# Treatment of Infection: Antibiotics



**Key Stage 2**

# Lesson 10: Antibiotics

Through teacher-led discussion and debate, pupils learn the importance of using antibiotics and other medicines appropriately.

## Learning Intention

### All pupils will:

* Understand how the body fights infections, the role of antibiotics in treating bacterial infections, and the importance of using medicines responsibly to support personal and public health.

## Northern Ireland Curriculum Links

### Curriculum Key Elements

* Personal Health and Moral Character

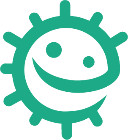
### Curriculum Skills

* Communication
* Thinking
* Problem Solving and Decision Making
* Working with Others

### Curriculum Areas of Learning

* Personal Development and Mutual Understanding (PDMU)
* The World Around Us (TWAU)

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**Lesson 10: Antibiotics**

## **Resources Required**

### Main Activity: Comic Strip Scenarios

#### Per group

* Copy of SH1
* Copy of SH2
* Copy of TS1

### Extension Activity 1: Antibiotics Flash Cards

#### Per group

* Copy of SH3

### Extension Activity 2: Word Mix Up

#### Per pupil

* Copy of SW1

## Supporting Materials

* TS1 Teacher Discussion Points
* SH1-2 Antibiotics Comic Strip
* SH3 Antibiotics Flashcards
* SW1 Word Mix Up Game Sheet

**Lesson 10: Antibiotics**

## Key Words

Antibiotic

Disease

Immune system

Infection

Medicine

Natural defences

Vaccine

## Health & Safety

For safe microbiological practices in the classroom consult CLEAPPS

[www.cleapps.org.uk](http://www.cleapps.org.uk)

## **Weblinks**

e-bug.eu/eng/KS2/lesson/ Antibiotics

## Introduction

1. Begin the lesson by explaining to the pupils that they are going to learn about some common infections and when antibiotics should and should not be used. Remind pupils that harmful microbes can cause an infection and make us ill. Ask pupils about their own experiences of being ill, what was the illness, how did they feel and what did they do? Did they think it was caused by a microbe/ infection? If so, why did they think that? Did they stay at home or did they go to the doctor or visit the chemist? Did they get any medicine?
2. Tell pupils that before we get medicine for common infections, we should try and let our bodies fight the harmful microbes. Explain that inside our bodies we have an immune system that fights harmful microbes. If we get plenty of sleep and eat properly we keep our immune system strong and it keeps fighting the harmful microbes.
3. Explain however, that sometimes, if a lot of harmful microbes get into the body, the immune system may need help. This is when we need medicine. Explain that different types of medicine are used to treat the symptoms of different infections e.g. cough remedies, painkillers, medicines to bring down temperatures, etc.
4. Highlight to pupils that antibiotics are medicines that are used to treat only bacterial infections. Antibiotics make us better by stopping or killing the harmful bacteria that make us ill. Explain to pupils that different antibiotics affect different bacteria therefore we should not use other people’s antibiotics because they might not work; we should only take antibiotics given to us by the doctor, nurse or chemist. Explain that antibiotics will not work on infections caused by a virus, for example antibiotics cannot stop or kill COVID-19 or the common cold.
5. Explain that if we do get antibiotics from the doctor, nurse or chemist then it is important to finish the course. If not, we may not kill all the harmful bacteria and they could make us ill again or become resistant to the bacteria.
6. Pupils should know that many of the other medicines e.g. pain killers or cough mixtures are used to relieve the symptoms of infection such as headaches, fever, congestion, etc.

## Activity

### Main Activity: Comic Strip Scenarios and discussion

This activity can be carried out in small groups or as a classroom discussion. The task is presented like a cartoon story.

1. Each section of the cartoon has a situation with a decision that needs to be made. The words spoken by the decision maker are in italics to highlight them.
2. Show each box to the pupils (either all together SH1 and SH2, or as individual boxes on the white board) and discuss whether the decision maker has made the right or wrong choice.
3. Discussion points can be found in TS1. Pupils will learn how and when to use antibiotics appropriately.

## Extension Activities

### Antibiotic flashcards

This activity can be carried out in small groups of 3 or 4 or as part of a class discussion. Provide pupils with SH3 and ask them to answer either ‘yes’ or ‘no’ to the statements. Answers are available on the e-bug website.

