



## ***Poison Investigator:***

### A Poison Education Guide for Teachers



Kentucky Regional Poison Center 1-800-222-1222  
[www.krpsc.com](http://www.krpsc.com)

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## Overview for Educators

The *Poison Investigator: Poison Education Guide for Teachers* curriculum will assist educators and parents in teaching poison prevention to children in grades PreK-3. The Kentucky Regional Poison Control Center has created this education guide with the intention to educate children about poisons and reduce the number of unintentional poisonings in children.

This packet includes lesson plans and activities designed to introduce children to the potential hazards of plants, household products, medications, etc. The primary message for children is that poisons are in every home, that poisons come in many different shapes, sizes, and colors, that most poisonings happen by accident, and that poisonings are preventable in many cases.

The lessons plans have been separated into two general age groups: preschool to kindergarten and grades 1 to 3. However, please feel free to design your own lesson plan to fit the individual needs of your students.

Parent involvement is a crucial component of this curriculum. A parent letter, a home safety checklist, the Kentucky Poison Control Center hot line telephone number, and additional information will be sent home for parents to review with their child.

Thank you for anticipated cooperation in teaching your students about poisoning and poison prevention. With your help, we hope to greatly decrease the incidence of unintentional poisonings.

The Kentucky Regional Poison Control Center is a certified poison center by the American Association of Poison Control Centers and is the primary resource for poison and toxicology information for Kentucky. The 1-800-222-1222 Poison Help hot line is available free of charge to anyone who has been exposed to a poison or needs information or poison treatment advice 24 hours a day, seven days a week. The Center is staffed by registered nurses who are certified poison information specialist specially trained in clinical toxicology.

Please complete the enclosed evaluation form and fax, email, or mail to back to the Poison Center. If you have any questions about this curriculum or would like additional information about poison education, please contact:

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## **Introduction**

This guide was developed for an elementary classroom with exercises appropriate for pre-school, kindergarten, and grades 1, 2, and 3. The guide consists of five lessons which can be integrated into the current curriculum or can stand as a separate unit. Since this guide can be used across a wide spectrum of student abilities, the supplemental exercises may be implemented where/when necessary. For older students, independent research as well as creating writing and cooperative group work may be added. The lessons have been tied into Kentucky's Core Content for Assessment version 4.1.

This set of five lessons, plus supplemental exercises, is designed to increase student awareness of poisons to which he/she could be exposed. Awareness of poisons and emergency procedures in the event of an exposure to a poison form the basis for this unit. These basic concepts can be expanded beyond the home and school to the neighborhood, and the community. Concept development for young (pre-school through primary) children begins with that which they have experience (at home and at school) and extends into a larger environment (neighborhood and community).

## **Goal and Learning Objectives**

Goal: To incorporate poison prevention themes, ideas, and lessons into grades PreK-3 student learning

Learning Objectives:

- Understand the dangers of poison to the human body.
- Identify the poison symbol.
- Identify the roles of emergency, medical or rescue personnel aiding the student in case of exposure to a poison.
- Identify the telephone number to be used to summon emergency medical assistance.
- Understand his/her role in educating younger children about poisons.
- Gain an appreciation of how man interrelates with the environment.

## **Assessment**

### Teachers

Evaluation forms completed by teachers will provide curriculum feedback.

### Students

Assessment is to be based on participation in group discussion and student work. The activities in the curriculum are designed to evaluate student learning of the lesson.

# Lesson 1: Poisons are Dangerous

Core Content: Practical Living

Teacher: \_\_\_\_\_ Date: \_\_\_\_\_ Time: \_\_\_\_\_

## Materials Needed by Teacher

- Parent Letter, Poison Safety Check list, Badges, Pictures of poison (household cleaners, medicines plants, etc.) and non-poison (food products), bulletin board

## Materials Needed by Students

- Scissors, Crayons, Craft paper

## Competencies Addressed

- Taking care of ourselves, Recall, Classifying, Listening, Physical coordination, Association from self to others

## Core Content Addressed

- Students demonstrate the skills to evaluate and use services and resources available in their community.
- Students demonstrate the knowledge and skills they need to remain physically healthy and to accept responsibility for their own physical well-being.

## Learning Objectives

- Identifying poison symbol and emergency telephone number
- Creation of a Poison Investigator Badge.
- Classifying pictures of poisonous and non-poisonous materials (see supplemental materials)
- Preparation of a home checklist
- Recall emergency procedures (discussion on or in role play)

## Introduction

- Ask students if they have seen the poison symbol. What does the symbol mean? What are they to do if they see it?
- Discuss what is a poison and what is not (see supplemental handout)
- Discuss effects of poisons on the body.
- Ask students if they, or anyone they know, have been affected by poisons. What happened?
- Discuss correct emergency actions.

## Lesson Activities

- Create investigator badges
- Prepare checklist to take home
- Create envelope for letter to parents
- Role play or discuss sibling education
- Begin preparation of poison prevention bulletin board

## Transfer

- Give student checklist and letter to take home. Discuss information students are to collect and process for collection (i.e., work with adult- Always Ask First!)

## Assessment

- Individual participation in discussion
- Completion of badges
- Preparation of checklist to take home
- Participation in bulletin board work

# Exercise 1: Poisons are Dangerous

(P-K-1-2-3)

Teacher: \_\_\_\_\_ Date: \_\_\_\_\_ Time: \_\_\_\_\_

## Materials needed by Teachers

- Badge, Laminator

## Materials needed by Students

- Badge, Scissors, Crayons, Pencils

## Competencies Addressed

- Cutting, Coloring, Writing, Reading, Recall, Group discussion

## Learning Objectives

- Student will create a “Poison Investigator” badge

## Introduction

- Talk with students about what (detective) investigators do.
- Ask them to name some investigators.
- Ask why what investigators do is important.
- Introduce concept of poisons and students being investigator’s “looking” for poisons.

