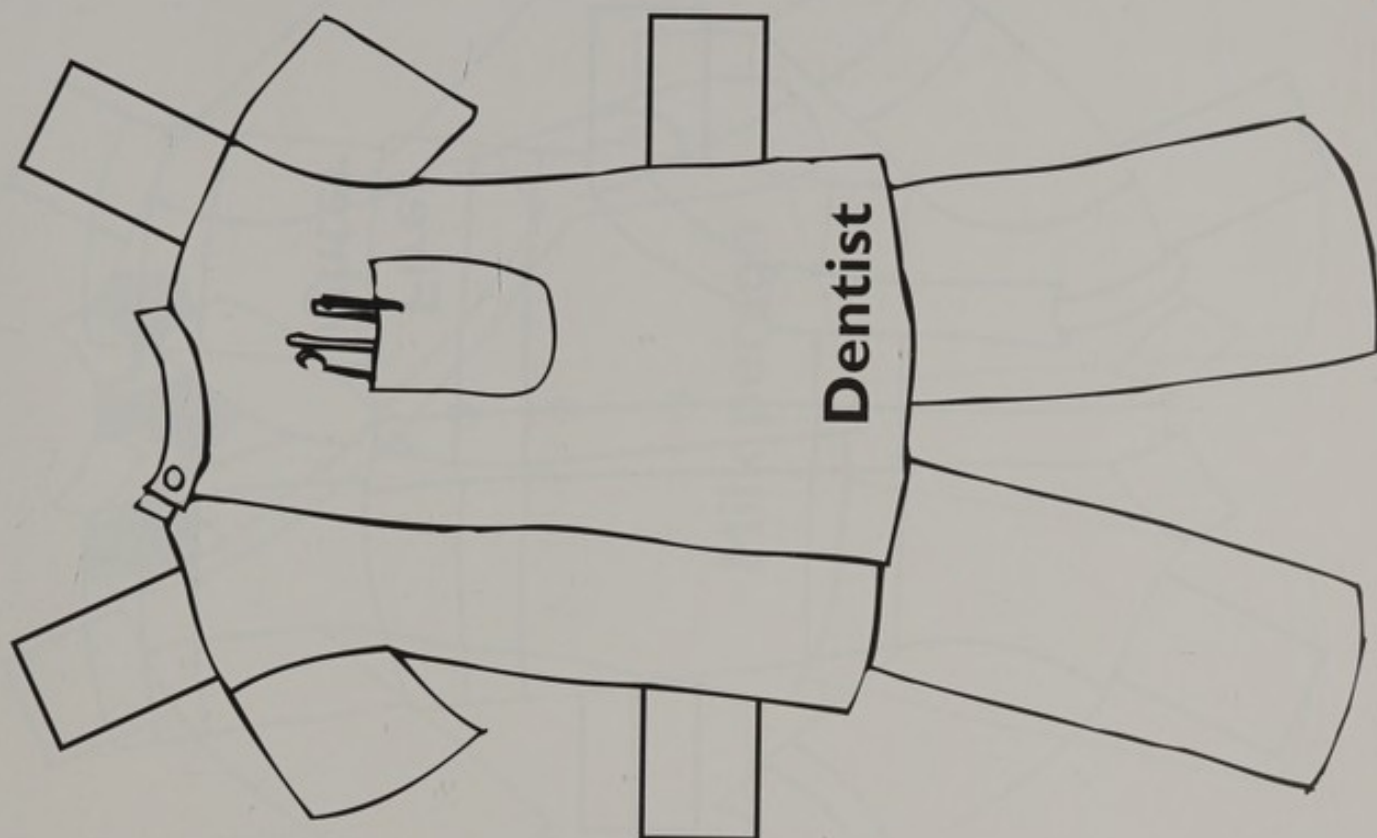


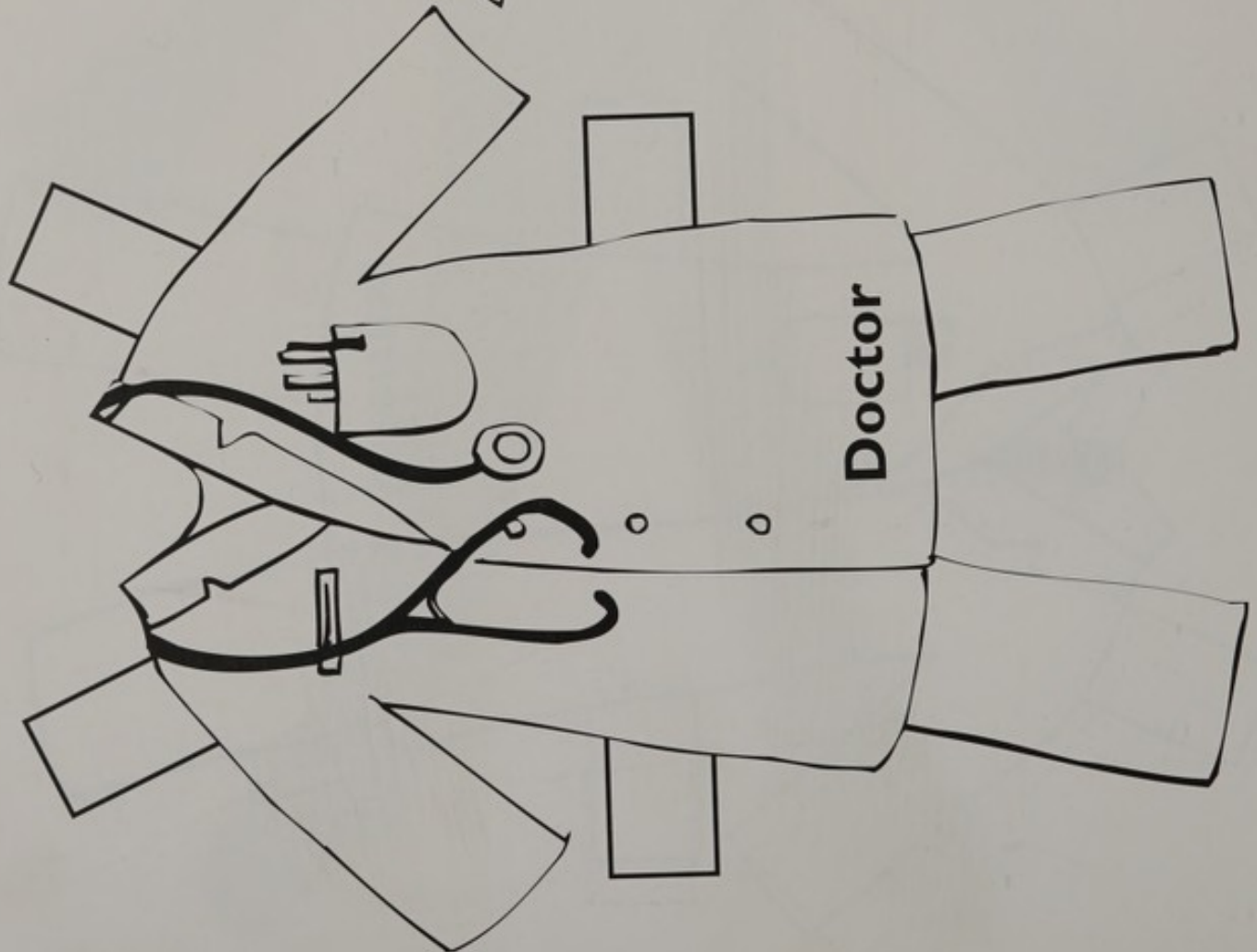
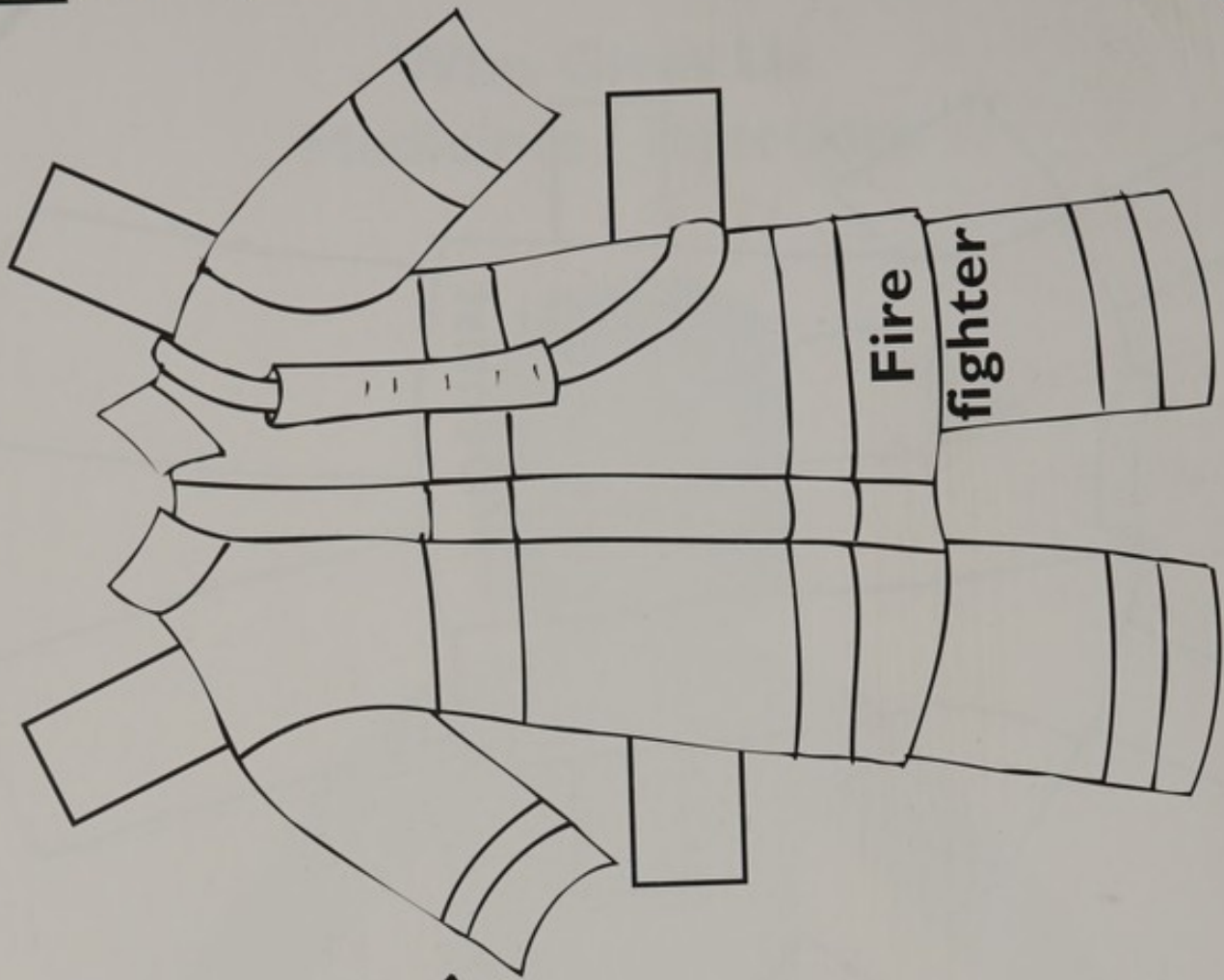
Who Gives Us Medicines / Injections