### Word mix up game sheet

This fun activity can be carried out either individually or in groups of 2 or 4 pupils. Provide pupils with SW1. Pupils should match the word on the left-hand column with the definition on the right-hand column. Answers are available on the e-bug website.

## Learning Consolidation

At the end of the lesson, ask the class if they can name different ways to correctly use antibiotics. For example:

* Only use antibiotics prescribed to me by my doctor
* Always finish the course once started
* Never take somebody else’s antibiotics
* Sign up to become an antibiotic guardian
* Or write your own

Alternatively, broaden the consolidation by asking the class an open-ended question:

“What do we need to remember about using antibiotics responsibly to help ourselves and others stay healthy?”

Encourage pupils to share their thoughts, highlighting key points such as:

* Only using antibiotics prescribed by a doctor.
* Completing the full course as directed.
* Never sharing antibiotics or using someone else’s medication.
* Understanding antibiotics only treat bacterial infections.

Ask each pupil to create their own Antibiotic Awareness Pledge based on what they have learned. They can write their pledge individually or in small groups, starting with the phrase: “ I pledge to use antibiotics responsibly by…”

Pupils can express their pledges creatively in various ways, such as:

* Writing a short paragraph or list.
* Designing a poster or badge to promote antibiotic awareness.
* Composing a poem, slogan, or acrostic using the work “ANTIBIOTICS”

Invite pupils to share their pledges with the class. Use this as an opportunity to reinforce key learning points and encourage peer feedback. Discuss how their pledge could inspire others, such as their family or community. Optionally, introduce the concept of becoming an Antibiotic Guardian (via relevant public health initiatives), empowering pupils to feel part of a larger effort to combat antibiotic misuse.



## TS1 – Comic Strip Discussion Points

#### Discussion Points



Eva should cover her mouth whist coughing. Infection can easily spread from person to person through coughing and sneezing. A sneeze travels at approximately 100mph and at high force meaning that the microbes carried in a sneeze can travel very far and infect other people.



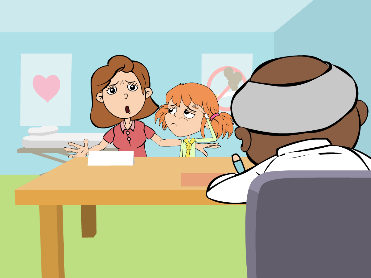
You should always wash your hands after going to the toilet. Many harmful microbes that make you ill are found in toilets. Good personal hygiene is essential to a healthy lifestyle and can greatly reduce the spread of infection. Trials show that proper hand washing reduces absenteeism in schools, not just from tummy bugs but from coughs and colds too.



Eva should NOT use her sisters antibiotics. There are many different types of antibiotics which treat different bacterial infections. Doctor’s prescribe specific antibiotics for specific illnesses and at a dose suitable for the patient. Taking someone else’s antibiotics may mean your infection does not get better.



Mrs Brooke should have washed Luca’s cut knee to clean any dirt or microbes which may have been present. Antiseptic cream applied to deeper cuts can also help prevent infection. There is generally no need to cover smaller cuts and grazes with a plaster, fresh air will help the scabbing process.

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Dr Cooper is right; antibiotics only work on bacterial infections. Coughs and colds are caused by viruses and in many cases the body’s own natural defences will fight these infections. Other medicines from the chemists help with the symptoms of coughs and colds.