## Lesson Activities

- Discuss investigators/poisons
- Make badges

## Assessment

- Participation in discussion
- Completion of badges

# Poison Investigator Badge

(Badge may be cut out and laminated)



Dear Parent/Caregiver:

Your child is involved in a program at school to learn about poison prevention. Of the 50,000 poisonings that happen in Kentucky each year, most of these are accidental poisonings in the home. It is our hope and goal that we might prevent more poisonings in Kentucky's kids.

Enclosed in this packet are additional information and a "poison checklist" activity designed to help your child find some of dangers in your home. Please don't forget to place stickers on your telephones and to program the hotline number into your cell phone. With your help, poisonings can be prevented!

Throughout the program, we teach children to "Always Ask First" before tasting, smelling, or touching anything. Many household products may be dangerous to kids, therefore, be sure to review the poison checklist with your child to ensure that your home is poison safe.

If you have any questions about poison prevention or if you have a poisoning emergency, you can call 1-800-222-1222 or 502-589-8222, 24 hours a day, 7 days a week. Please visit [www.krpsc.com](http://www.krpsc.com) for more information and resources.

Thank you for your help in preventing poisonings in Kentucky's kids.

Sincerely,

---

Maria Chapman  
Health Educator, Kentucky Regional Poison Control Center

# Home Safety Check List



## Kitchen

- Remove household products, such as cleaning products, dishwashing compounds and drain cleaners, from under the sink.
- No medicines on counters or in open areas.
- All household products and medications out of reach and out of sight.
- Child safety latches on all drawers or cabinets containing harmful products.
- No toxic products stored with food or in food containers.

## Bathroom

- All medications, cosmetics, hair care products, toothpaste, mouthwash and cleaners out of reach.
- Medicine storage area cleaned out regularly, old medicines flushed down the toilet.
- All medications in original, child-resistant containers.

## Bedroom

- No medicines in or on dresser or bedside table.
- All cologne, aftershave, cosmetics, and powders out of reach.

## Laundry Area

- All bleaches, soaps, detergents, fabric softeners, and sprays out of reach.
- All products in their original container.

## Garage/Basement

- Insect sprays and lawn care products in locked area.
- Gasoline and car care products in secured area or locked trunk.
- Paint, paint cleaners and other home care products in locked area.
- All products in their original containers.

## General Household

- Storage area for medication and other products is a locked cabinet located up high.
- Plants identified and out of reach.
- Alcoholic beverages out of reach.
- Ashtrays empty and out of reach.
- Paint in good condition - no chipping or peeling.
- No mouse baits in areas where children play.

## In Case of a Poisoning

- Have the Poison Help phone number available for use 1-800-222-1222
- Do older children know how to use the 911 system?
- If an accident happens, can adults in the family be easily reached?

## **Lesson 2: Classifying Poisons: Part I**

Core Content: Arts and Humanities/ Practical Living

Teacher: \_\_\_\_\_ Date: \_\_\_\_\_ Time: \_\_\_\_\_

### **Materials Needed By Teacher**

- “X Through Poison” handout, “2 Alike, 1 Not Alike” handout, bulletin board materials, “Three Blind Mice” music, words to song, “Bernie’s Birthday” story

### **Materials Needed By Students**

- Scissors, Construction paper, Glue

### **Competencies Addressed**

- Classifying, Comparing, Working as group, Singing, Recalling, Listening

### **Core Content Addressed**

- Students make sense of ideas and communicate ideas with music and visual arts.
- Students demonstrate the skills to evaluate and use services and resources available in their community.
- Students demonstrate the knowledge and skills they need to remain physically healthy and to accept responsibility for their own physical well-being.

### **Learning Objectives**

- Drawing an X through substance identified as poison, thus classifying as a poison/non-poison.
- Assemble poison information to place on bulletin board.
- Sing “We Ask First” (to the tune of Three Blind Mice).
- Share orally home experiences with poison checklist
- Identify components of a picture, bar and line graph. (preparation for completing graph from home information)
- Role play poison identification for younger children.

### **Introduction**

- Ask students to remember what they learned about poisons in the previous lesson.
- Have students mark an X through poisonous items on the handout.
- Have students stand in a circle and sing “We Ask First” (to the tune of Three Blind Mice).
- Use “2 Alike, 1 Not Alike” handout to advance comparison and identification.
- Use role play to bring out prior experiences in learning about poisons.
- Have children portray older sibling, younger sibling, parents, baby sitter.
- Read aloud “Bernie’s Birthday.” Initiate discussion.
- Have students discuss graphing and collecting data for graph.
- Create picture graph- either individually or as a group.