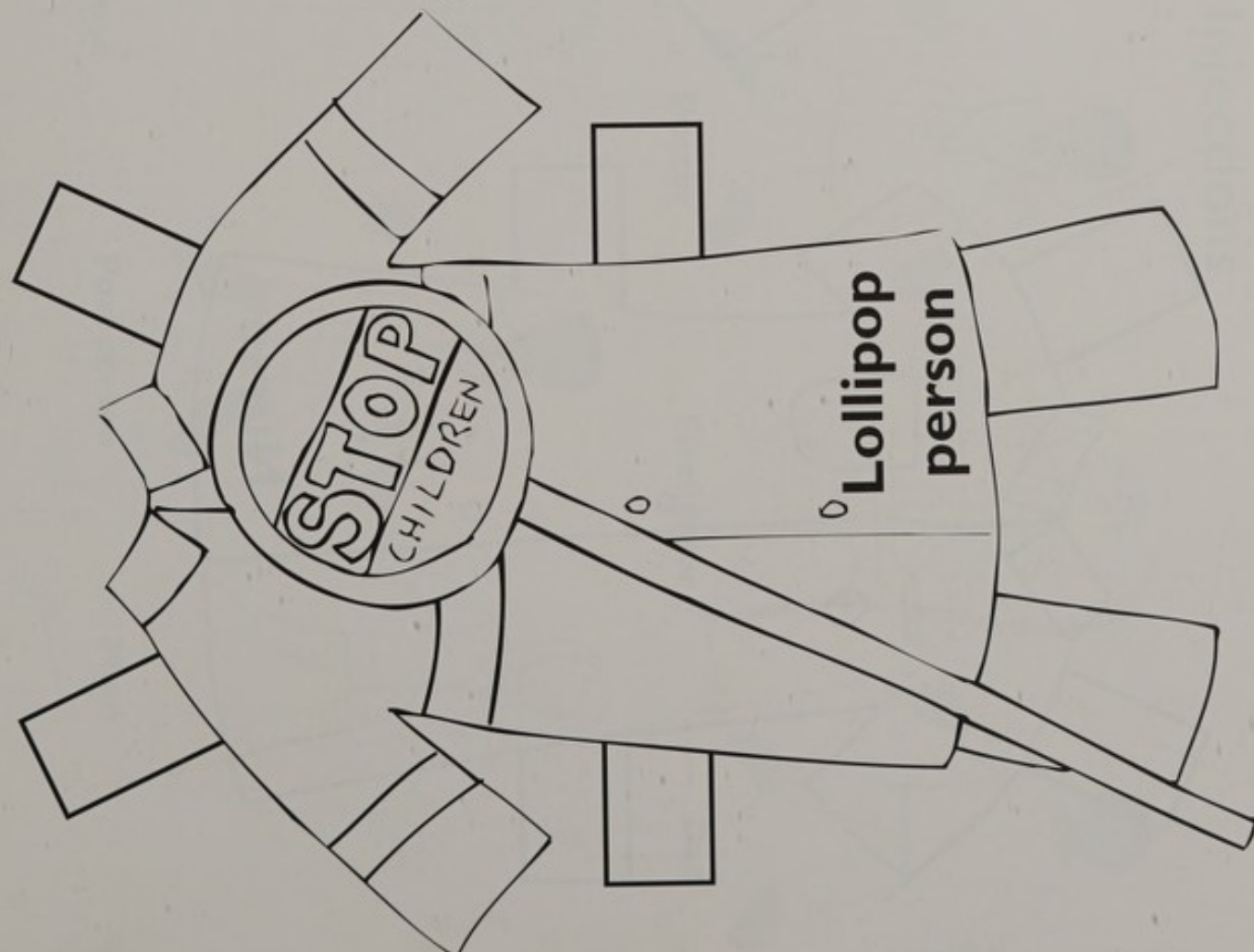
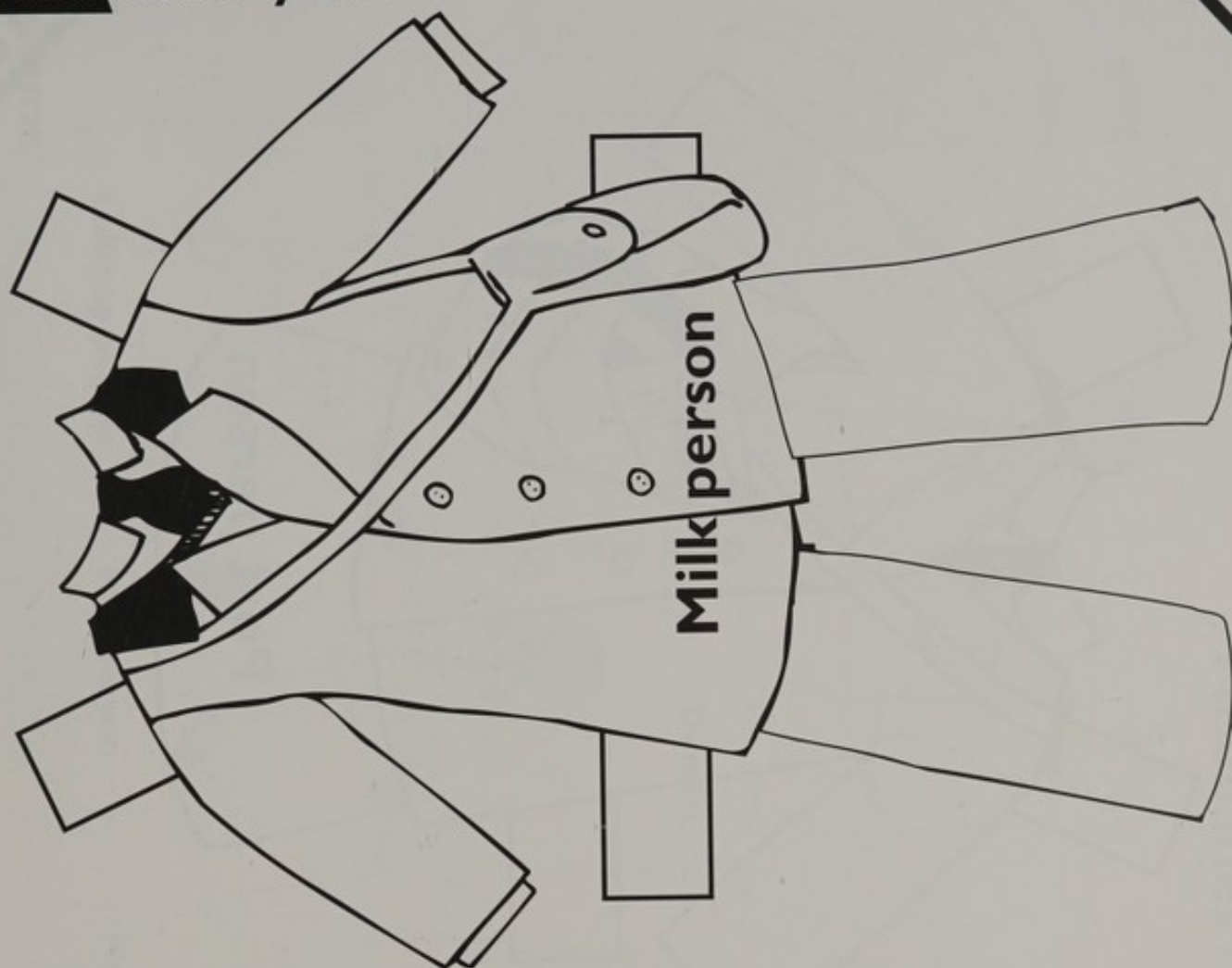


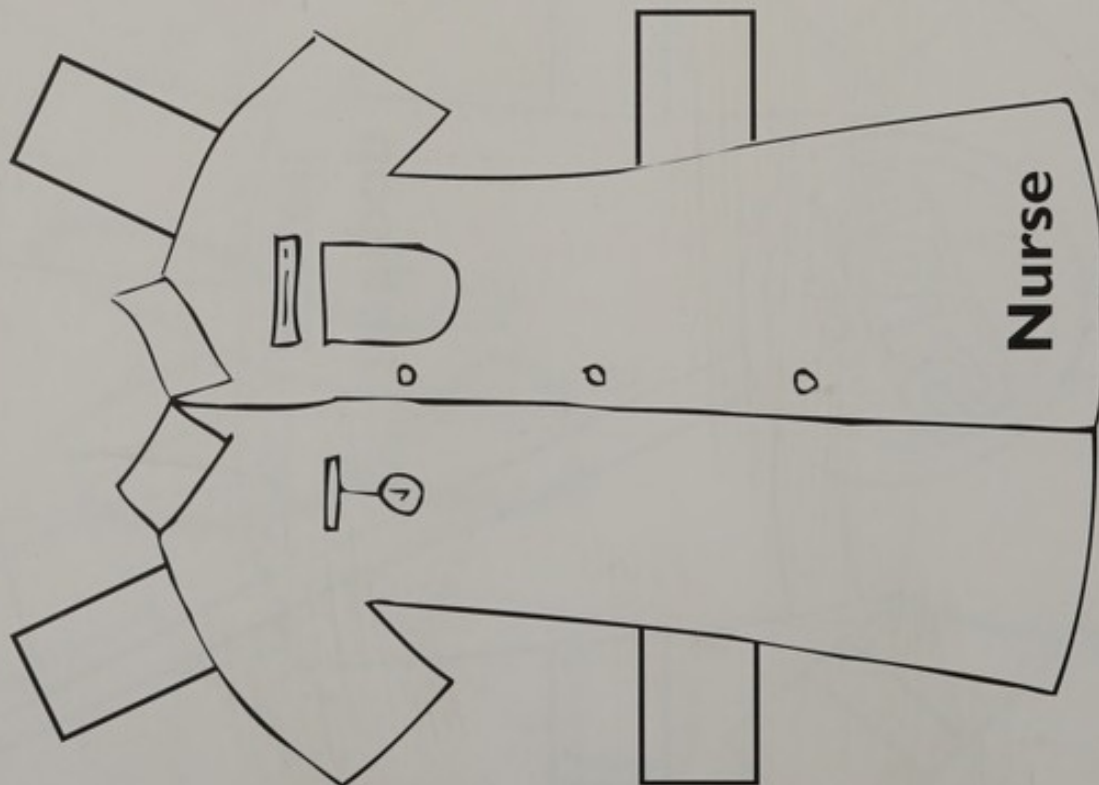
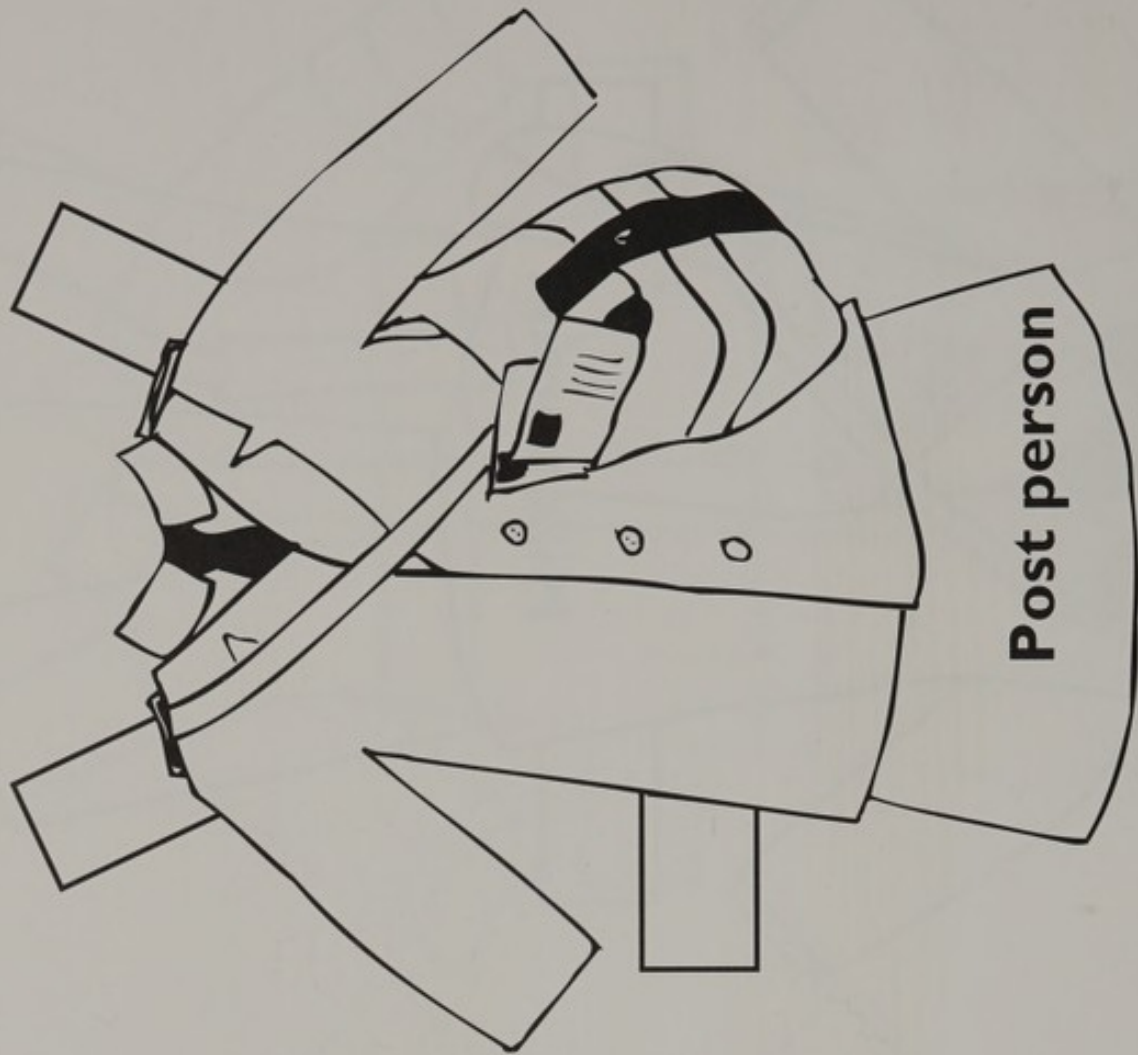
Who Gives Us Medicines / Injections



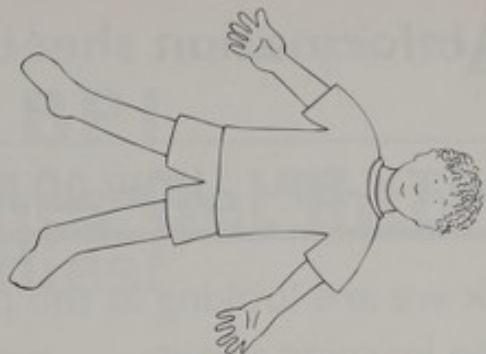








Who Gives Us Medicines / Injections



Chemist



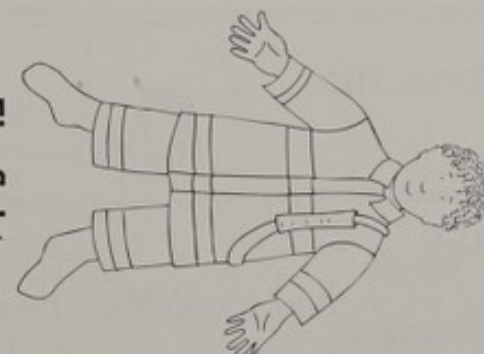
Dentist



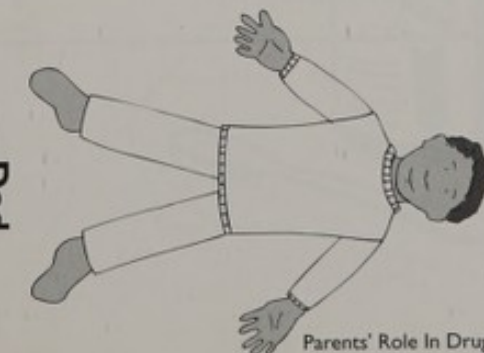
Doctor



Firefighter



Dad



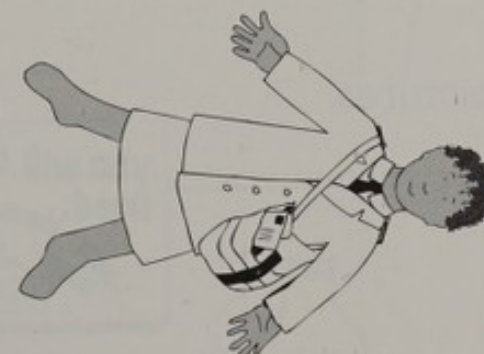
Lollipop person



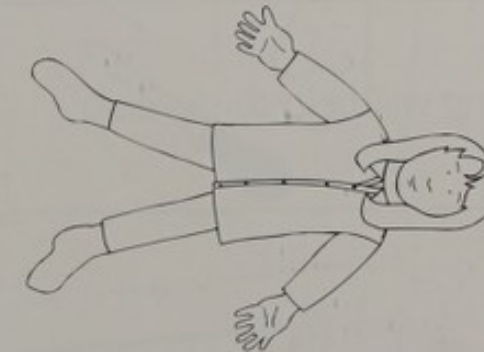
Milk person



Nurse



Post person



Mum

ACTIVITY BPI - HOW DO MEDICINES GET INTO OUR BODIES?