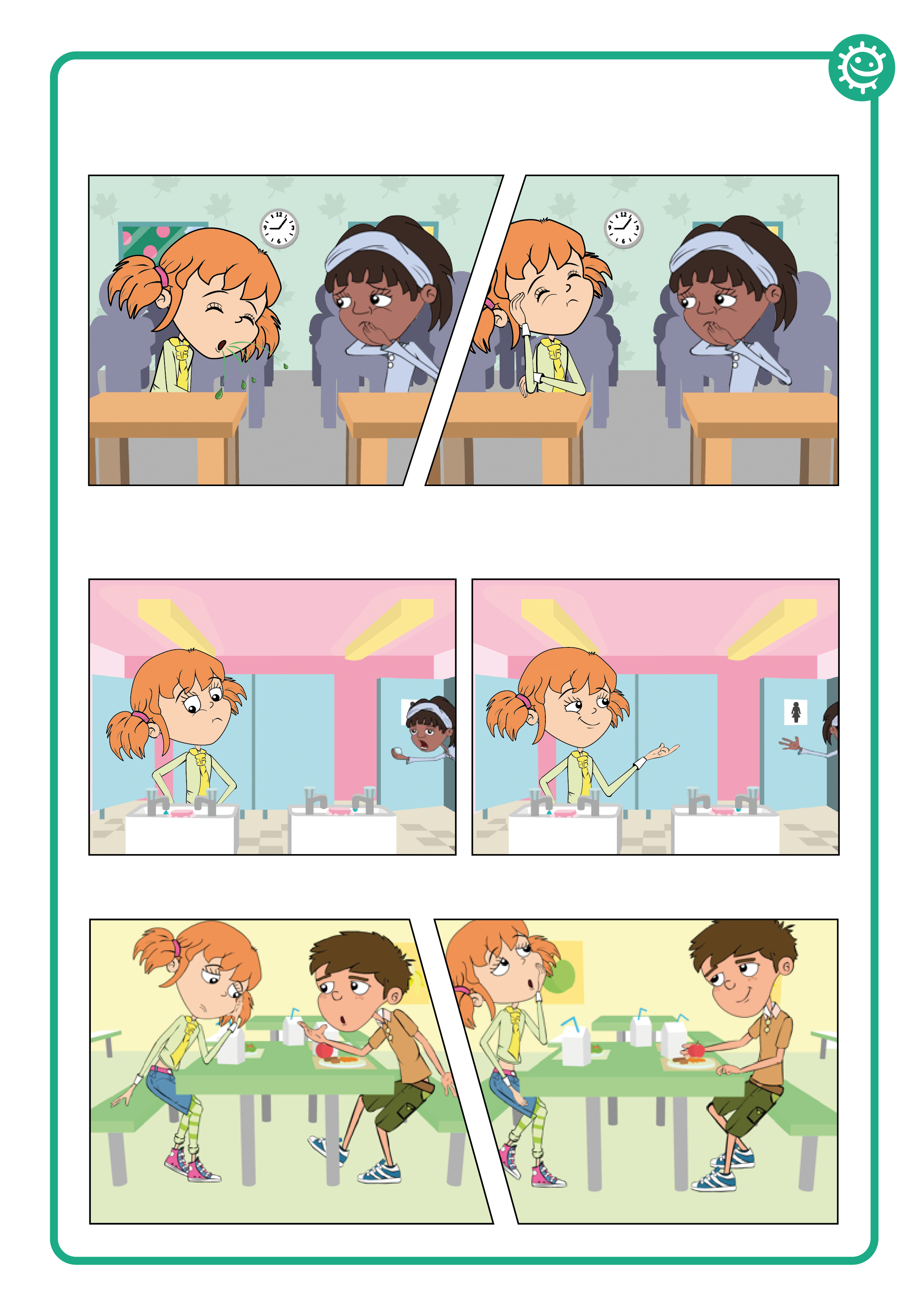


It is important for Luca to finish the course of antibiotics. Not finishing the course could result in the bacteria not being killed properly and becoming resistant to the antibiotic in the future.



## SH1 - Antibiotics Comic Strip

Ina went to school not feeling very well. She had a headache and a runny nose. When she arrived in the classroom she took a seat beside Eva. She soon realised that Eva was also not well.