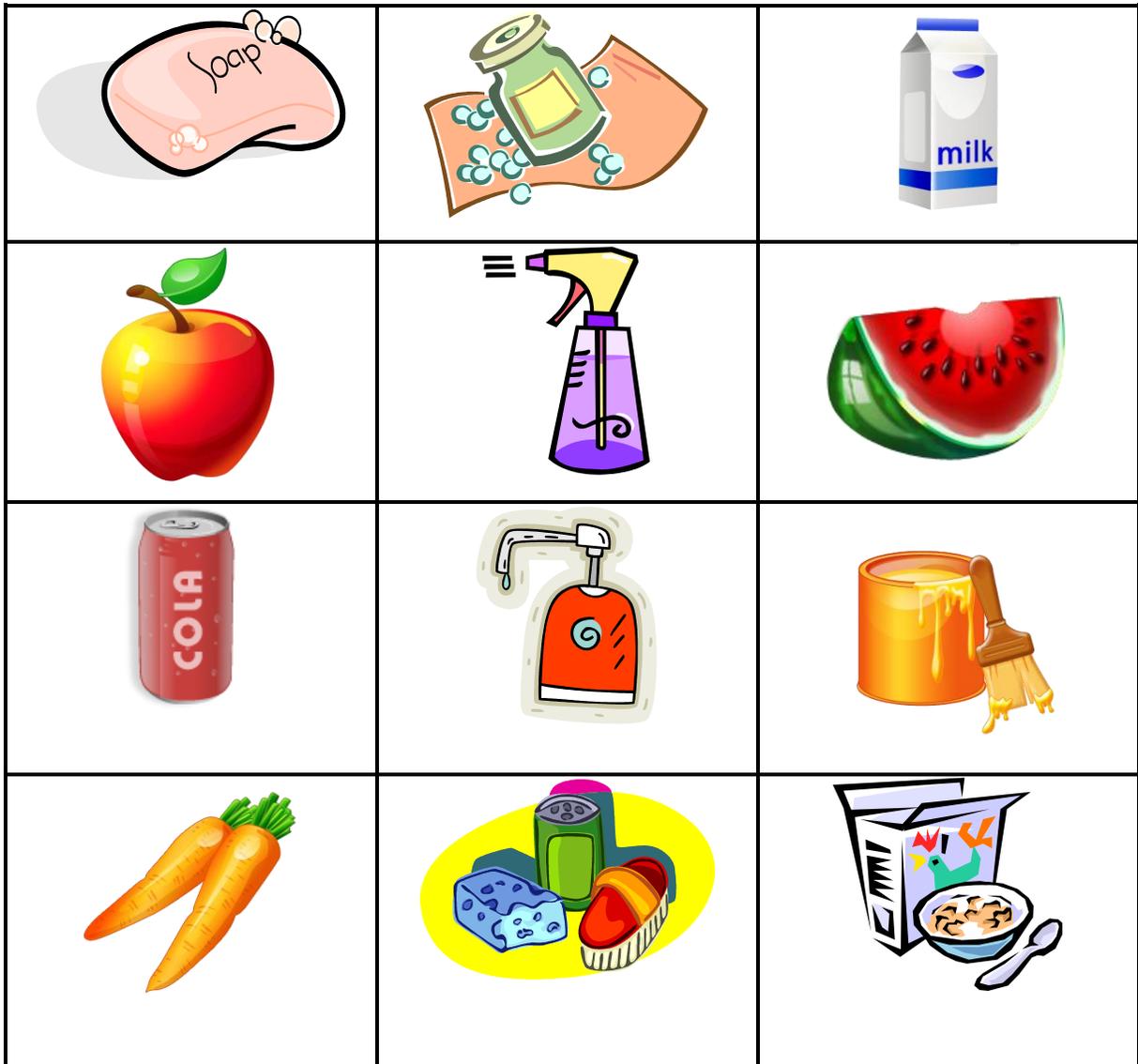
### **Lesson Activities**

- Group listening and discussion
- Read “Bernie’s Birthday”
- Role play and sing
- Worksheets 1 & 2: Add completed work sheets to folders if students are keeping folders
- Work on bulletin board

### **Assessment**

- Completion of worksheets 1 & 2
- Participation in role play and singing
- Group participation
- Listening to and discussing story

# "X" THE POISONS



Draw an X Through the Poisons!

# We Ask First Song

To the tune of “Three Blind Mice” teach children the following song:

**We ask first  
We ask first  
What we may taste  
What we may taste  
When something looks like it’s good to chew  
And even might smell like it’s yummy too  
It could be a poison so here’s what we do  
We ask first  
We ask first**

*(Permission was granted for use of this song by Field Newspaper Syndicate)*

The class may then perform the song for themselves.  
The children might enjoy teaching the song to younger brothers and sisters at home.  
The teacher can explain that children should ask first because something that might look good to eat or drink maybe in reality something not safe- a “poison.”

The children should be advised not to eat or drink or medicate themselves without an adult’s permission and supervision.

The teacher may ask the students

- When should we ask what to eat?
- Who should we ask what to eat?
- Why should we ask what to eat?

The teacher may periodically repeat the song with the class to reinforce the idea.  
Also asking the class “What do we do first?” will elicit a response of “We ask first” from the class.

**Note:** *Older students may also be taught this song so they in turn can teach it to younger children at home.*

# Alike / Not Alike

Draw an "X" through the picture that doesn't fit.



## Story: Bernie's Birthday

It was an exciting day at Jessica's house. It was her brother Bernie's birthday, and everyone was helping to get ready for the party. Daddy was blowing up balloons, Mommy was decorating the cake, and big brother was painting a sign that said "happy Birthday Bernie."

Jessica jumped into the kitchen.

"How can I help, Mommy?" she said.

"I have a special job for you Jessica," her Mommy said, "I'm trying to decorate Bernie's birthday cake with frosting and he's trying to decorate it with his fingers." "Would you take Bernie in the other room, maybe he'd like to play with his new ball?"

"Yeah," smiled Bernie.

"He does like his new ball, Mommy," laughed Jessica. "I saw him trying to eat it this morning, but it was too big for his mouth."

"Bernie likes to put everything in his mouth," sighed mommy. "Do you remember our poem about eating things you find, Jessica?"

"Oh sure, Mommy," said Jessica.

**"It may look pretty. It may smell good. But before I taste it, I'll ask if I should."**

"Great!" Mommy said. "Big 5- year-olds like you understand that the poem means you should never eat or drink anything without asking to see if it is safe or if it is poison. Bernie does not understand that, so when you are with Bernie, you must ask for him."

"Okay, Mommy," squealed Jessica as she chased Bernie into the living room.

As they rounded the corner, they almost ran into their big brother, Mike, who was standing on a stool trying to hang Bernie's birthday banner on the wall.

"Hand me the tape please, this needs an extra piece."

"Sure Mike," Jessica said, "You've done a great job! I like the dinosaurs you painted on the sign, don't you Bernie?"

When Jessica looked down at Bernie to see if he liked the dinosaurs, she saw that he had picked up a can with paint brushes in it and was about to take a drink.

"Wait Bernie!" Jessica said as she snatched the can away. "You don't remember our poem do you?"

**"It may look pretty. It may smell good. But before I taste it, I'll ask if I should."**

"Oh no!" Mike said as he jumped off the stool. "Did Bernie drink that?"

"No," Jessica said, "We have to ask if it's safe first."

"It's not!" It's the stuff I got from the garage to clean my paint brushes." "You saved Bernie, Jessica. It would have made him very sick," Mike explained, as he took the can from Jessica. "Daddy told me I should be very careful because this is poison."