This week we are looking at the positive use of medicines.
We will be learning about:

- *the people who help us keep well*
- *people who need medicines regularly to keep healthy or alive*
- *what we put into our bodies*
- *safety rules surrounding medicines and injections*

This activity involves:-

Learning about how different types of medicines are given using a cut and stick sheet



1. On the sheet you will see some pictures of medicines we may have to use at some time in our lives.
2. Help your child to cut out the medicines and stick them on to the correct place on the picture of the head and shoulders to show how they get into our bodies. The shapes will help.
3. Talk to your child about different medicines and when they may have to take them.
4. Your child may want to colour the pictures.



REMEMBER

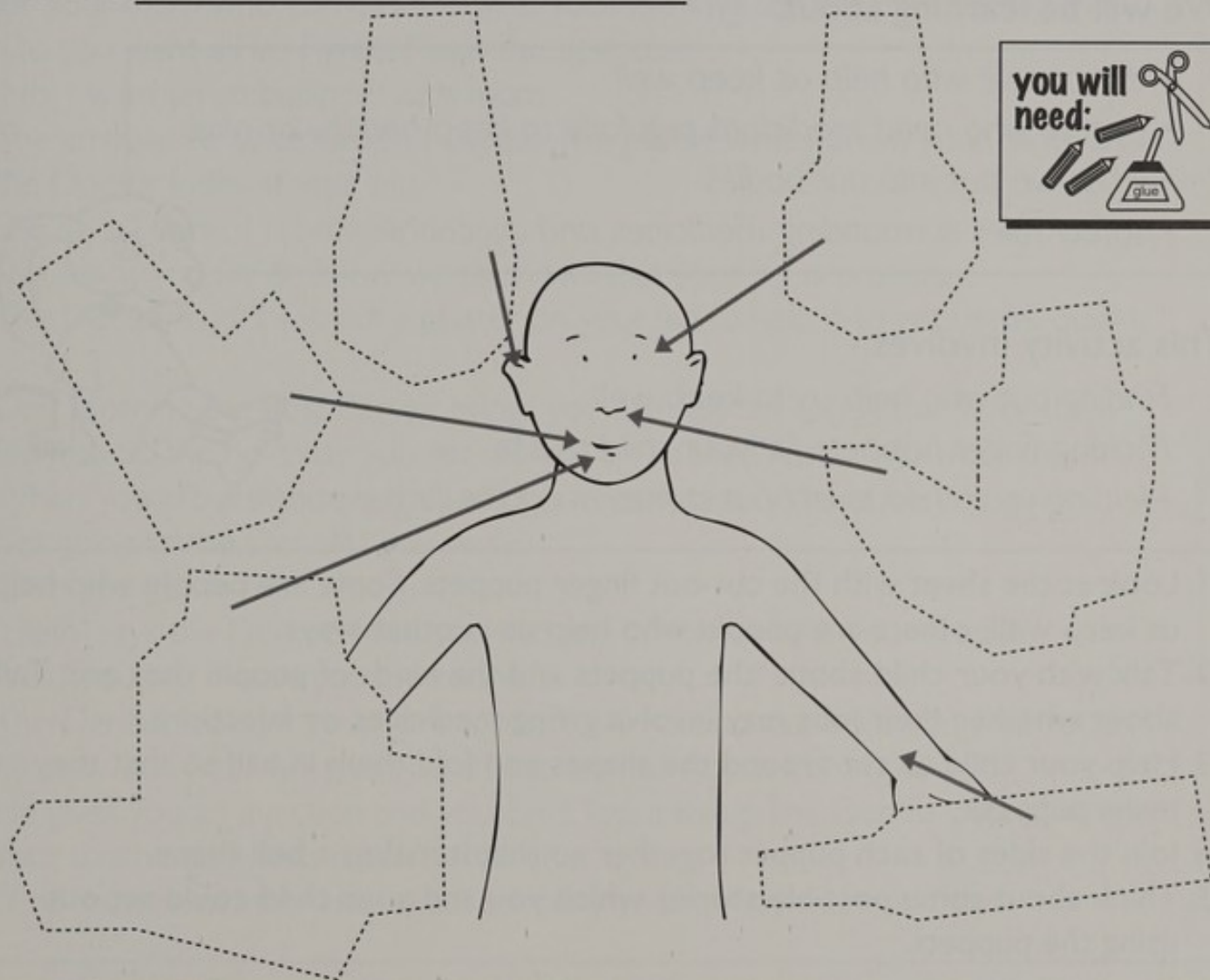
Allowing your child to do their own cutting will help to develop their co-ordination.

Activity BP1

How Do Medicines Get Into Our Bodies?

name _____

you will need:



ACTIVITY BP2 - FINGER PUPPETS

This week we are looking at the positive use of medicines.
We will be learning about:

- *the people who help us keep well*
- *people who need medicines regularly to keep healthy or alive*
- *what we put into our bodies*
- *safety rules surrounding medicines and injections*

This activity involves:-

Finding out who help us to keep well

Making finger puppets for your child to use

Helping your child to act out stories using the finger puppets



1. Look at the sheet with the cut-out finger puppets. Some are people who help us keep well, others are people who help us in other ways.
2. Talk with your child about the puppets and the kinds of people they are. Talk about whether their jobs may involve giving medicines or injections.
3. Help your child to cut around the shapes and fold them in half so that they make puppets.
4. Join the sides of each puppet together so that it makes a bell shape.
5. Think about some possible stories which you and your child could act out using the puppets.

Here are some ideas

You wake up in the morning with a sore throat. On the way to school you and your dad see the Post Person. Can she give you some medicine to make your throat better?

Next you see the Lollipop Person.

You say 'Can you give me some medicine to make my throat better?'

'No,' says the Lollipop Person, 'but if you go to the Chemist, he will tell you which medicine to get to make your throat better.' You go to the Chemist with your dad and get the right medicine. It makes your throat better and you can go to school.



ACTIVITY BP2 - FINGER PUPPETS

You are playing out on your bike when you fall off and hurt your leg. You shout for your mum who comes to look at you. She says she will have to ring 999.

'Do you want a Fire Fighter?' says the operator.

'No, I want an ambulance.' says mum.

The ambulance takes you to hospital. The Nurse writes down your name and the Doctor looks at your leg.

She says 'I think it is broken.'

She sends you for an X-ray which shows that your leg is broken.

The Doctor says 'I will put a plaster on your leg to help it to get better quickly.'

One morning the Post Person brings you a letter, an appointment for the Dentist. So the next day you set off to walk to the Dentist with your mum.

When you cross the road the Lollipop Person says 'Where are you going?'

'I'm going to the Dentist.' you reply.

Then you get to the Dentist.

'Hello' says the Dentist 'have you had any problems with your teeth?'

'Yes,' you say, 'I have got toothache.'

The Dentist looks at your sore tooth, 'I will have to put a filling in your tooth,' he says, 'but first I will give you an injection to stop it from hurting.'

He gives you an injection and you can't feel a thing. The Dentist puts a filling in your tooth and it feels much better after that.

'You must remember not to eat so many sweets,' say mum and dad.

6. Ask your child to act out the stories you have talked about using the puppets. You can both use puppets to act out different characters.

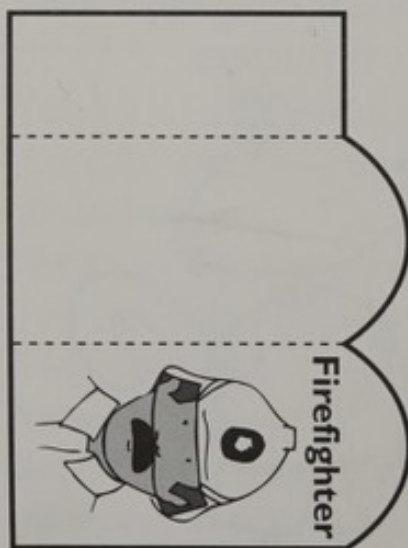
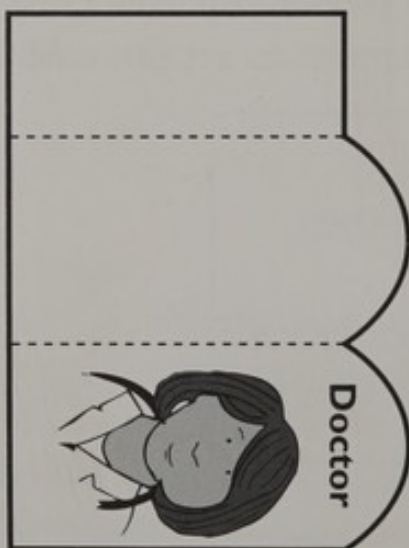
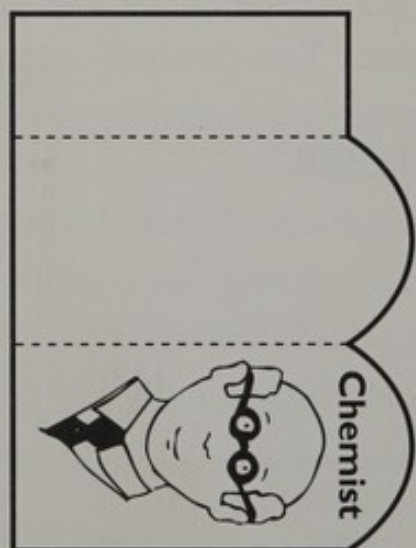
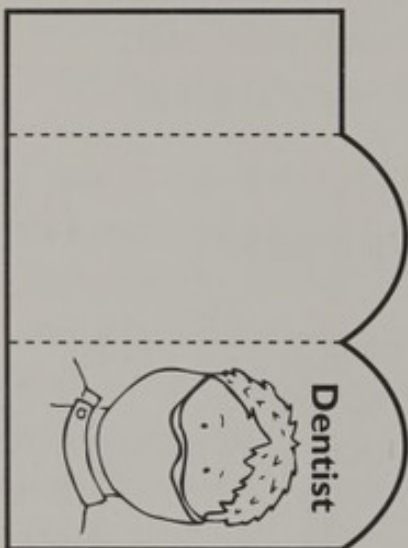
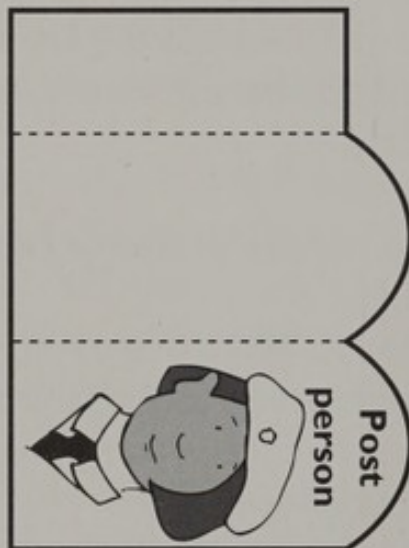
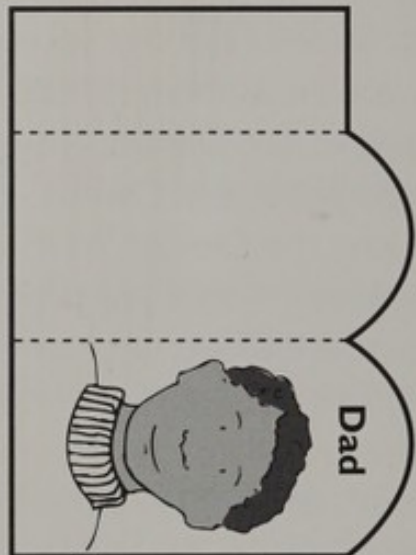
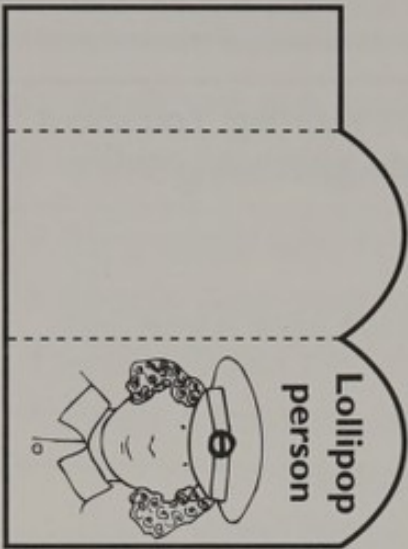
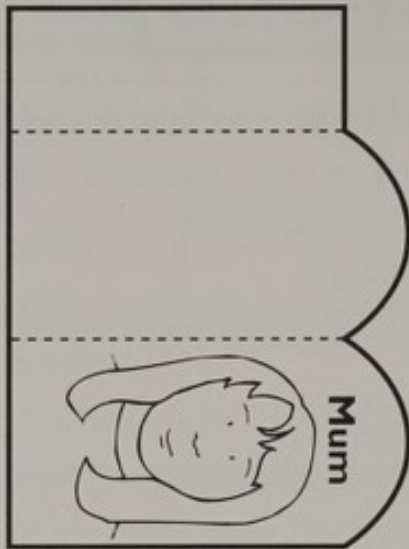
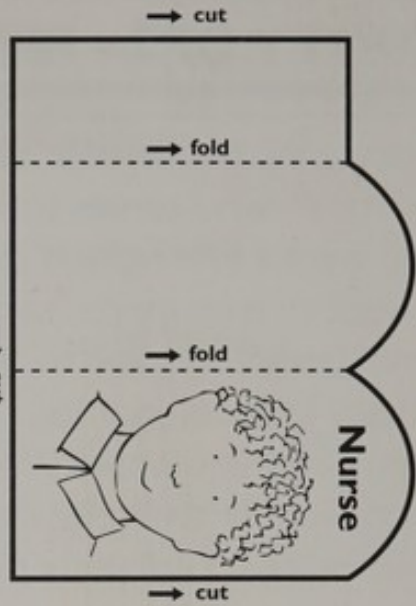
REMEMBER

