



# Roald Dahl Stories Lesson Ideas



Mix Medicines  
with George

**TEACHER RESOURCE PACK**

# Mix Medicines



Create a recipe for a problem-solving medicine inspired by George's Marvellous Medicine, complete with ingredients and instructions.

**Learning Objective:** To explore what a medicine is and why they are useful

**Learning Objective:** To think about what kinds of problems could be solved using a magical medicine

**Learning Objective:** To write a recipe for a medicine to solve a problem, complete with instructions

## Overview

Children will watch the video, listening to the story extract and be inspired to write a recipe for their own magical problem-solving medicine. They will explore the idea of what a medicine is, and then be encouraged to think about what problem they would try and solve with a magical medicine of their own. Children will consider what things they could use to solve their problem, which will form part of their ingredients list. They will then write the recipe for the magical problem-solving medicine with instructions.

The activities can be completed in pairs, but with each child creating their own recipe.

Supports learning in:

ENGLISH

PSHE

CREATIVE THINKING

### Activities include:

1. Problem flowchart
2. My Shelf of Ingredients
3. Recipe checklist
4. Method sorter activity
5. My Magical Problem-Solving Medicine

### You will need:

- The video featuring the story extract
- Printed template resources
- Pens or pencils



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## Starter

Invite children to share their knowledge of *George's Marvellous Medicine*. What did they think of the extract they heard in the video? It's a good moment to remind children of the dangers of mixing ingredients and drinking things that could harm them. They must never attempt making 'medicines' of their own nor anything like that without adult supervision.

Do any of them know what George was trying to do with the medicine he made? Explain that in this lesson, they will be using their imaginations to explore the idea of medicine and what magical medicine recipe they can create to solve a problem.

## MAIN ACTIVITIES

### Task one

What is medicine? Ask children if they have ever taken any medicine. It's likely lots of them have; elicit that medicine is often used to make people better, stop people feeling pain and generally help people be healthy (*be mindful here of any child in your class who may have experienced serious illness and received treatment for it.*) Explain that medicine is usually given by a doctor or a pharmacist who spends many years training and learning how to help people using medicine. They are only allowed to give medicines when they are fully qualified. Invite children to share why they think medicines are useful. Lots of research goes into medicines, some of which we have been using for hundreds of years, to help solve many different problems.

In the story, George's motivation isn't entirely noble and the outcome is somewhat explosive, but there are many great things that can be done with medicine. In pairs, ask children to think about what kinds of problems they would try and solve with a magical medicine. Encourage children to think creatively and think BIG!

They may want to create a medicine to stop climate change, or they may want to create a medicine that makes everyone happy every day or save a particular species of animal. What things bother them that they would like to make a difference to? Use **Resource 1: Problem Flowchart** giving children one each on which to note down their ideas.

### Task two

Once they have identified which problem they would like to solve, children need to think about what ingredients they are going to put into their medicine.

For example, like George they may want to stop someone, or people in general, being mean. Ask children what the opposite of being mean is, eliciting that kindness is a good way to stop people being mean. One of their ingredients in a medicine to stop people mean, could be kindness.

Encourage them to use their imaginations— the ingredients could be as creative as they like! For example, if they want to make people happy every day, they might include magical happiness powder in their recipe. OR perhaps a LOT of chocolate which usually makes people happy!

Using **Resource 2: My Shelf of Ingredients** children can create their own 'shelf of ingredients' ready for their magical medicine recipe.

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## Task three

Now children have their problem to solve, and list of ingredients, they need to think about writing their recipe. Hand out **Resource 3: Recipe Checklist** (or share on the whiteboard) and run through this with the class so they know what must be included. Explain that when we write instructions for a recipe, it's often called the 'method' and each of the elements on the checklist should be included so someone reading it knows how to make it.

To help children understand the importance of writing instructions in the correct order, use **Resource 4: Method Sorter Activity**, where they should write the correct number by the corresponding instruction so they are in the right order.

Remind children they can be as creative as they want to with their magical medicine recipe but need to include all the elements on the checklist!

## Task four

Now it's time to write their recipe! Using **Resource 5: My Magical Problem-Solving Medicine** children should now write up their medicine recipe, referring to their notes, ingredients, and the checklist to help them.

## Plenary

Invite children to read aloud their medicine recipes and encourage the class to celebrate their work. Some of the problems the children will have identified are likely to be very big. Whilst children know that the medicine recipes they have created may not be 'real' ways to address the problem, invite them to think about the things they can do to make a difference.

What can they do in school, at home and in their communities? How can they use their voices to make a difference? Remind them that everyone can make a difference, every day, even just by doing something small.



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## EXTRACT: GEORGE'S MARVELLOUS MEDICINES

'Here we go!' George cried out. 'Swallow it down!' He pushed the spoon well into her mouth and tipped the mixture down her throat. Then he stepped back to watch the result.