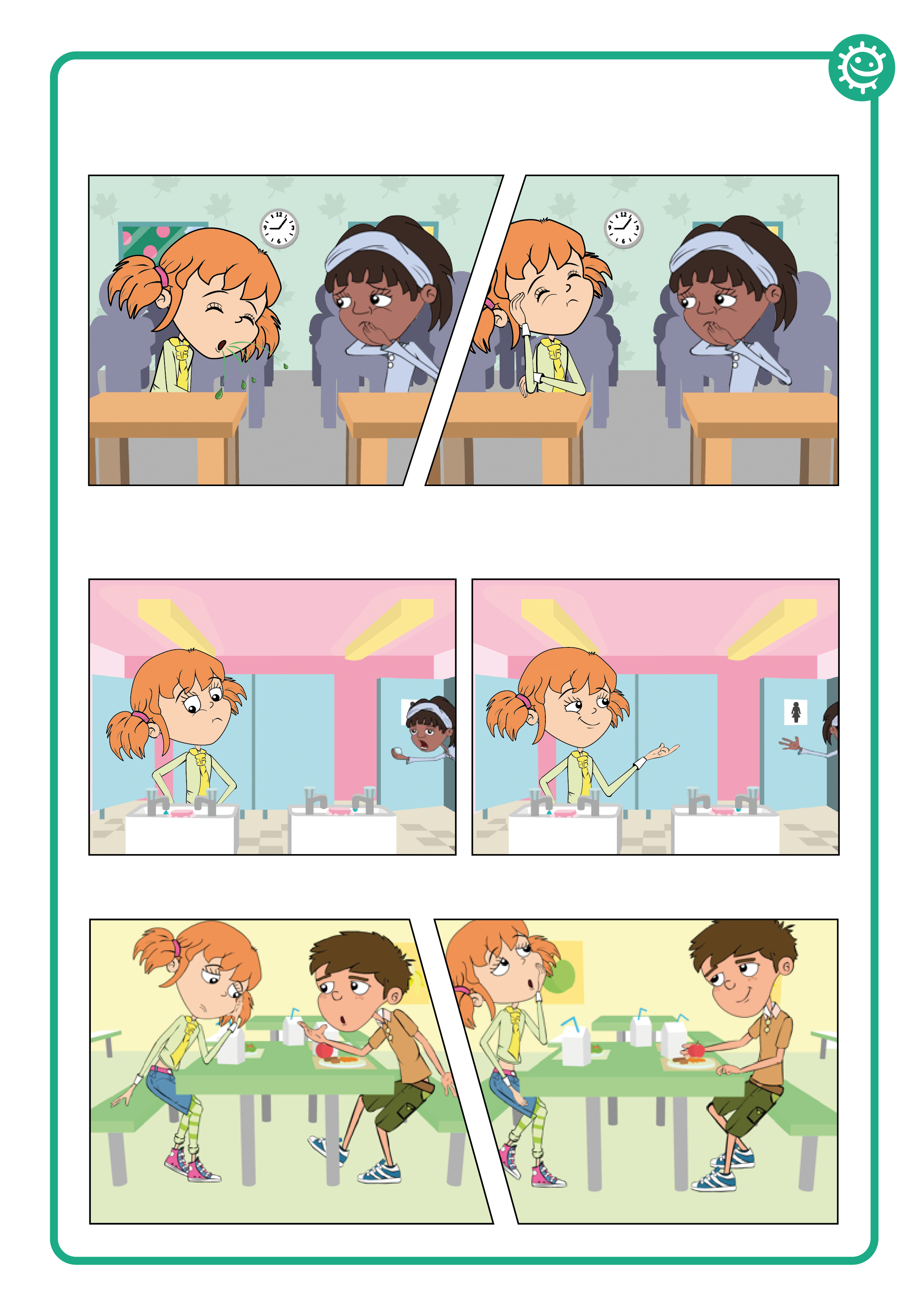


Are you OK Eva?

Not really but my mum said that I have to come to school \*cough\*

Mine too. But I’m not coughing. You really should cover your mouth you know.