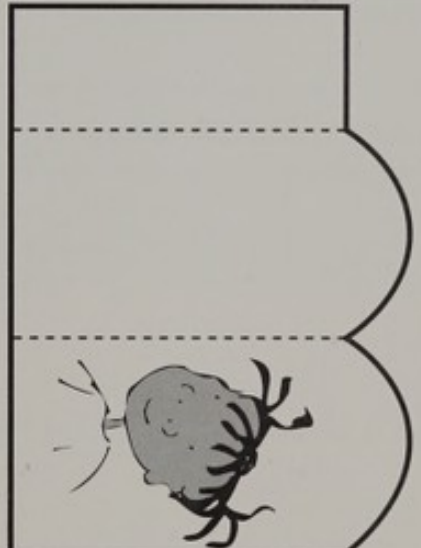
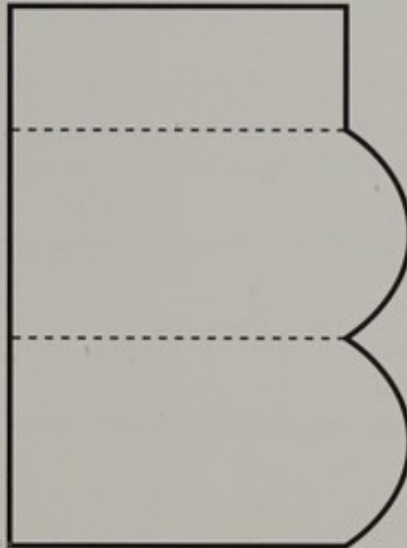
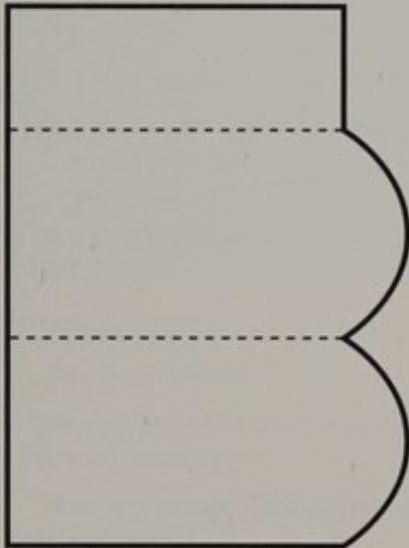
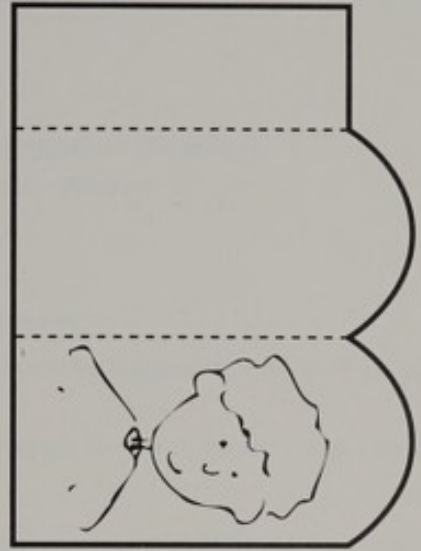
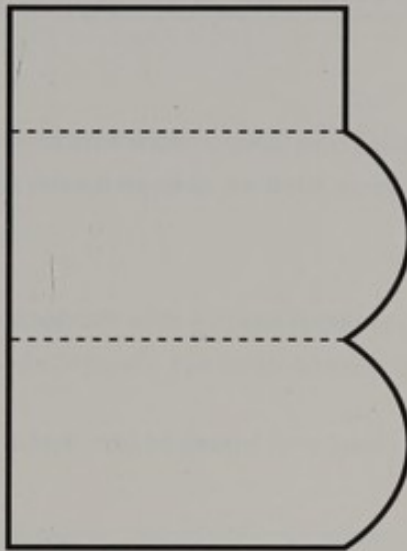
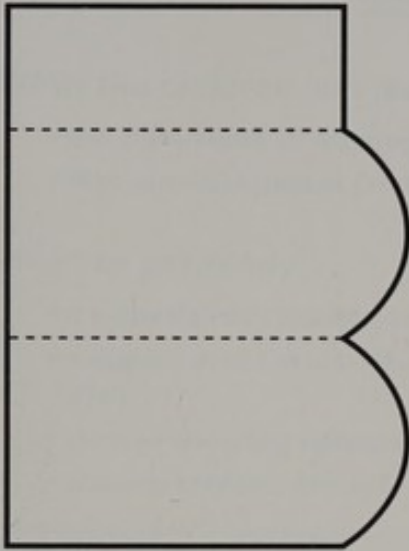
You can use different voices when you are acting out a scene.

This activity can be very good for developing a child's use of language.

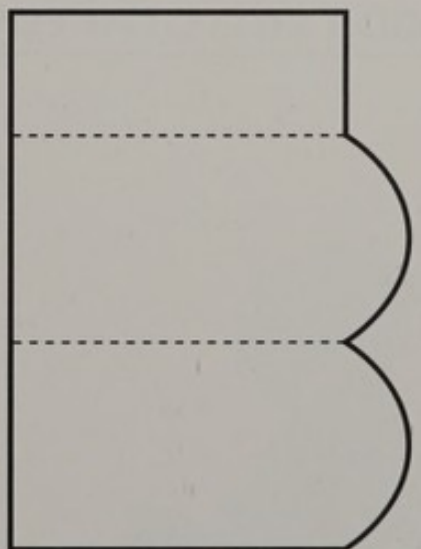
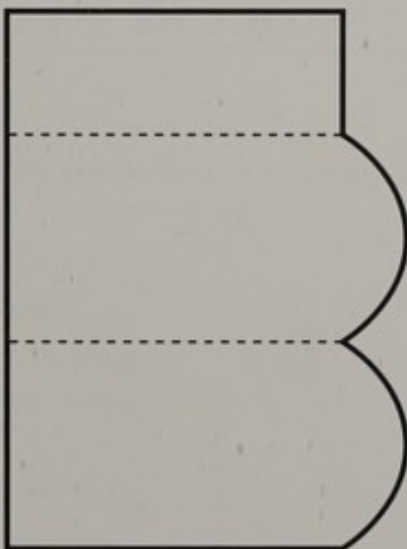
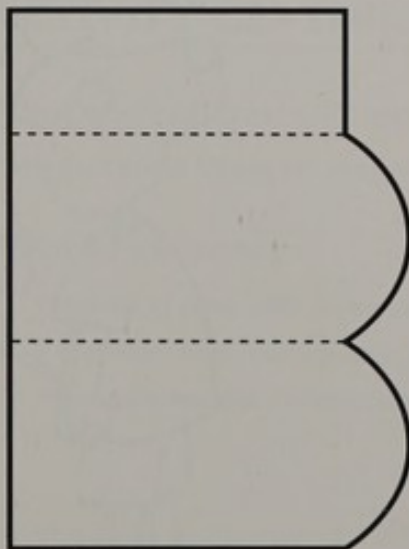


Finger Puppets





Finger Puppets





■ ACTIVITY C1 - KEEPING SUBSTANCES SAFE

What the children will learn

- the importance of treating substances with respect and following safety guidelines
- that some substances found in school need to be kept away from children

What to get ready

- a collection of cleaned out containers with hazard symbols on them
- a display area / sheet- 'Our Safe School'- one half showing a lockable cupboard, one half an open shelf.
- sheets illustrating substances which can be found in school - enough for each child to cut one out.
- scissors, crayons, Blu-Tak

What to do

1. Show your class the collection of bottles and containers. Discuss why they have hazard symbols on them and where items should be kept. (use the sheet on hazard classification in the pack to help you).
2. Show your class the pictures of substances found in school - let each child cut one out.
3. Talk to the children about safety rules in your school concerning dangerous substances. Then let each child take a turn at sticking their substance on the display in the lock up cupboard or on the shelves.
4. Ask the children about dangerous substances they might have at home.

Home Activity

Our Safe Home

You may need to send home copies of the following information sheets if you did not give them out at the Parents' meeting:

'Key to Hazard Classification.'

'What is solvent abuse?'

'Emergency Treatment and First Aid Advice - Solvent Abuse.'

■ ACTIVITY C2 - THINGS WE SHOULDN'T PUT INTO OUR BODIES

What the children will learn

- that some things we may put into our bodies can cause us harm

What to get ready

- a display area with three sections
- drawing resources - paper, pencils, crayons
- the pictures the children drew for activity B1



What to do

1. Set up the display with three sections
1. Label the two end sections with \checkmark and \times labels.
2. Discuss the pictures the children drew for activity B1.
3. Ask the children to think of more things that some people put in their bodies, including - alcohol, smoke, tablets - (talk about the fact that some tablets look like sweets).
4. In turn, ask the children to draw and colour some of these things and then put them, with the original pictures, on the correct side of the display. If they belong on both sides, they can put them in the middle section and this can be a focus for further discussion.

What to talk about

In this unit take care not to frighten children unnecessarily.

Re-cap on 'Medicines are good for us if....' (as discussed in activity B1)

Medicines may be harmful to us if....

they belong to somebody else

someone we don't know tries to give them to us

if we don't follow the rules

Recap on 'Injections are good for us if....' (as discussed in activity B1)

Injections are harmful to us if....

they are intended for somebody else

someone we don't know tries to give them to us

we find the needle or syringe

Alcohol is harmful to us if....

we are not grown up (note that in some homes and cultures it is acceptable for older children to drink alcohol if it is given to them by their parents - use this for discussion if it arises)

too much is drunk (emphasise the point that even extremely small amounts may be dangerous to a young child)

Smoking is harmful to us because....

it can cause illness and death by clogging up our lungs and affecting our hearts

Substances are harmful to us if....

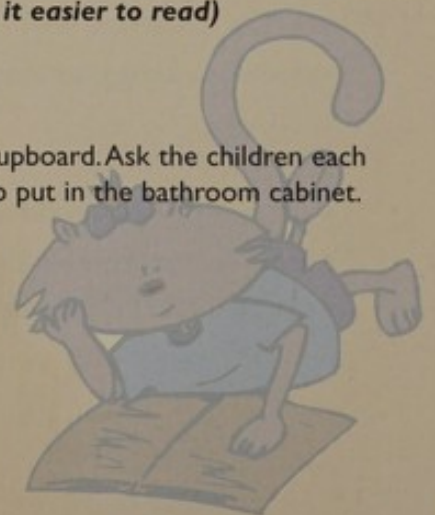
they don't belong in our bodies and they make our bodies ill

Home Activity

Making Choices puzzler (you may wish to enlarge the puzzler and make it easier to read)

■ FOLLOW UP TO HOME ACTIVITY

- Prepare another display area/sheet showing a bathroom cabinet and a kitchen cupboard. Ask the children each to draw, colour and cut out one item to put in the kitchen cupboard and one to put in the bathroom cabinet. Let the children stick the picture in the correct place.



Key to Hazard Classification

Highly flammable



(flashpoint less than 21°C)

Black flame on orange background

Flammable

no symbol required

(flashpoint between 21°C and 55°C)

Harmful



By inhalation

By contact with the skin

If swallowed

Black cross on orange background

Irritant



Black cross on orange background

Toxic



Black outlined skull on orange background

What is Solvent Abuse?

Solvent abuse is a more accurate term for glue sniffing, and includes the abuse of substances such as glues, aerosols, butane gas refills, typewriter correction fluids, stain removers, etc.

These substances are commonly available in households, shops, offices and factories, and cause no harm when used for their proper purpose.

Solvent abuse, or 'sniffing', is the intended deliberate inhalation of intoxicating substances.

What types of products can be misused?