"Yuck," Bernie said.

"Yes, yuck!" Mike said as he headed for the garage to put the paint cleaner away.

"I'm glad I stopped you Bernie," Jessica said as she gave Bernie a hug. "Who wants to be sick and in bed on their birthday?"

"Ding-Dong" went the doorbell. In burst Grandma and Grandpa. Grandma was carrying a giant bouquet of flowers from her garden and Grandpa was balancing a basket of apples and a pile of presents.

“Happy Birthday Bernie!” Grandma said while reaching down to give Bernie a big hug, but instead of giving his grandma a hug, Bernie grabbed a handful of Grandma’s flowers and stuffed them in his mouth.

“Oh Bernie,” Jessica moaned, “We didn’t ask first.”

“Listen to your big sister, Bernie,” Grandma said, “not everything from my garden is safe to eat.”

“That’s right,” grandpa said.

**“It may look pretty. It may smell good. But before I taste it, I’ll ask if I should.”**

“Why Grandpa,” Jessica said, “you know Mommy’s poem too.”

“Yes,” Grandpa laughed, “I was around when she learned it.”

Jessica’s daddy popped his head out of the kitchen door. “It’s birthday party time!” he said.

“It’s a good thing,” Jessica said, “Because I think Bernie is hungry.”

Everyone went into the kitchen and sat around the big table Daddy had decorated with balloons. Grandma put her flowers in a vase next to Mommy’s beautiful cake. Bernie laughed and clapped his hands as everyone sang, “Happy Birthday.” When Mommy gave him the first piece of cake, Bernie said, “Yum,” and grabbed it with his fingers and stuff it in his mouth.

Then Jessica’s Mommy cut the second piece of cake and said, “This one goes to Jessica, my big helper.” As she scooped on a spoonful of ice cream, she added,

**“This does look pretty. This does smell good. It’s safe to eat it, since Mom said you could.”**

## Exercise 2: Just Suppose

Teacher: \_\_\_\_\_ Date: \_\_\_\_\_ Time: \_\_\_\_\_

### Materials Needed by Teacher

- none

### Materials Needed by Student

- none

### Competencies Addressed

- recall, group interactions, role play, develop judgment, determine how to behave in unsafe situations

### Learning Objectives

- Students will give sound judgmental answers to “just suppose” situations.
- Students will demonstrate how to act in unsafe situations.

### Introduction

- Present “just supposed” stories as given in directions.
- Ask students for responses as to how they would behave.
- Older children may supply their own “Just Suppose” stories.
- Teacher presents “Just suppose” stories, such as the following, and then calls on individual children to tell what they would do.
- As experience with the game develops, understanding increases.
- Children may substitute for the teacher in presenting “Just Supposed” episodes.

### Lesson Activities

- Suppose you were playing in your home and you found a bottle of medicine open with the safety cap off on the table. What would you do? Tell why.
- Suppose you found your baby brother or sister playing with a can of cleaning powder. What would you do? Tell why.
- Supposed you saw another child accidentally eat or drink something you thought might harm him or make him sick. What would you do?
- Supposed a playmate offered you something to eat or drink, but you were not sure what it was. What would you do?
- Suppose you found a baby brother or sister chewing on something, but he wouldn't open his mouth to let you see what it was, and there was an open box of pills beside him. What would you think? What would you do? Why?
- Suppose you were thirsty and you found a pop bottle in the garage where father usually keeps his tools. What would be the right thing to do?
- Suppose you and your baby brother saw father or mother painting and he or she put some paint in a cup and left it there. What would you do?

*Note- In above activities children should be reminded to **always** tell parents or teachers.*

### Assessment

- Student participation in supplying endings to “Just suppose” stories.

## Lesson Plan 3: Classifying Poisons: Part II

Core Content: Mathematics/ Arts and Humanities

Teacher: \_\_\_\_\_ Date: \_\_\_\_\_ Time: \_\_\_\_\_

### Materials Needed by Teachers

- pictures for puppet show characters, sticks, box for stage, paper to drape stage, graphing materials,

### Materials Needed by Students

- scissors, glue pencils for graphing

### Competencies Addressed

- identifying, classifying, reading, recalling information, working in group planning and creating puppet show, graphing

### Core Content Addressed

- Students understand number concepts and use numbers appropriately and accurately.

### Learning Objectives

- Student will recall information on poison identification
- Student will work as part of team in preparing puppet show.
- Student will share results of data gathering.
- Student will prepare picture graph.

### Introduction

- As a group, discuss findings from student's home poison search.
- Have student create pictures graph from data for bulletin board.
- Discuss plans for puppet show.
- Work on roles for puppet show.

### Lesson Activities

- Group discussion
- Picture graph
- Puppet show preparation
- Place graph on bulletin board

### Assessment

- Graph data collection and graph preparation group discussion
- Participation in puppet show preparation
- Participation in bulletin board set up

## The “Containers Speak”

### An idea for a Puppet Show

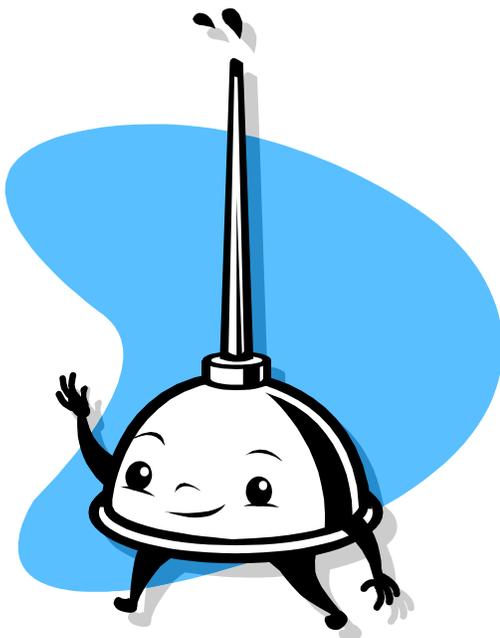
#### **Purpose**

- To provide children with a better understanding of the need for caution in handling household supplies of a potentially poisonous nature.