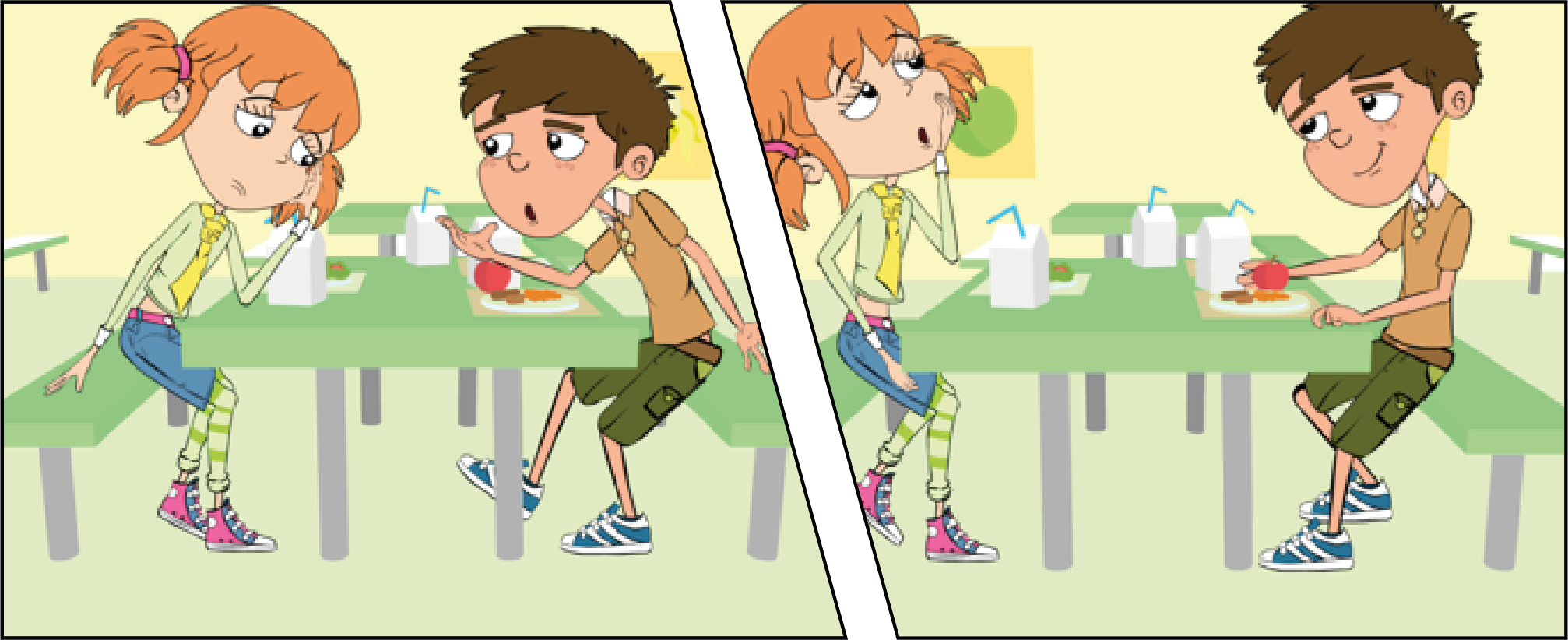
At lunch time, Eva and Ina went to the toilet. Ina was hungry and in a hurry to have her lunch.



Come on Eva, I’m hungry! And don’t forget to wash your hands.

Why do I need to wash my hands?

During lunch Eva was talking to her friend Luca about her headache and runny nose.



It really hurts

and I think I’m getting a cold.

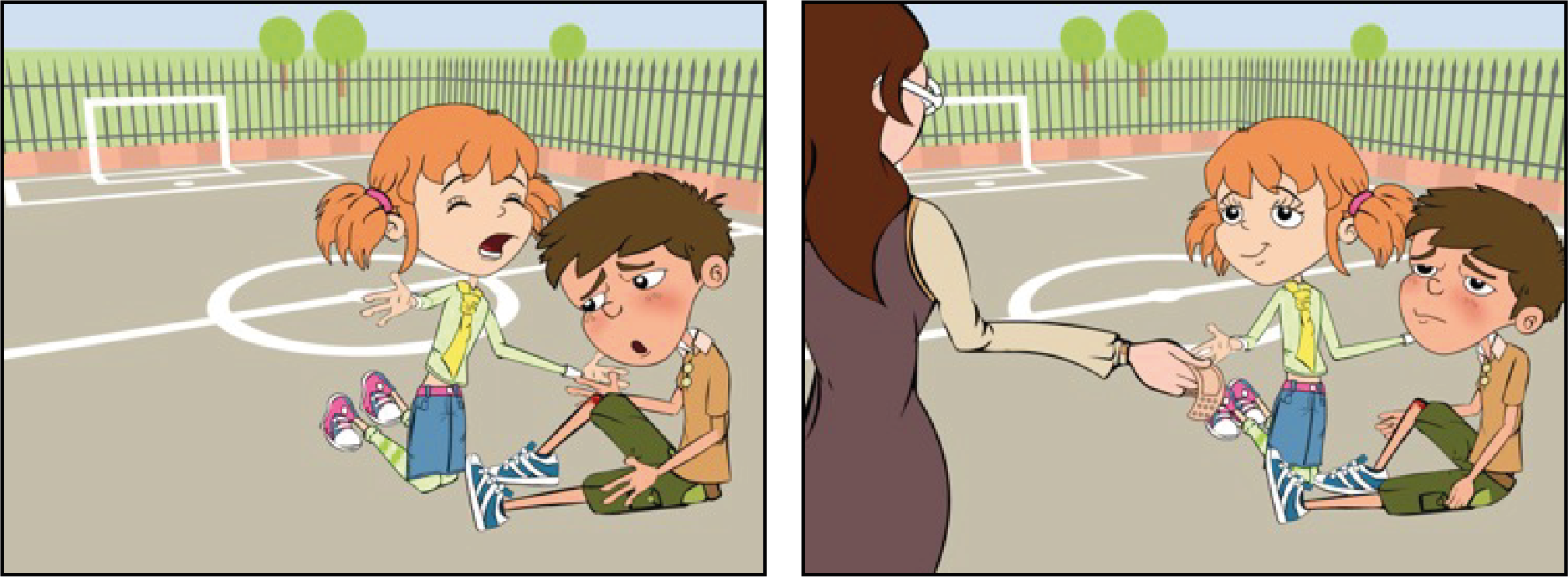
Don’t you have any antibiotics at home you can take?