The following gives an idea of the range of substances which may be misused:

Solvent based glues and adhesives

Aerosols

Certain paints and lacquers

Some thinners and paint / varnish / stain removers

Dry cleaning agents

Butane gas

Lighter fuel

Nail varnish remover

Fire extinguishers

Cold start and anti-freeze

Solvent based sealants and dyes

Shoe and metal polish

Typewriter correcting fluid

Plaster remover

Pain relief (PR) spray

Petrol

Marker pens

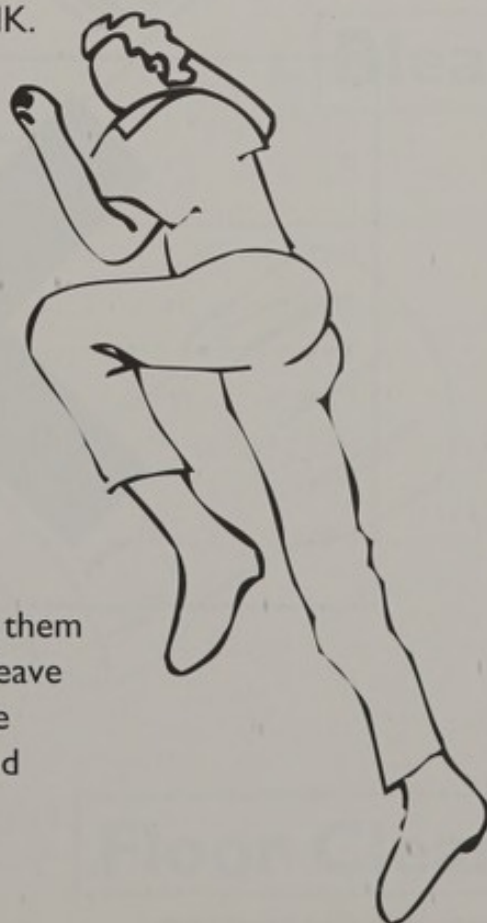
Emergency Treatment and First Aid Advice -Solvent Abuse



What to do in an emergency

DO NOT PANIC

- 1** Remove solvent.
- 2** Remove or loosen clothing which might restrict breathing.
- 3** Put the person in the recovery position - lay the person down on their front with their head to one side and body tilted - see picture below.
- 4** **DO NOT GIVE THEM ANYTHING TO EAT OR DRINK.**

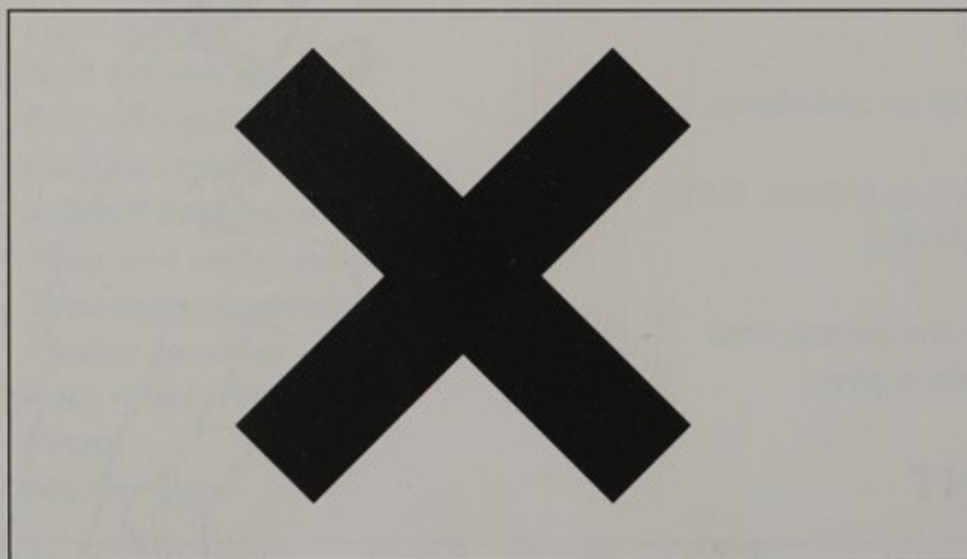
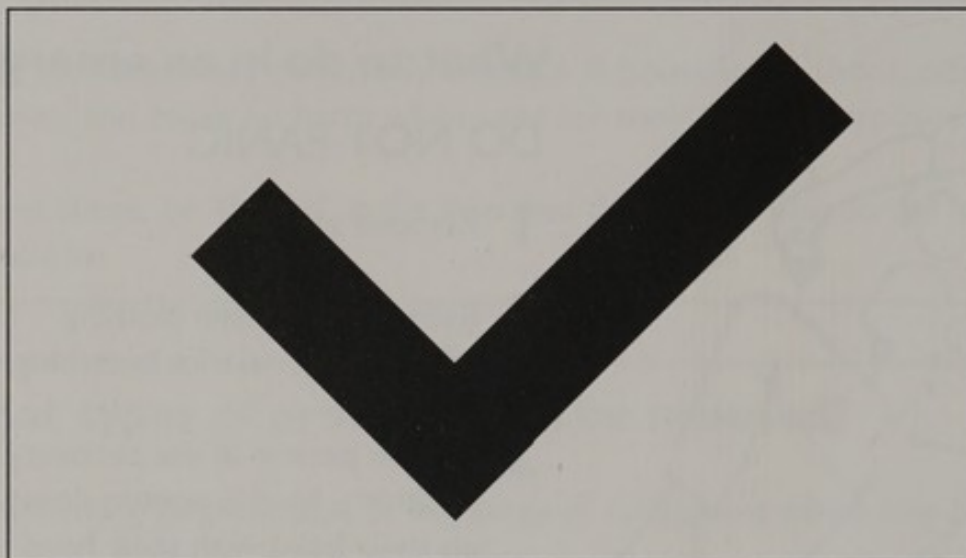


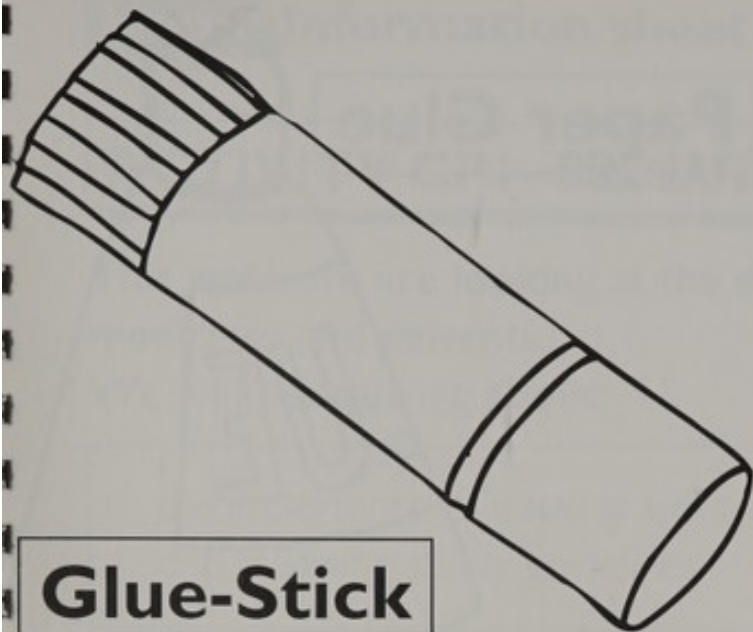
- 5** Open windows and doors to let in fresh air.
- 6** If in doubt, call an ambulance.
- 7** If the person is in a coma, **CALL AN AMBULANCE.**
- 8** Remain with the person until the emergency is over.

IMPORTANT

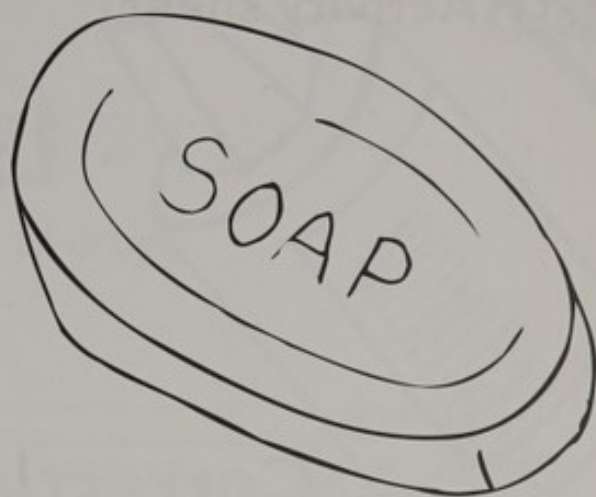
Most aerosols contain flammable liquids. Never direct them at, or use them near, a flame or heat source. Do not leave them near heaters or in direct sunlight. When they are empty do not burn or puncture them - the gas released could ignite or explode.