#### **Procedure**

- Primary grade children usually enjoy working with hand-puppets or figures mounted on sticks. The children are probably familiar with the various television shows for children. These shows can easily be adapted in developing ideas about poison prevention. A large cardboard box mounted on a draped table and furnished with background scenery made from craft paper may be used for the stage. Hand puppets made by the children from paper-mache or stuffed paper bags with faces drawn on them may be mounted on sticks. Planning the dramatizations for their puppet show will give children many opportunities to discuss danger spots in the home and to develop an understanding of the importance of poison prevention. After practice, the show may be presented for the benefit of a younger grade as a pupil-prepared “teaching” device.
- The following is an idea for a puppet show using boxes, cans and bottles instead of figures to develop a dramatization about poison prevention:
- The teacher provides the class with a collection of clean, empty cans, bottles, and boxes. These may be original containers for household products that are potentially poisonous or they may be unlabeled containers on which the children may affix such labels as they wish. (Do not ask children to bring such containers to the classroom; in their eagerness they may be careless in their choice of containers.) These containers may then be mounted on sticks (old broom handles are good). The children may plan a puppet play in which containers play the parts of characters and speak to the audience. Illustrations of containers have been provided for the teacher if this is preferred or if containers are not available.
- Discussion should bring out the fact that many household products of a potentially poisonous nature are actually very useful and make living in the home much easier and more pleasant. It is only when they are not used as intended or directed that they become dangerous.
- The theme of the play goes something like this: The containers are trying to find a proper home on a shelf, in a high locked cabinet, or elsewhere, out of reach and out of sight of small children. People just won't put them where they belong and then the containers get blamed for things that happen when people are careless. They discuss some of their experiences in carelessness. They explain that when used properly, containers and their contents are really very good fellows. They talk about the directions and warnings printed on their labels and the reason why some containers have safety caps. They point out places where they might be placed for safe keeping. Another theme might be “The Safe House and the Careless House.”

**Containers Speak  
(cutouts for puppet show)**



Containers Speak  
(cutouts for puppet show)



# Lesson Plan 4: Poisons and Students

Core Content: Science

Teacher: \_\_\_\_\_ Date: \_\_\_\_\_ Time: \_\_\_\_\_

## Materials Needed by Teacher

- baking soda, vinegar, container, picture of body and organs, pictures of health and emergency care personnel (or visit by health or emergency care professional), bar and line graph materials for the bulletin board, materials to finish for the puppet show, invitations to the puppet show

## Materials Needed by Students

- graphing materials, pictures of health and emergency care personnel

## Competencies Addressed

- discussion, comparison, graphing, oral language, communication, hypothesizing

## Core Content Addressed

- Students understand scientific ways of thinking and working and use those methods to solve real-life problems.
- Students will understand that objects have many observable properties such as size, mass, shape, color, temperature, magnetism and the ability to interact and/or to react with other substances.
- Students will describe the cause and effect relationships existing between organisms and their environments.

## Learning Objectives

- Student will prepare bar and line graph from picture graphs with poison data.
- Student will identify routes through which poisons can enter the body.
- Student will classify pictures of substances as poison or not poison
- Student will create invitation to puppet show

## Introduction

- In group, discuss ways to identify poisons and where in the home, on the way to school, in the neighborhood and at school, they can be found.
- Use human body chart to discuss ways poisons can enter the body.
- For science demonstration, mix vinegar (1 cup) and baking soda (1 tablespoon) to demonstrate chemical reaction. This is one way chemicals can interact. Poisons are chemical substances which can cause similar reactions.
- If health or emergency personnel are present, introduce and explain their role. Have them talk about their profession and their role. If not present, use pictures to identify; teacher explains roles; discuss how to contact in case of emergency.
- Work on puppet show invitation to go to other class, rehearse for show.
- Complete graphs using data from checklist which was placed on the picture graph.

## Lesson Activities

- Call for emergency assistance
- Create invitation
- Rehearse for puppet show
- Complete graphs and bulletin board

## Assessment

- Participation in discussion
- Making of invitations
- Work on bulletin board

# Lesson Plan 5: Poisons are Dangerous

Core Content: Arts and Humanities/ Practical Living

Teacher: \_\_\_\_\_ Date: \_\_\_\_\_ Time: \_\_\_\_\_

## Materials Needed by Teachers

- stickers and certificate, puppet show materials

## Materials Needed by Students

- puppet show materials

## Competencies Addressed

- interpretation of data, communication, recall, interpersonal action, creative thinking, cooperation

## Core Content Addressed

- Students analyze their own and others' artistic products and performances using accepted standards.
- Students demonstrate the skills to evaluate and use services and resources available in their community.
- Students demonstrate the knowledge and skills they need to remain physically healthy and to accept responsibility for their own physical well-being.

## Learning Objectives

- Student will discuss dangers of poison.
- Student will present graph data.
- Student will present role in puppet show.
- Student will act as host for puppet show guests.

## Introduction

- In group, recall emergency number and procedure.
- Discuss poison symbol.
- Prepare for puppet show by discussing behavior as host and roles students are to play.

## Lesson Activities

- Group discussion
- Puppet show presentation
- Distribution of stickers/certificates

## Assessment

- Participation in show
- Recalling information
- Display of social skills during play
- Completion of graphs
- Completion of bulletin board.



**This certifies that**

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**is a**

**POISON PREVENTER**

# Supplemental Exercise 1: What is a Poison

Core Content: Practical Living  
(P-K-1-2-3)

Teacher: \_\_\_\_\_ Date: \_\_\_\_\_ Time: \_\_\_\_\_

## Materials Needed by Teacher

- clean, empty poison containers or pictures of the same
- clean, empty food containers or pictures of the same
- activity/discussion ideas provided

## Materials Needed by Student

- crayons, glue, scissors, pencils, paper

## Competencies Addressed

- matching, comparing, evaluating, estimating, discussion in group, drawing, writing, story telling/role play, differentiating

## Learning Objectives

- Student will identify contains of poisons,
- Student will identify containers of food.
- Student will determine how to distinguish between poisonous/non-poisonous items.