That’s a good idea. We still have some from when my sister had an ear infection. I’ll ask my mum.



## SH2 - Antibiotics Comic Strip

After they had eaten, the children went out to play. Luca fell over and cut his knee very deeply.

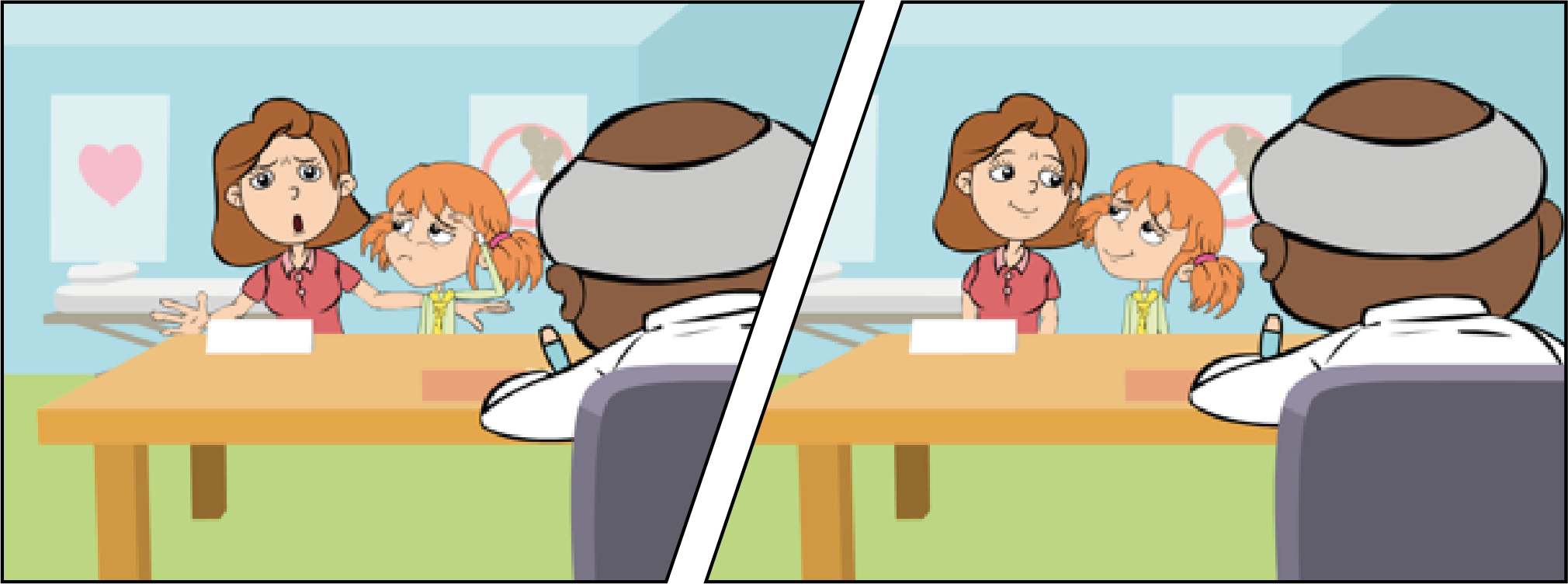


Owww my knee is bleeding.

Oh dear. Let me see. It’s not too bad. Let’s just put a plaster on it.

Come on, let’s take you to see Mrs Brooke.

When Eva got home, her mother decided to take her to her doctor. Dr. Cooper said that she had a bad cold.