Keeping Substances Safe





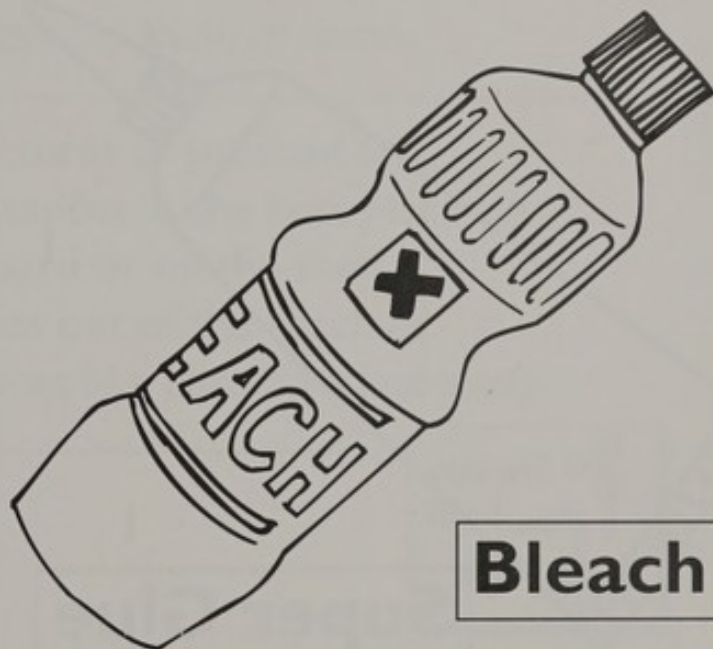
Glue-Stick



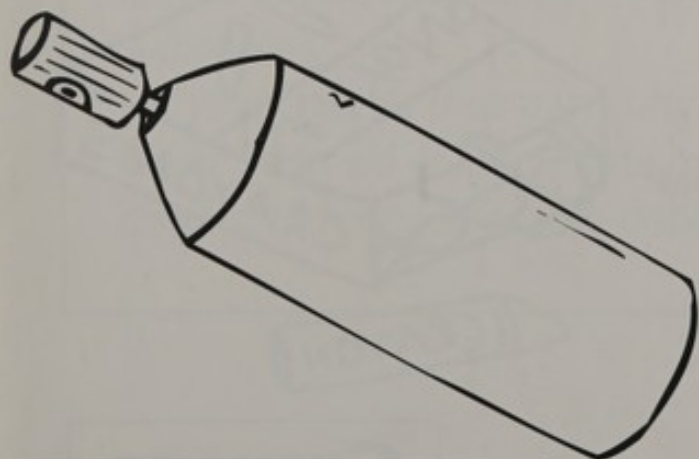
Soap



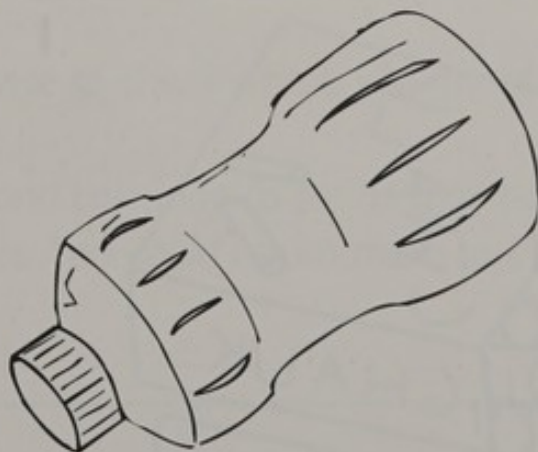
Paint



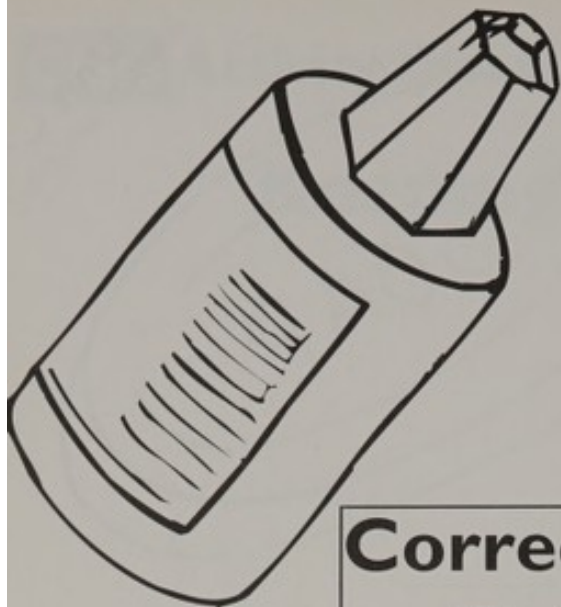
Bleach



Air Freshener

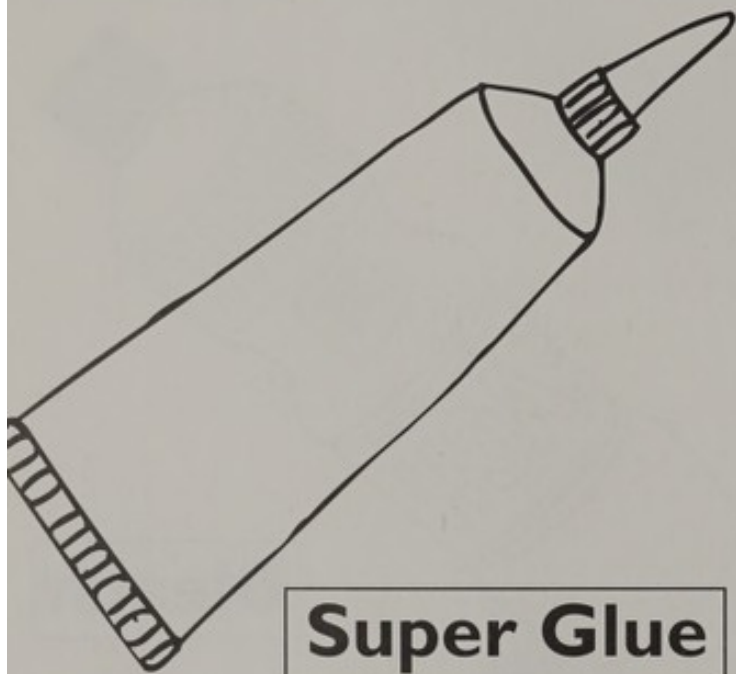


Floor Cleaner

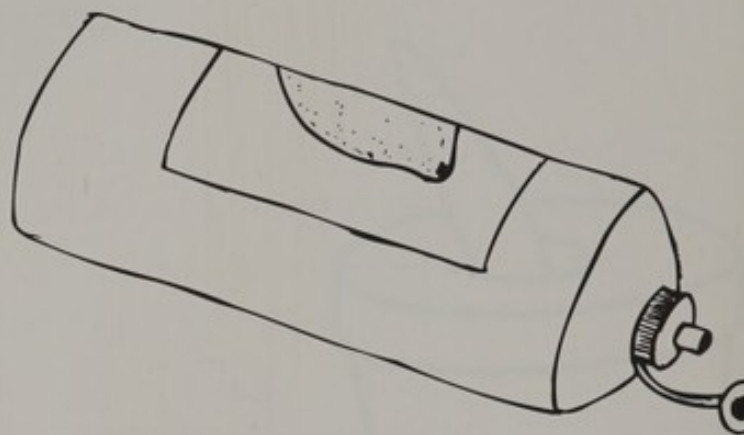


**Correction
Fluid**

Paper Glue



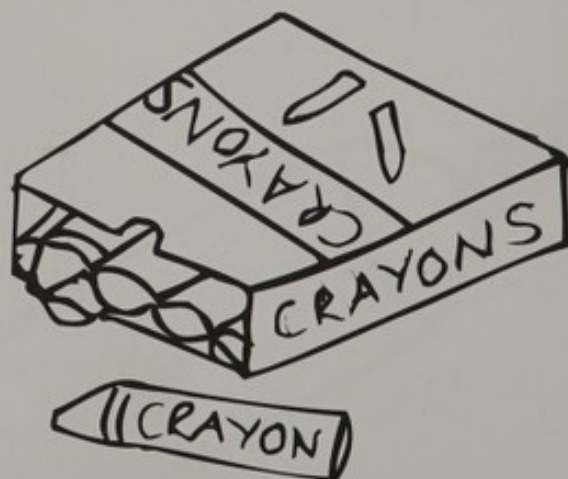
Super Glue



**Washing-up
Liquid**



Chalk



Crayons

ACTIVITY CPI - OUR SAFE HOME

This week we are looking at the dangers of drugs, medicines and solvents.

We will be learning about:

the importance of treating substances with respect and following safety guidelines



This activity involves:-

Finding the best places to store substances found at home

1. Help your child to cut out the pictures of substances.
2. Help your child to place the substances in the best place on the picture, in the lockable cupboard or on the shelf.
3. Talk about why we keep medicines out of the reach of children or why we keep substances like bleach locked away.



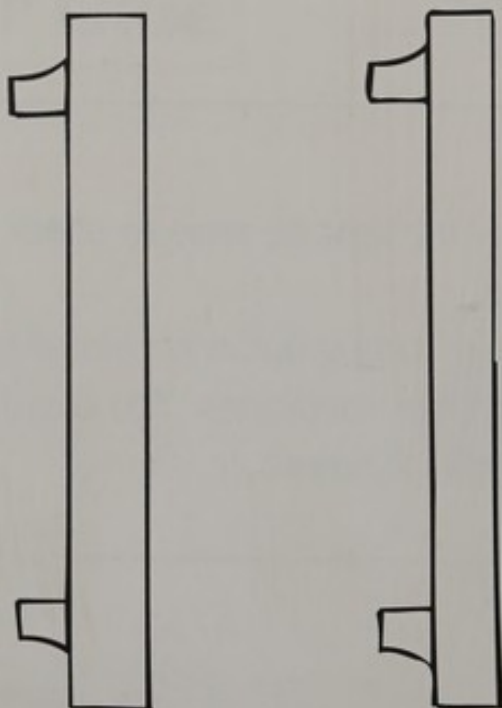
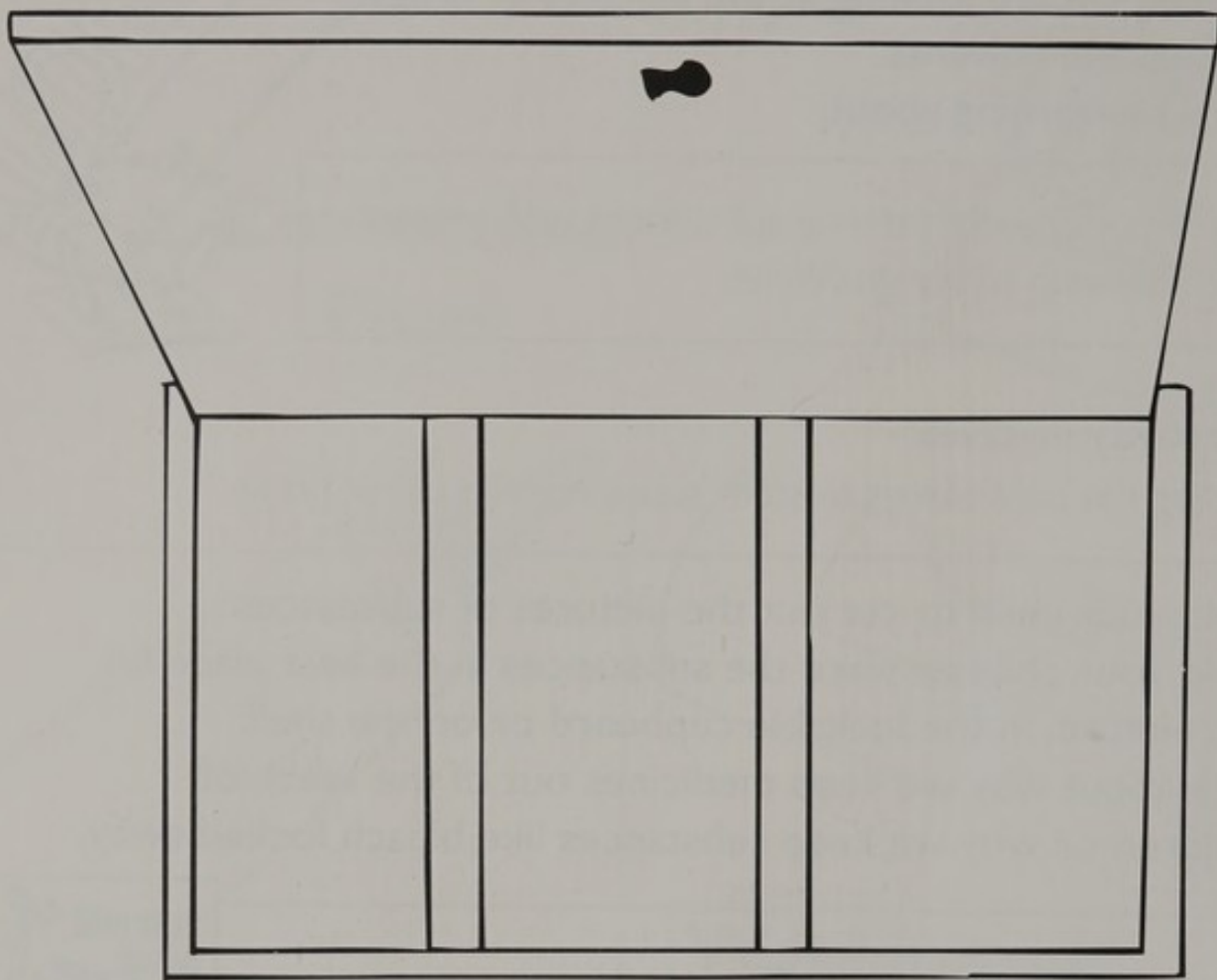
REMEMBER

Before you do this activity it might be wise to check where you are storing substances.

Let your child do their own cutting out and colouring as far as they can. Never keep old or out-of-date medicines. You could return them to the chemist or hospital for safe disposal.

Our Safe Home

name _____



Our Safe Home

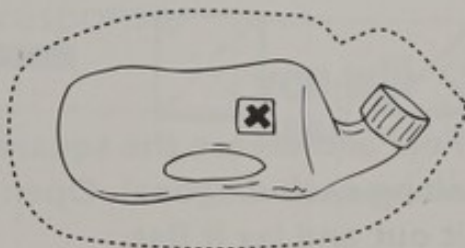
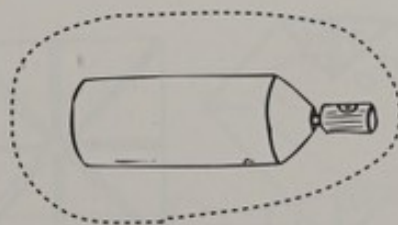
cut and stick



Medicine



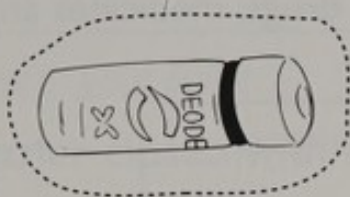
Tablets

Toilet
Cleaner

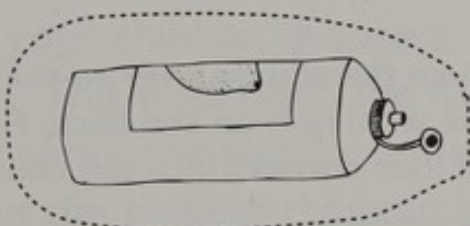
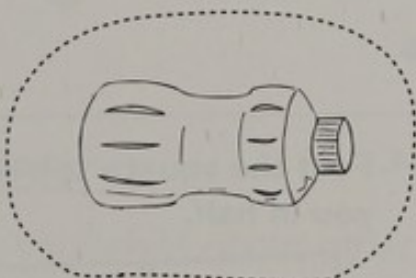
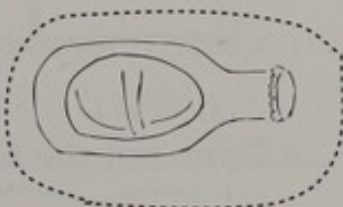
Air-Freshener



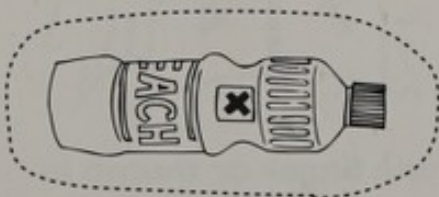
Soap



Deodorant

Washing-up
LiquidFloor
Cleaner

Beer



Bleach

ACTIVITY CP2- MAKING CHOICES PUZZLER

This week we are looking at the dangers of drugs, medicines and solvents.
We will be learning about:

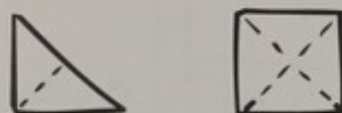
*the importance of treating substances with respect
and following safety guidelines*

This activity involves:-

*talking about how we can make sensible choices when our friends
ask us to do things*

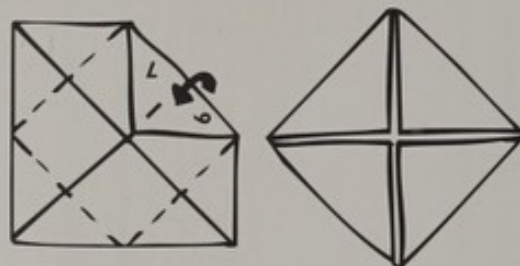
To make the puzzler:

1. Cut out the Puzzler square.

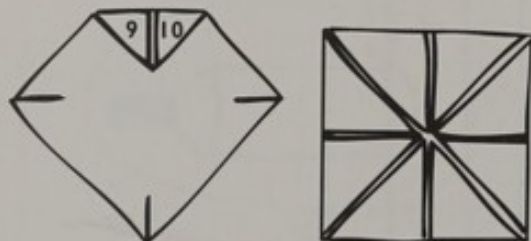


Fold and crease the square along each diagonal. Open it out and lay it flat.

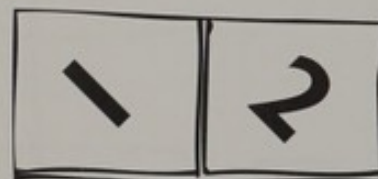
2. Turn the square over so that the writing is on the back. Fold all four corners into the centre.



3. Turn the square over again (with the flaps facing down). Fold the four corners into the centre again.



4. Fold the square towards you in half.



5. Push the top corners towards the centre



6. Open out the top flaps.




Put one finger or thumb in each of the four compartments - this will allow you to operate the puzzler.

ACTIVITY CP2- MAKING CHOICES PUZZLER

To play a game with your child:

1. Hold the puzzler closed with the thumb and forefinger of each hand.
2. Ask your child to choose a number. Open and close the puzzler that many times, ending with it open.
3. Ask your child to choose another number from the inner section and repeat the process.
4. Ask your child to choose a number from the inner section again. This time open the flap with that number on it.
5. Talk about the picture underneath the flap. Talk to your child about the choices that can be made - do they say 'yes' or 'no' Talk about the consequences of each response.

you will need: 

REMEMBER

Talk to your child about other dangerous things their friends may encourage them to do.

Stress that it is OK to say 'no.'

Your child could also use the puzzler - it will help them to practice counting.