## Introduction

- Ask students to tell what a poison is and what it does.
- Ask how to tell if a substance is poison or not
- Present pictures/containers and discuss.

## Lesson Activities

- define poison
- identify pictures of food/poison
- Draw pictures of a poison and write/tell a story about where it can be found.

## Assessment

- Participation in discussion
- Completion of picture
- Telling/reading of story

# What is a Poison?

## Basic materials needed

- Empty and clean “poison” containers (i.e., household cleaners, personal care items, vitamin and medicine bottles). The teacher may substitute pictures of such items mounted construction paper or cardboard.
- Empty and clean food containers. The teacher may substitute pictures as suggested above. Strong (optional)
- NOTE: DO NOT ask children to bring poison containers from home

## Discussion- Grade Level: PreK-3

- **Q.** What is a poison?
- **A.** A poison is something that can make you sick if you taste it, smell it, get it on your skin or in your eye. A products that may be safe in a normal dose may be unsafe at overdoes levels. Something that is useful to clean floors isn't intended to be drunk and could harm a person doing so. Many products are safe when used as intended, but are otherwise unsafe.
- **Q.** What forms does a poison take?
- **A.** Poisons can be solids, liquids, or vapors (gases). Examples of each are as follows:
  - Solids- medicines, plants, granular drain cleaners
  - Liquids- perfumes, toilet bowl cleaners, floor cleaners
  - Gases- natural gas, car exhaust carbon monoxide
- **Q.** What can a poison do to me if I eat, drink, or even taste it?
- **A.** It can make you sick, blind, or it can even kill you. Your reaction to the poison depends on what and how much you ate, drunk, or tasted of the substance. It also depends on your age, weight, general health and any other medications you may be taking at the time.

## Activity- Grade level: Prek, K

- The teacher may place empty “poison” and food containers or pictures of such containers around the classroom.
- The children may be asked to participate in a poison hunt in the classroom, pointing out (but not touching) the various containers or pictures and stating whether or not they are a poison.
- The teacher may ask each child to discuss why he/she considers an item a poison or a food.
- When this activity has been completed, the containers or pictures may be suspended with pieces of string from the room's ceiling or lights, or the teacher may provide two receptacles (box or trash can) marked “poison” and “Not-poison.”
- The children can be instructed to place the articles in one of the containers after they have asked the teacher is this a poison or not a poison.

**After Activity-** discussion on the subject “What is a poison” continues.

## Supplemental Exercise 2: Avoid the Poisons

Core Content: Arts and Humanities  
(P-K-1)

Teacher: \_\_\_\_\_ Date: \_\_\_\_\_ Time: \_\_\_\_\_

### Materials Needed by Teachers

- Maze solution

### Materials Needed by Students

- maze handout, pencil, crayons

### Competencies Addressed

- Matching, group discussion, word/picture correlation, comparisons, recall

### Learning Objectives

- Student will participate in group discussion as to poisonous versus non-poisonous items
- Student will complete maze.

### Introduction

- ask students what are examples of good (non-poisonous) and bad (poisonous) items they may come in contact with
- Have students recall items found on checklist.