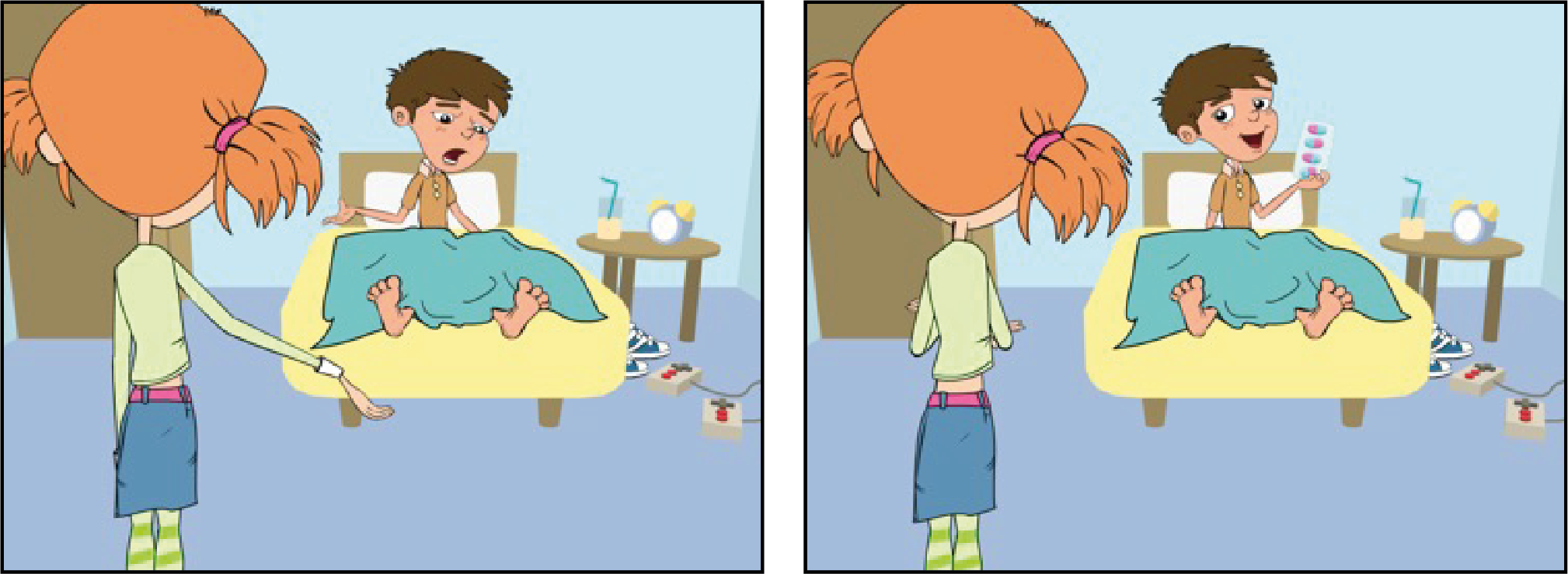


Go home and get some bed rest, take some painkillers for the headache if you need to

But she’s ill, you have to give her some antibiotics.

I’m sorry, but there’s no need.

A few days later, Luca didn’t come to school, so Eva called around to see him on her way from school.



You weren’t in school today, are you OK?

Oh no, did he give you painkillers?

No, my knee Is still really painful, so my dad took me to see Dr Cooper and he said my cut was infected

No, he gave me antibiotics to help

fight the infection and told me to take them until they were all finished.

## SH3 - Antibiotics Flashcards

Harmful microbes make us ill

Yes or No

I can treat coughs and colds with Antibiotics

Yes or No

I should always wash my hands after going to the toilet

Yes or No

If my friend is ill I

can give them my old antibiotics

Yes or No

I should always

cover my coughs

and sneezes with

a tissue

Yes or No

Most of the time my

immune system can fight infections like the common cold by itself

Yes or No

If my doctor gives me antibiotics to take for 7 days but I feel better after 3 days I can stop taking them

Yes or No

Antibiotics only

work on bacterial

Infections

Yes or No

I should only take antibiotics prescribed by my doctor

Yes or No



## SW1 - Word Mix Up Game Sheet

### Word Mix Up

The smallest of the microbes - usually harmful

Antibiotic

A drug used to treat a disease or injury

Bacteria

A sign of illness e.g. headache, diarrhoea and fever

Infection

Special medicine used to treat bacterial infections

Medicine

A disease caused by a microbe

Painkiller

Very small microbe that can be helpful or harmful

Virus

Symptom

A drug used to take

away pain