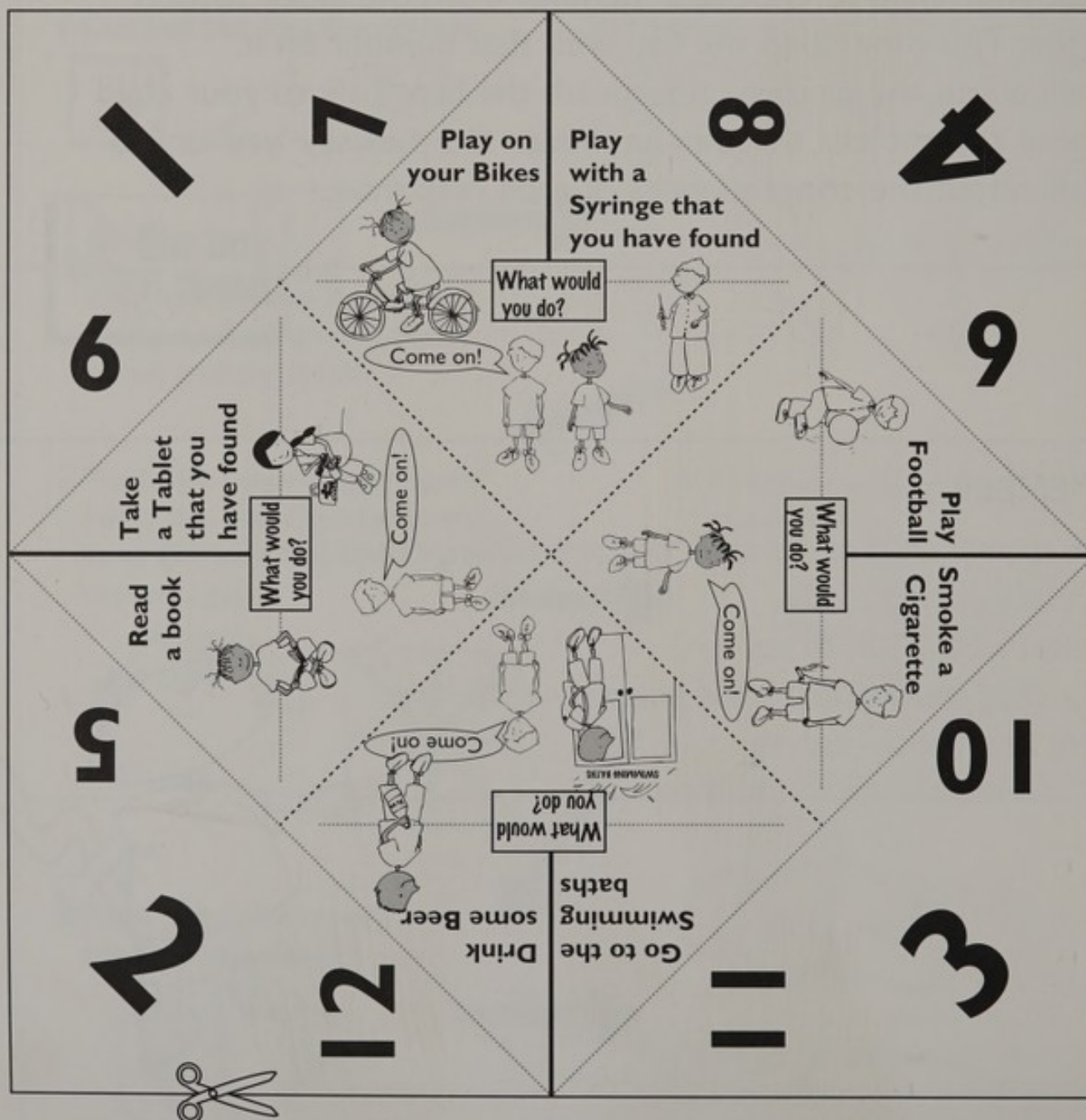


Making Choices Puzzler



name _____

you will need:



■ ACTIVITY D1 - EVERYONE IS UNIQUE AND SPECIAL

What the children will learn

- that we are all different
- that everyone is special and has lots of good things about them

What to get ready

- slips of paper each with the name of a class member on it
- photocopy enough activity sheets for all members of the class (see pack)

What to do

1. Place all the children's name slips in a box
2. Ask each child to pick a name slip
3. Give each child an activity sheet and ask them to complete it for the person named. The child needs to be encouraged to think about all the positive things about that person. They may need help - the teacher and other children can add things. You could display the pictures in a class gallery 'We Are Special'.
4. Decide on other activities which will celebrate the uniqueness and difference of all the children, eg. line the children up in order of height, shoe size, hair colour, etc.

What to talk about

Discuss the fact that everyone is different; talk about what is good about being tall, small, being quiet or talkative, etc. Discuss how everyone likes to be told good things about themselves. We don't always say what we like about people - this is a great chance!

Home Activity

We are Special

Other activities on the 'We are Special' theme:

- Write a poem about ourselves
- Write an acrostic poem using their name

■ ACTIVITY D2 - CHOICES THAT AFFECT LIFESTYLES

What the children will learn

- activities/choices which will keep them healthy

What to get ready

- erect a 'washing line' in the classroom, eg. tie a rope between two chairs
- two labels, one marked 'healthy', one 'unhealthy' to place at each end of the line
- pegs or paper clips to attach cards to the line
- drawing & cutting resources - paper, pencils, crayons, scissors
- magazines with pictures of food, drink, etc



What to do

1. Ask the children to draw and colour pictures of things which we eat, drink or do, eg. crisps, swimming, chips, cigarettes, alcohol, tablets, apples, watching TV, skipping, being with friends, sweets, vegetables, fish fingers, reading, cycling. Alternatively, cut pictures of these things from magazines.
2. Place the 'healthy' and 'unhealthy' labels at each end of the line
3. In twos, the children choose a picture from those cut out or drawn and peg it to the line in the place they think it belongs.
4. Some things may fit at more than one point on the line. Use this as a point for discussion.

What to talk about

Discuss things which are good or bad for us. When the children identify the things they think are healthy or unhealthy, ask them why and how they made their choice. Stress the effects of smoking and alcohol on our health.

Home Activity

Healthy Activity Book

UNIT D - OTHER IDEAS

HEALTHY DIET

What to get ready

- drawing resources - paper, pencils, crayons
- red, yellow, green paper
- scissors
- sticky tape or glue
- magazines with pictures of food, drink

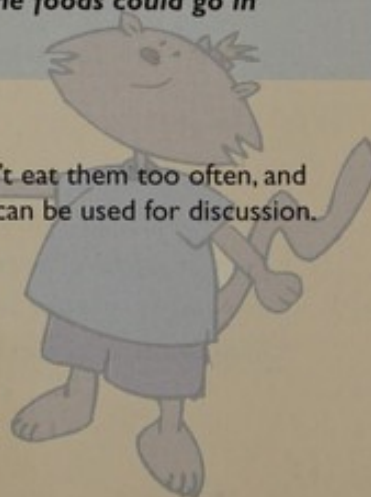
What to do

1. Make a big set of traffic lights, with space to display pictures of food alongside the different coloured lights.
2. Ask the children to draw or cut out pictures of foods which are good for us, bad for us and reasonably healthy if not eaten too often.
3. Decide with the children where each of the foods should be placed. If some foods could go in more than one place, discuss this.

What to talk about

Discuss foods which are bad for us, those which are good for us as long as we don't eat them too often, and those which are healthy. Some foods may fit into more than one category and this can be used for discussion. Examples might include:

- chips, sweets, cream cakes, chocolate (red)
- burgers, pizza, egg and bacon (amber)
- apples, fish, yoghurt, beans on toast (green)



EXERCISE

What the children will learn

- that making our hearts and lungs work hard keeps us healthy

What to get ready

- space for children to move (classroom, hall, playground)
- poster marked **HEALTHY LIFESTYLES** showing parts of the body

What to talk about

Discuss how exercise makes you feel and how it changes your body - use the poster to help you.

What to do

1. Ask the children to do something active that will make them breathe harder and raise their pulse, eg. jumping up and down on the spot, running around the room, etc.
2. Talk about the poster and what it shows. Discuss how the exercise has made the children feel and what it has done to their body.
3. Ask the children to think of other exercise activities.

■ FOLLOW UP TO HOME ACTIVITIES

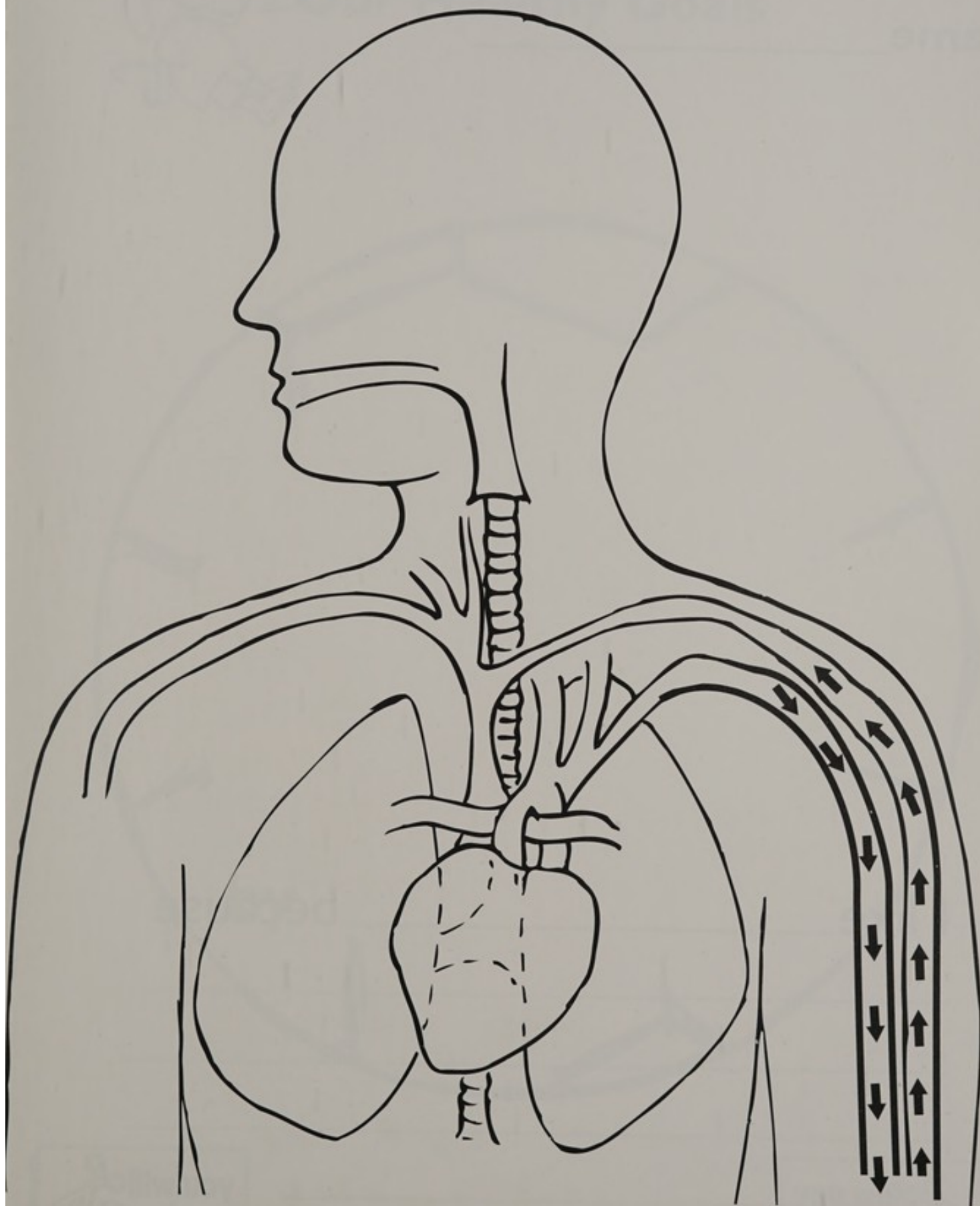
Each child and parent to choose one activity that they are going to do from their 'Our Healthy Activity' Book. Let the child copy it onto the football sheet (page 97). Make a display area / sheet with goal posts on it called - 'Our Healthy Goals' (see diagram). Display the footballs inside the goal posts

The 'We are Special' sheets could be put in the children's records of achievement.





Healthy Lifestyles



We are Special

Draw your friend here.



name _____

I like _____ because

.....

.....

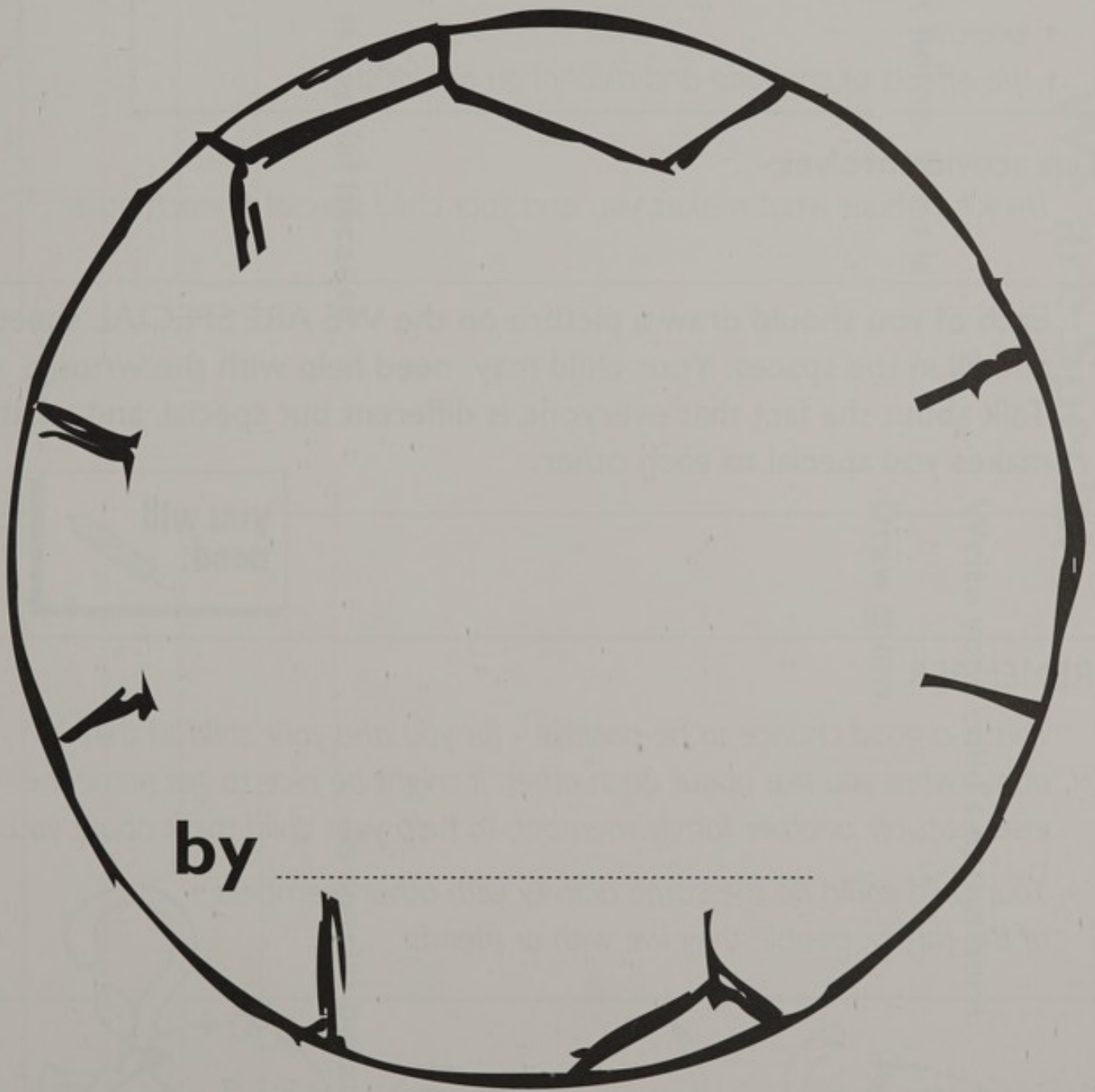
.....

