

EXTENSION ACTIVITY

LEVEL 10

BOOK TITLE

When I Am Sick

TOPIC

Tobacco and Addictions

LENGTH

1 Lesson (1 Hour)



Essential Question

How can medicine be both helpful and harmful?

LESSON OVERVIEW



In this lesson, the teacher guides the students to understand that medicines are both helpful and harmful by introducing the idea that medicines are drugs.

REQUIRED MATERIALS

- Book: *When I Am Sick*
- Writing utensils
- Activity worksheet: **Helpful or Harmful?**

LEARNING ACTIVITIES



Class discussion about illness.



Class discussion about the book.



Completion of the **Helpful or Harmful?** activity worksheet.



Class discussion about the activity worksheet.

LEARNING CONNECTION

Throughout the lesson, the students learn about the purpose of medicines, that they are drugs that can be helpful or, if not taken properly, harmful. Students will also learn that there are additional, non-medicinal ways we can help ourselves get better and stay healthy, such as eating healthy and getting enough sleep. This builds on their understanding of the book *When I Am Sick*.

READING VOCABULARY

coughing, cough syrup, pharmacists

PRE-LESSON PREPARATION

1. Photocopy the **Helpful or Harmful?** activity worksheet for each student
2. **Optional:** Invite elders with knowledge of traditional medicines to visit the class and share their wisdom. If you are not able to bring an elder to the class, have a discussion with students about what kinds of traditional medicine they are familiar with.

WHEN I AM SICK

1. Ask students to describe a time when they were sick.

 **“Tell us about a time that you were sick. How did you feel? What did you do to get well again? Who helped you get well?”**

2. Read the book *When I Am Sick* with the students. Students can follow along in their own copies at their desks.

3. Ask the students the following questions about Peter's symptoms when he woke up in the morning and about how Grandpa responded. Give students a chance to respond to each question.

 **“What did Peter want to do when he woke up? Why wasn't he able to do that?”**

Answer: He wanted to play Inuit games outside with his friends; he couldn't go outside to play because he was sick.

 **“What were Peter's symptoms? How did he feel?”**

Answers might include: He coughed a lot; his cough hurt his chest; he sneezed; his head felt heavy.

 **“What did Grandpa do when he realized Peter was sick? Why did he do these things?”**

Answers might include: Grandpa thought Peter had a cold because of his symptoms; he called Charlotte for advice because she was a nurse; he brought Peter a healthy breakfast because it is important to eat healthy to make yourself feel better; he brought Peter cough syrup because it would make Peter's cough go away for a while; he told Peter to stay in bed so his body would have the energy to fight off the cold.

4. Talk to the students about what medicine is and how it works.

 **“Can you tell me what medicine is? Why do we take medicine when we are sick?”**

Answers might include: Medicine is something you drink or swallow that helps you feel better when you are sick; medicine is a drug.

 **“Can you give me an example of traditional medicine and how it helps us when we are sick?”**

Answers might include: River algae (ijusiuti) can be used for eye infections; Labrador tea (qijuktaaqpait) can be used for stomach aches; a dried mushroom (pujualuk) can be used as a bandage and helps soothe rashes or irritated skin. These plants need to be prepared in a certain way before they're used as medicine. It is important to ask an elder about how to prepare plants to be used as traditional medicine.

- Remind the students that Peter wanted to take more medicine so he would get better faster. Explain that taking more medicine doesn't necessarily make you better faster but instead can harm you.



“You need to take the correct amount of medicine at the correct time. How do you know when it is safe to take medicine?”

Answers might include: You know it's safe to take medicine when a trusted adult, like a parent, guardian, nurse, or doctor, tells you to.



“How do you know how much medicine to take?”

Answers might include: You know how much medicine to take when a trusted adult, like a parent, guardian, nurse, or doctor, helps you to read the instructions on the label and follow those instructions.

- Talk to students about other ways to make themselves feel better when they are sick, using examples from the book.



“You can do more than just take medicine to make yourself feel better when you are sick. And sometimes, you don't need medicine to make yourself feel better. What else did Peter do to help himself get better faster?”

Answers might include: got lots of rest; drank water; ate healthy food.

- Hand out a copy of the **Helpful or Harmful?** activity worksheet to each student. Students will look at each panel on the worksheet and decide if what the child is doing is helpful or harmful. They will circle the word “helpful” or “harmful” under each panel. Then, they can write a sentence about each panel to explain why they think what the child is demonstrating in that panel is a helpful or harmful way of taking care of ourselves when we are sick.
- Gather as a class, and have students share their answers. Consider asking questions to prompt further reflection, such as “But what if ...?” or “Why do you think that?”
- Optional:** Invite elders with knowledge of traditional medicines to visit the class and share their wisdom.
- Optional:** Have students share any prior knowledge of traditional medicines with the class.

Name: _____

Helpful or Harmful?

Look at the pictures below. Are the actions of the child helpful or harmful things to do if he is sick? Label your choice by circling either Helpful or Harmful on each illustration.



Helpful or Harmful?



Helpful or Harmful?



Helpful or Harmful?



Helpful or Harmful?