It was worth watching. Grandma yelled 'Oweeeee!' and her whole body shot up whoosh into the air. It was as though someone had switched her chair with a fighter-jet seat and pressed the eject button. Up she went like a jack-in-the-box... and she didn't come down... she stayed there... suspended in mid-air... about two feet up... still in a sitting position... but rigid now... the eyes bulging... the hair standing straight up on end.

'Is something wrong, Grandma?' George asked her politely. 'Are you all right?'

Suspended up there in space, the old girl was beyond speaking. The shock that George's marvellous mixture had given her must have been tremendous. You'd have thought she'd swallowed a red-hot poker the way she took off from that chair. Then down she came again with a plop back into her seat.

'Call the fire brigade!' she shouted suddenly. 'My stomach's on fire!'

'It's just the medicine, Grandma,' George said. 'It's good strong stuff.'

'Fire!' the old woman yelled. 'Fire in the basement! Get a bucket! Man the hoses! Do something quick!'

'Cool it, Grandma,' George said. But he got a bit of a shock when he saw the smoke coming out of her mouth and out of her nostrils. Clouds of black smoke were coming out of her nose and blowing around the room.

'By golly, you really are on fire,' George said.

'Of course I'm on fire!' she yelled. 'I'll be burned to a crisp! I'll be fried to a frizzle! I'll be boiled like a beetroot!'

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George ran into the kitchen and came back with a jug of water. ‘Open your mouth, Grandma!’ he cried. He could hardly see her for the smoke, but he managed to pour half a jugful down her throat. A sizzling sound, the kind you get if you hold a hot frying pan under a cold tap, came up from deep down in Grandma’s stomach. She shied and snorted. She gasped and gurgled. Spouts of water came shooting out of her. And the smoke cleared away.

**FIND THIS IN  
CHAPTER 7  
OF GEORGE’S  
MARVELLOUS  
MEDICINE**



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## RESOURCE 1: PROBLEM FLOW CHART

Sometimes it can seem like there are lots of problems all around us. If you could solve any problem in school, at home, or even in the world, with a magical medicine what would it be? It might be something that effects just you or it might be something that effects everyone. Here are some questions to help you think:

Is it at home or in school or maybe even the world? Who would your magical medicine help? Why do you want to solve this problem?

**What problem would you like to solve and where is it?**

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**Who would your magical medicine help?**

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**Why do you want to solve this problem?**

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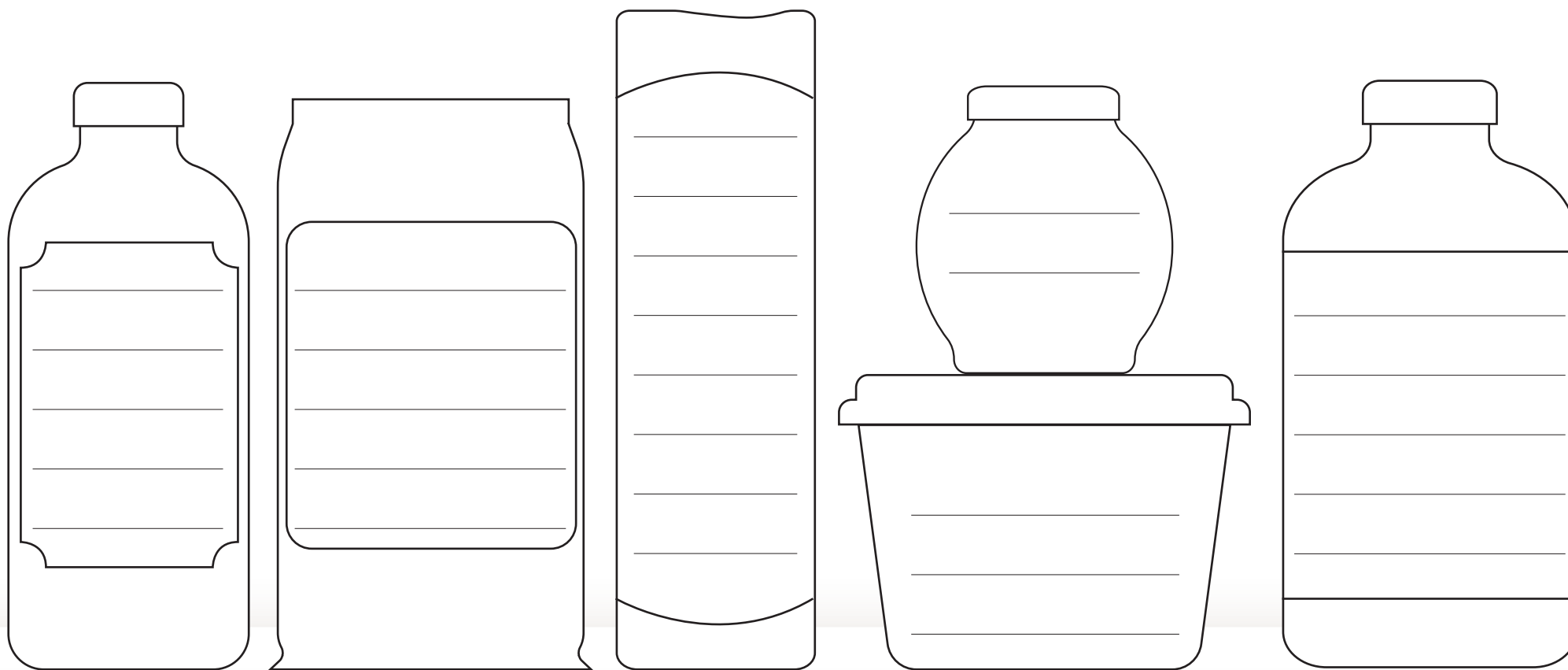
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## RESOURCE 2: MY SHELF OF INGREDIENTS