### Lesson Activities

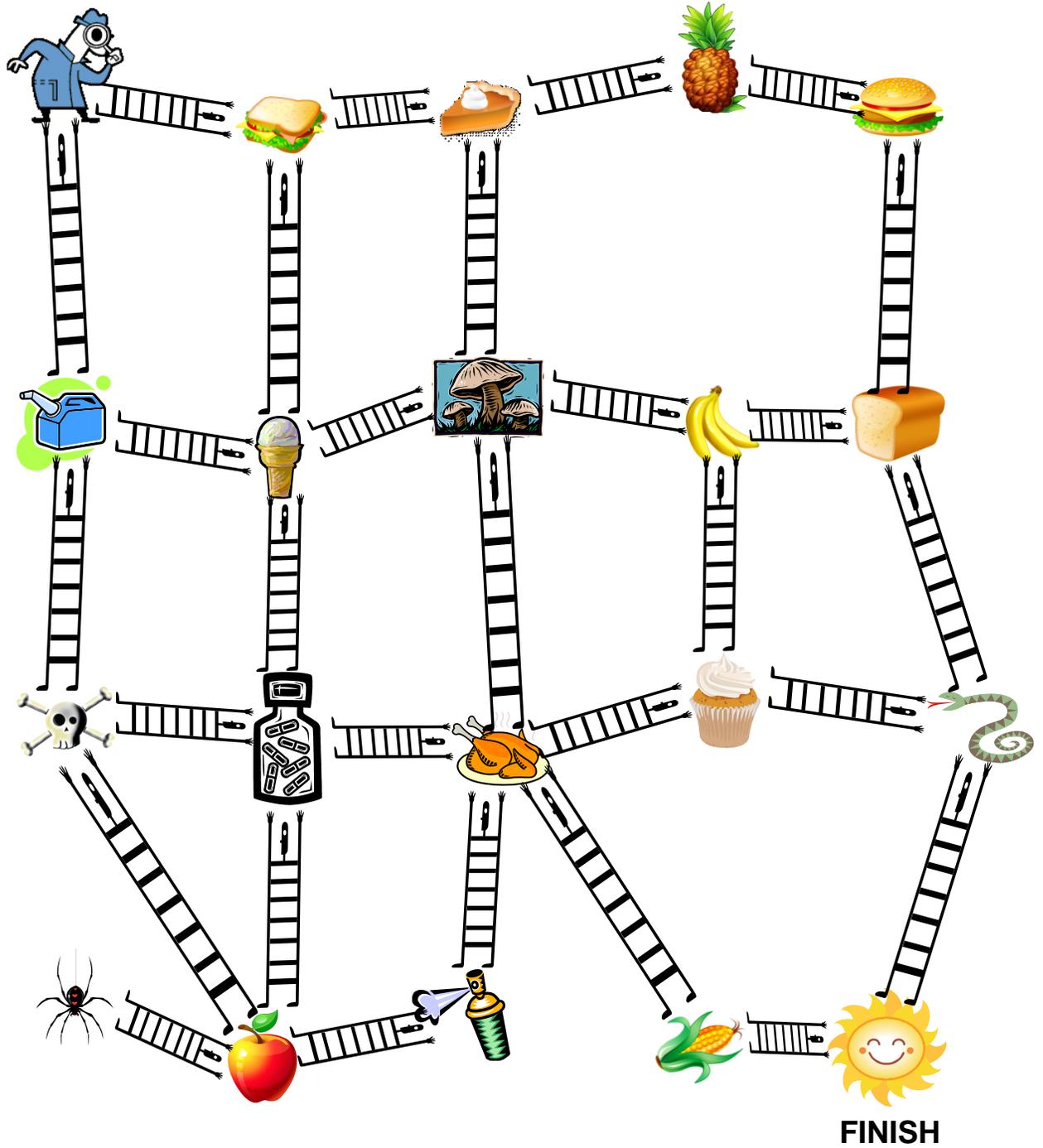
- discussion
- recall
- maze words

### Assessment

- Participation in discussion
- Completion or work sheet.

# Maze: Avoid the Poisons

START



## Supplemental Exercise 3: Words and Pictures

Core Content: Reading  
(P-K-1)

Teacher: \_\_\_\_\_ Date: \_\_\_\_\_ Time: \_\_\_\_\_

### Materials Needed by Teacher

- word match solution

### Materials Needed by Students

- word match handout, pencil

### Competencies Addressed

- matching, recall, group discussion

### Learning Objectives

- Student will read word match words.
- Student will draw line from word to matching picture of poison

### Introduction

- Ask students to recall types of poisons from previous discussions.
- Remind students that poisons come in many different forms and containers.

### Lesson Activities

- Discuss poisons
- Read poison words
- Complete word match

### Assessment

- participation in discussion
- completion of word match

Match: Words and Pictures

SPRAY CLEANER

CIGARETTES

GASOLINE

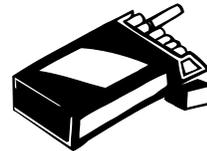
MEDICINE

MUSHROOMS

PAINT

PLANT

SNAKE



## Supplemental Exercise 4: Little Brother, Little Sister

Core Content: Arts and Humanities  
(P-K-1-2-3)

Teacher: \_\_\_\_\_ Date: \_\_\_\_\_ Time: \_\_\_\_\_

### Materials Needed by Teachers

- Tune to “Did you ever see a lassie”

### Materials Needed by Students

- None

### Competencies Addressed

- singing, skipping, clapping, rhythmic movement, group interaction

### Learning Objectives

- Student will sing to the tune of “Did you Ever see a lassie” using new words.
- Student will participate in group circle game/sing

### Introduction

- ask how many have younger siblings
- Ask if siblings copy what the older child does, incorporate into group discussion.
- Play tune- sing new words, have them join in following lesson instructions.
- Discuss through questions and personal experiences, show that smaller children often imitate their older brothers and sisters.
- A school-aged child may help at home by practicing safety in front of their younger brothers and sisters who may copy them.

### Lesson Activities

- group discussion
- group sing and circle activity
- play tune “did you ever see a lassie?” Then teach these new words:  
*Did you ever see a baby,  
A baby, a baby,  
Did you ever see a baby  
Go this way and that?  
He does just what I do  
He wants just what I do  
Did you ever see a baby  
Go this way and that?*
- After the children have learned the song with gestures, they may be taught the following game: Children form a large circle. One child is selected to begin the game. He chooses another boy or girl to play his baby brother or sister. Then, while the teacher softly plays “Did you ever see a baby?” or the children sing it, he moves slowly around the inner rim of the circle going through various movements such as skipping, stopping, or flapping his hands. Whatever he does, the child chosen to be his baby brother or sister does exactly the same thing. When the music stops (when he is about half way around the circle.), he turns to the child following him and says, “Little brother (or sister) why do you copy me?” Then he completes the circle, the second child still imitating his gestures, and steps into his original place. The child following him now assumes the role of a school-age child and chooses another baby brother or sister, the game continues until every child has had a chance to participate.

### Assessment

- participation in discussion and activity

# Supplemental Exercise 5: My Own Safety Dictionary

Core Content: Reading  
(1-2-3)

Teacher: \_\_\_\_\_ Date: \_\_\_\_\_ Time: \_\_\_\_\_

## Materials Needed by Teachers

- construction paper for cover, newspaper for pages, pictures for illustrations

## Materials Needed by Students

- scissors, glue, pencils, crayons

## Competencies Addressed

- recall, folding (sheets into booklets), counting, separating, matching vocabulary development

## Learning Objectives

- Student will make safety dictionary
- Student will write dictionary words
- Student will identify definitions for key safety words selected by teacher.

## Introduction

- Students will need to know vocabulary words which deal with poison
- Repetition of words assists in recognition.
- Discuss the need to know safety words.
- During the course of the poison prevention activities, children will need to know the spelling of a number of words new to them and not necessarily appearing in their graded spelling lists. They can make notebooks and write words and keep definitions in these.
- Keeping a special "Safety Dictionary" may prove helpful in developing this special writing vocabulary. They can use these in writing stories, plays, letter to parents, and in preparing posters, charts displays and bulleting boards.

## Lesson Activities

- Group listening and group discussion
- Creating notebook and adding words/definitions/pictures

## Assessment

- participation in discussion
- completion of notebook

## Typical Dictionary Words



Bottle  
Cabinet  
Cleaner  
Cupboard  
Doctor  
Drink  
Eat  
Food  
High  
Hospital  
Kitchen  
Label  
Lock  
Low  
Medicine  
Mouth  
Nurse  
Pharmacist  
Pills  
Poison  
Poison prevention  
Poison packaging  
Poisoning  
Polish  
Prescription  
Prevent  
Protect  
Reach  
Safe  
Safety  
Safety cap  
Shelf  
Sick  
Spray  
Taste  
Touch  
Unsafe

## Supplemental Exercise 6: Poisons in the Home

Core Content: Reading  
(2-3)

Teacher: \_\_\_\_\_ Date: \_\_\_\_\_ Time: \_\_\_\_\_

### Materials Needed by Teachers

- word search solution

### Materials Needed by Students

- word search handout, pencil

### Competencies Addressed

- recall, group participation, word find, definition recall, locating

### Learning Objectives

- Student will recognize word search words relating to poisons in the home.
- Students will find and circle word search words.