.....

**you will
need:**



Our Healthy Goals



**you will
need:**



ACTIVITY DPI - WE ARE SPECIAL

This week we are looking at healthy lifestyles.


We will be learning about:

- the fact that we are all different and everyone has lots of positive qualities
- healthy diets
- exercise
- the effects of smoking and alcohol on our lifestyle

This activity involves:-

Thinking about what makes you and your child special to each other.

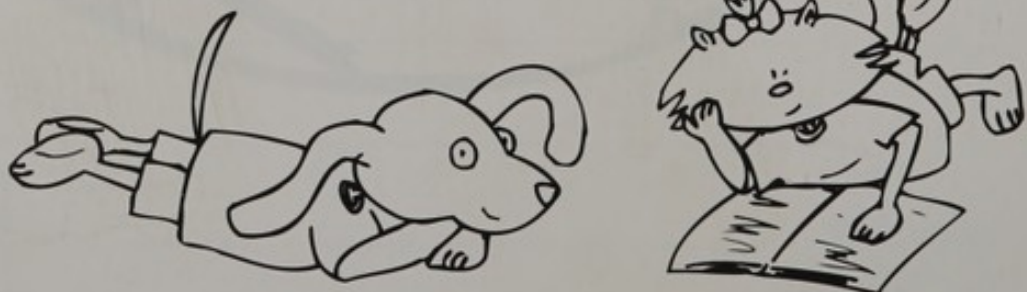
1. Each of you should draw a picture on the WE ARE SPECIAL sheet and fill in the spaces. Your child may need help with the writing.
2. Talk about the fact that everyone is different but special, and what makes you special to each other.

you will need: 

REMEMBER

This is a good chance to be positive - for you and your child to think about what you like about each other. It might be nice to get someone else, possibly another family member, to help your child think about you.

Your child could do the same activity with other members of the family, people they live with or friends



We are Special

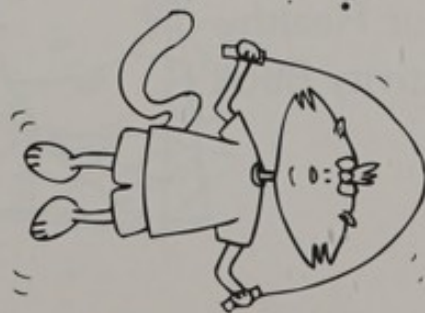
Name

Draw someone at home. Who is it? It is

..... is special because

Write your child's name here.
.....
Draw them.

..... is special because



ACTIVITY DP2 - Healthy Activity Book

This week we are looking at healthy lifestyles.
We will be learning about:

- *the fact that we are all different and everyone has lots of positive qualities*
- *healthy diets*
- *exercise*
- *the effects of smoking and alcohol on our lifestyle*

This activity involves:-

Making a booklet called

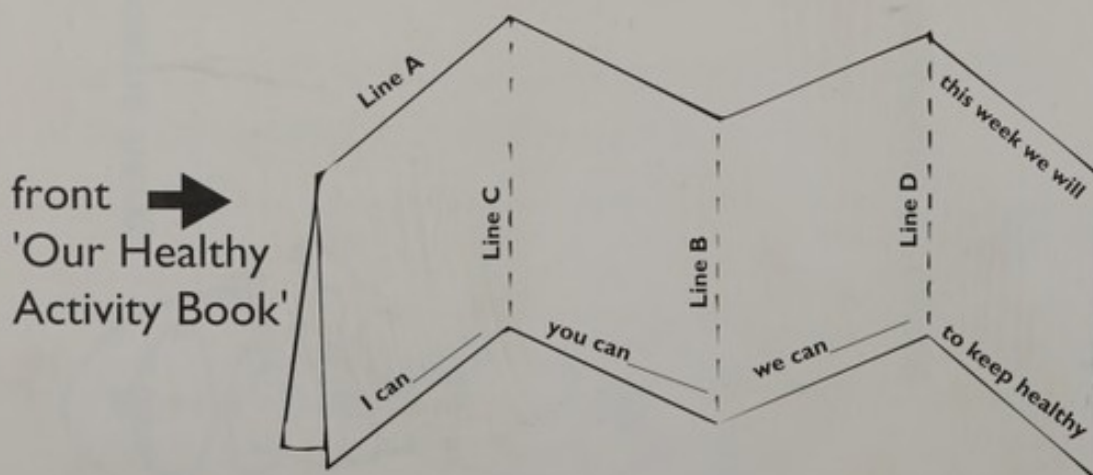
OUR HEALTHY ACTIVITY BOOK

you will
need:



To make the zig-zag booklet:

1. Take the A4 sheet with the booklet contents on it and fold it in half along Line A - leave it folded.
2. Fold the sheet again along Line B - leave it folded.
3. Fold along Line C so that "Our Healthy Activity Book" appears at the front - leave it folded
4. Fold along Line D to complete the zig-zag, open the zig-zag to find the pages.



ACTIVITY DP2 - Healthy Activity Book

To complete the zig-zag booklet:

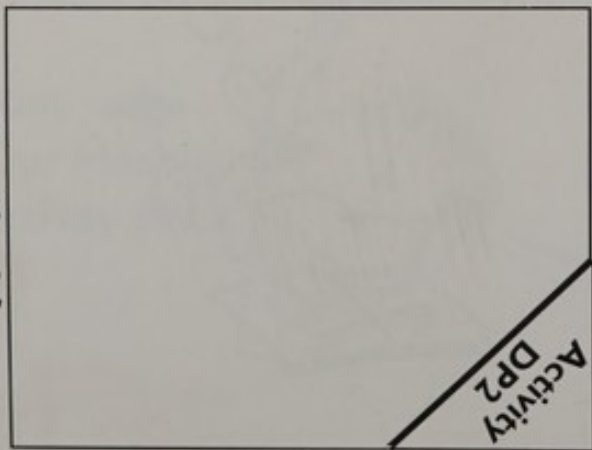
1. Talk with your child about the activities which keep us healthy.
2. Decide which activities you will draw in each section for your **HEALTHY ACTIVITY BOOK**
3. Get your child to draw a picture of both of you on the front of the book.
4. On the first page, they need to think of a way they can keep healthy and draw themselves, eg. eating vegetables, playing football, not eating sweets.
5. On the second page, you need to think about a way in which you can keep healthy. Again, your child can do the drawing.
6. On the third page you need to think about something you could do together and on the final page you draw something you will do together this week.

REMEMBER

Let your child draw, cut and fold with your help - they will be learning useful skills.

Families can get healthier together and encourage each other.





LINE A Fold here

this week we will

LINE D

to keep healthy

LINE B

we can

LINE C

you can

I can

6. Appendices

Useful contacts

Drugs Education Curriculum Guidance for
Schools - Key Stage 1

Science in the National Curriculum - Key
Stage 1 - Life and Living Processes



Useful contacts

list of useful contacts for further information:

National Drugs Helpline

Info/advice on local services, leaflets available on request

24hrs (calls will not appear on phone bills)

0800 776600

Lifeline (North West)

101 - 103 Oldham Street, Manchester M4 1LW

0161 839 2054

Advice, support to drug users and families, needle exchange - available to all

Mon - Fri 9.00am - 5pm

*Parents helpline (Mon - Thurs 4 - 8pm) **0800 716701***

SCODA (The Standing Conference On Drug Abuse)

Waterbridge House, 32 - 36 Loman Street, London SE1 0EE

Details of local agencies given

0171 928 9500

Re Solv

30a The High Street, Stone, Staffs ST15 8AW

Solvent abuse - publish leaflets, videos, books.

Have details of local agencies

01785 817885

RoSPA (Royal Society for the Prevention of Accidents)

Edgebaston Park, 353 Bristol Rd, Birmingham, B5 7ST

publish leaflets and advice

0121 248 2000



ADFAM

Waterbridge House, 32 - 36 Loman Street, London, SE1 0EE

confidential support for families and friends of drug users

0171 928 8900 (National Helpline)

TACADE

The Advisory Council on Alcohol and Drug Education

1 Hulme Place, The Crescent, Salford, M5 4QA

consultancy, training and resources

0161 745 8925

DfEE - Drug Proof 'Tackling Drugs together'

A Digest of Drug Education resources for Schools - **FREE**

0171 510 0150

Understanding Electricity Educational service

Electricity Association Services Ltd, 30 Millbank, London SW1P 4RD

British Gas plc

Rivermill House, 152 Grosvenor Rd, London SW1V 3JL

Other local organisations you may wish to contact through the directory:

Local Water Company

Local Police division

Local Hospital (Health Promotions Unit)

Local General Practitioner (doctor)

Local Environmental Health Department



Drug Education: Curriculum Guidance for Schools

The SCAA/DfEE document 'Drug Education Curriculum Guidance for schools' 1995 suggests that the following knowledge, skills and attitudes relating to drug education should be covered at Key Stage 1.

KEY STAGE 1

Knowledge and understanding

- School rules relating to medicines.
- Basic information about how the body works and ways of looking after the body.
- The role of medicines (both prescribed and over-the-counter) in promoting health and the reasons people use them.
- Understanding that all drugs can be harmful if not used properly.
- Simple safety rules about medicines and other substances used in the home, including solvents.
- Consideration of alcohol and tobacco, their general effects on the body and on behaviour.
- People who are involved with medicines (such as health professionals, pharmacists, shopkeepers).
- People who can help children when they have questions or concerns.

Skills

- Communicating feelings such as concerns about illness and taking medicines.
- Following simple safety instructions. When and how to get help from adults.

Attitudes

- Valuing one's body and recognising its uniqueness.
- Attitudes towards medicines, health professionals and hospitals.
- Attitudes towards the use of alcohol and cigarettes.
- Responses to media and advertising presentations of medicines, alcohol and smoking.



Science in the National Curriculum - Key Stage 1

Life Processes and Living Things

Work on life processes should be related to pupils' knowledge of animals and plants in the local environment.

Pupils should be taught:

1. Life processes

- a** the differences between things that are living and things that have never been alive;
- b** that animals, including humans, move, feed, grow, use their senses and reproduce.

2. Humans as organisms

- a** to name the main external parts, e.g. hand, elbow, knee, of the human body;
- b** that humans need food and water to stay alive;
- c** that taking exercise and eating the right types and amount of food help humans to keep healthy;
- d** about the role of drugs as medicines;
- e** that humans can produce babies and these babies grow into children and then into adults;
- f** that humans have senses which enable them to be aware of the world around them.

3. Green plants as organisms

- a** that plants need light and water to grow;
- b** to recognise and name the leaf, flower, stem and root of flowering plants;
- c** that flowering plants grow and produce seeds which, in turn, produce new plants.

4. Variation and classification

- a** to recognise similarities and differences between themselves and other pupils.
- b** that living things can be grouped according to observable similarities and differences.

5. Living things in their environment

- a** that there are different kinds of plants and animals in the local environment;
- b** that there are differences between local environments and that these affect which animals and plants are found there.

Areas of the programme of study covered by the PRIDE Project are highlighted





'There are very few issues which are more important to parents than the safety and well being of their children. This pack offers a nice partnership between parents' enthusiasm and commitment, and expert advice.'

Professor Ted Wragg

'PRIDE successfully applies some of the key lessons many schools have learned from working successfully with parents and families, to the crucially important area of drugs and safety education. It does this by providing a process, supported by a variety of clear and down to earth materials.'

Dr John Bastiani

'Parents were extremely positive about PRIDE and its outcomes. They had learnt a lot and enjoyed working with their child on the activities... many commented that they felt more involved with the school...

Both heads and teachers were overwhelmingly positive about PRIDE. They had found it useful in meeting their obligations for science and in giving them a drug education curriculum for Key Stage 1. PRIDE had given them a mechanism and detailed guidance on how to involve parents.'

Lynne Milburn

Independent evaluator for the 21 schools involved in the pilot project

The PRIDE project has been extremely successful. All the schools involved intend to use the pack again and to extend it to more classes.



ISBN 1-900587-06-8



9 781900 587068 >

PRIDE a D2 publication