On the shelf below write the ingredients you want to use in your medicine. Use your imagination and think creatively to come up with at least six ingredients!  
What things can help solve the problem you have chosen? There's space to add more on the next page if you want to.





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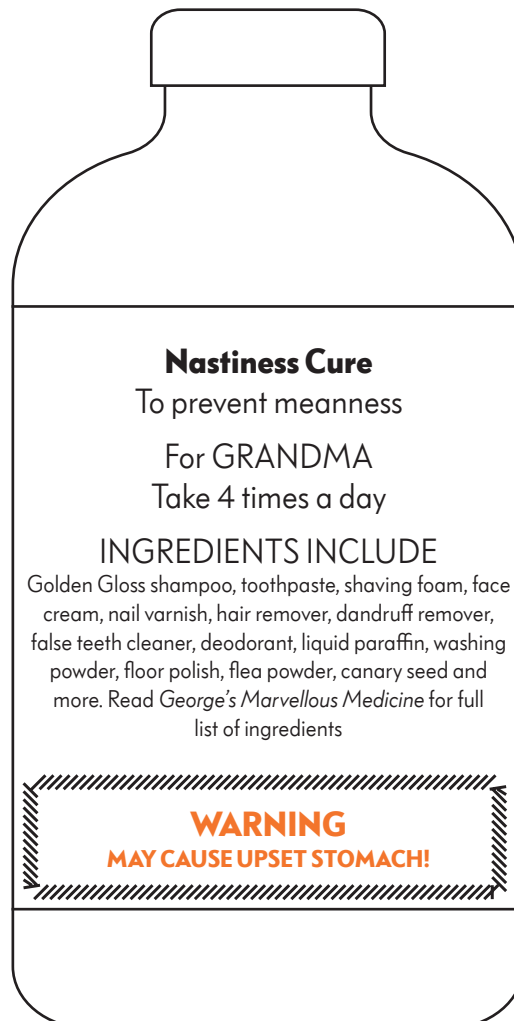
## RESOURCE 3: RECIPE CHECKLIST

Recipes are a list of ingredients and instructions to help someone make something – like a cake or a medicine. When you write a recipe you need to include different elements so people can follow along and make sure whatever they are making turns out as it should be! If they don't it could go very wrong, just like George's medicines did.

These are the things you need to include in your medicine recipe:

- Name of medicine
- What the medicine is for (the problem it will solve)
- Who should take it (who the medicine is for)
- When it should be taken (time of day and how often)
- The list of ingredients including the amount of each ingredient
- If the medicine needs cooking, a reminder to turn the oven on and to what temperature
- The method - step by step instructions on how to mix the medicine together including any special timings, and how long to cook it for
- Illustrations to help show what it should look like

Don't forget to include any warnings and precautions about preparing medicines and being safe.



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## RESOURCE 4: METHOD SORTER ACTIVITY

Can you put the instructions for the method below into the correct number order? Write the number in the space next to each instruction so the method for this recipe makes sense!

### Instruction

### Number

Mix everything together with a wooden spoon

\_\_\_\_\_

Bake for 30 minutes

\_\_\_\_\_

Add your ingredients one at a time into the bowl

\_\_\_\_\_

Pour the medicine mixture into the baking tray

\_\_\_\_\_

Measure all your ingredients out

\_\_\_\_\_

Ask an adult for help to turn the oven on to 180 degrees

\_\_\_\_\_

Once cooked, put your medicine in bottles and don't forget to add a label with the name on

\_\_\_\_\_

Get a bowl to mix your medicine in

\_\_\_\_\_

Get a baking tray and line it with baking paper

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# Mix Medicines



## Method

### Step 1

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### Step 2

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### Step 3

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### Step 4

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# Mix Medicines



## Method

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### Step 6

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### Step 7

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### Step 8

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