### Introduction

- Ask students to name poisons found at home, school, neighborhood
- Discuss dangers of poisons

### Lesson Activities

- discussion of poisons found in the home, school, neighborhood
- complete word search

### Assessment

- participation in word search discussion
- completion of word search



## Word Search: Poisons in the Home

Find and circle the hidden poisons in the home

Ammonia  
Aspirin  
Bleach  
Cigarettes  
Cologne  
Detergents

Drain Cleaners  
Gasoline  
Iodine  
Kerosene  
Medicines  
Nail Polish

Oven Cleaners  
Paint  
Plants  
Sprays  
Turpentine  
Vitamins

d e t e r g e n t s p e n y a w  
s l u z s p a i n t e s v i f d  
o o r p y r n e h n m o p o p r  
a s p i r i n d g a r m j d r a  
m y e l a b f o c e m a w i c i  
m j n o u p l a n t s l t n b n  
o t t s b o g a s o l i n e l c  
n s i e c t e a l l k o b u e l  
i s n a i l p o l i s h g c a e  
a t e h c a d i e r f p i z c a  
l b f n v i t a m i n s r g h n  
q k e r o s e n e q t o p a x e  
s v c i g a r e t t e s l u y r  
o l o c k u p m e d i c i n e s

## Supplemental Exercise 7: Warning Words

Core Content: Reading  
(2-3)

Teacher: \_\_\_\_\_ Date: \_\_\_\_\_ Time: \_\_\_\_\_

### Materials Needed by Teacher

- word search solution

### Materials Needed by Students

- word search handout, pencil

### Competencies Addressed

- recall, find word in search, word association

### Learning Objectives

- Student will find and circle given words.
- Student will recognize the circled words as warning words.

### Introduction

- Recall poisons found on home checklist.
- Ask students how they might identify poisons.
- Read list of warning words.

### Lesson Activities

- participate in recall
- complete word search

### Assessment

- completion of word search
- participation in discussion

## Word Search: Warning Words

Caustic  
Caution  
Fatal  
Flammable  
Harmful



Poison  
Hazardous  
Toxic  
Warning

x w a r n i n g u e r  
s p l r a o e e l l h  
t o c i s x t l s b a  
o i s i n f a w r a z  
x n o i t u a c x m a  
i p i o s r a t c m r  
c a u r s u p d a a d  
s i n i s h a z r l o  
w g n t i a r n n f u  
w r i n g z m l o p s  
r c h a r m f u l e t

## Supplemental Exercise 8: Math Problems and Poisons

Core Content: Mathematics  
(2-3)

Teacher: \_\_\_\_\_ Date: \_\_\_\_\_ Time: \_\_\_\_\_

### Materials Needed by Teacher

- set of problems

### Materials Needed by Student

- set of problems, paper, pencil

### Competencies Addressed

- addition, subtraction, division, fractions

### Learning Objectives

- student will complete math sets relating to poisons

### Introduction

- Ask students how many types/containers of poison their parents indicated on the check list- can divide as to containers/areas found, etc.
- Then have students work math problems (as found on attached page) or that the teacher develops according to the student level.
- With a little ingenuity, poison prevention education can be related to the usual classroom activities without adding to the teacher's workload. The following is an example of how poison prevention may be integrated with regular instruction in arithmetic. The teacher may develop his/her own materials in accordance with the needs and skills of the particular class.

### Lesson Activities

- recall in group discussion
- perform mathematical functions
- use example exercises provided

### Assessment

- participation in discussion
- Completion of problems.

## Math Problems and Poisons

- Father helped mother put 12 cans of cleaner and 3 bottles of detergent on a high shelf, out of the reach of the baby. How many more cans than bottle were there?
  - $12-3=9$
- One day Mary's mother decided to clean out the medicine cabinet. In the cabinet she found 11 bottles. Two of them were empty so she threw them away. How many bottles were left?
  - $11-2=9$
- Mr. Brown, the helper in the supermarket, had a cart full of cans to put on the shelves. He put 7 cans of cleaner on one shelf and 5 cans of polish on another shelf. How many cans did he put on both shelves?
  - $7+5=12$
- Sarah, the check-out clerk at the supermarket, counted the things Jenny's mother had in her market basket. She took out 4 boxes of cereal, 2 boxes of soap flakes, and 1 can of lye. How many things did she take from the basket?
  - $4+2+1=7$
- Jenny's mother told Sarah to put the food in one bag and the other things in another bag so there would be no chance of the soap flakes and the lye breaking open and harming the food. How many things did Sarah put in each bag?
  - $7-4=3$
- Grandma cleaned out the drawer of her bedside table. She found 3 pill bottles and 1 bottle of cough syrup. Two of the pill bottles contained old medicine. "I shall throw them away because it is not safe to use old medicine." She said. How many bottles did she throw away?
  - $4-2=2$
- How many bottles did she find?
  - $3+1=4$
- "The rest of the things I shall lock up in the medicine cabinet where they belong." How many containers did she lock in the medicine cabinet?
  - $4-2+2$

## **Acknowledgements**

The Kentucky Regional Poison Center gratefully acknowledges and thanks Elizabeth Penn, MEd., for her contributions in writing and organizing the information for this booklet.

This guide has been reviewed and recommended for use in Early Childhood and Kindergarten through Third grade by the Community Health Education Review Committee of the Jefferson County Public Schools.

Permission has been granted by the New Mexico Poison and Drug Information Center for the use of Bernie's Story.