



POISON PREVENTION AND EDUCATION GUIDE

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ACKNOWLEDGEMENTS

Permission has been granted by the Kentucky Poison Center for the use of these lessons.

Introduction

This education guide is designed to provide you with the tools to instruct and encourage poison prevention education for children and their parents. There are five lesson plans - one for each day during Poison Prevention Week. Poison Prevention Week is the third week in March every year.

What's the Problem?

More than two million poisonings are reported to poison control centers throughout the United States each year. Ninety percent of the poisoning occurs at home and fifty percent involve children under the age of six. According to the American Association of Poison Control Centers cosmetics and personal care products, cleaning substances, analgesics, plants, cough and cold preparations, pesticides, and vitamins caused some of the most common exposures in this age group. Lead and carbon monoxide also pose poisoning potential.

Over 58% of the poison related calls were concerning a child under the age of five in 1999. Eighty-one percent of the poisoned patients that called were safely managed at home.

Children are at a significantly greater risk from poisoning than adults because they are less able to physically handle toxic chemicals. In addition, their natural curiosity and desire to put everything in their mouths increase their poisoning risk.

Prevention is the Solution

It's easier and cheaper to prevent poisonings than to treat a person who has been poisoned. By assisting with this poison prevention educational effort, you can help provide valuable poisoning information to children and their parents about how to prevent a poisoning. Through education we can instill and awareness of the problem, know about how to prevent a poisoning and know the steps in case of a poisoning emergency.

Don't be afraid of asking others in your community about poison prevention activities. Parent Teacher Associations, Safety Program Officers, Emergency Medical Technicians and private individuals may be planning an event in your area. It is also a good idea to identify local resources and know what the emergency phone numbers are in your community.

Working together we can create a safe environment for children at home as well as when they are in your care. Parental involvement and reinforcement is essential to assure a poison safe home. Take a minute and glance over the resource section so you can see all of the information available for you to distribute to parents.

Thank you for your cooperation and your willingness to provide children and their parents with this valuable information.

For more information or to order materials, please call Tracy McKeown, MPH, Education Coordinator at 405-271-5062, or send a note to Attention Tracy McKeown, Oklahoma Poison Control Center, 920 NE 13th, Oklahoma City, 73190.

Lesson Plan Day 1

WHAT IS A POISON?

Teacher _____ Time Period _____ Date _____

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 Students

- Crayons, glue, scissors, pencils, paper.

NOTE: DO NOT ask children to bring poison containers from home.

Competencies Addressed

- Taking care of ourselves, matching, comparing, evaluating, discussion in group, drawing, writing, story telling/role playing, differentiating.

Objectives

- Students will identify the poison symbol - Mr. Yuk.
- Students will identify containers of poisons.
- Students will identify containers of food.
- Students will determine how to distinguish between poisonous/non-poisonous items.
- Students will participate in discussion about poisonous/non-poisonous items.

Introduction/Motivation

- Ask students if they have seen the poison symbol, Mr. Yuk? What does the symbol mean? Where is it found? What are they to do if they see it?
- Ask students to tell what a poison is and what it does.
- Ask how to tell if a substance is a poison or not.
- Present pictures/containers and discuss.

Presentation Outline

- Define poison/non-poison.
- Discuss dangers of poisons.
- Present pictures for discussion.
- Have students draw a picture of a poison container with a Mr. Yuk sticker on it and write/tell a story about where the student might find these substances.

Activities

- Define poison.
- Identify pictures of food/poison.
- Draw a picture of a poison and write/tell a story about where it can be found.

Evaluation

- Participation in discussion.
- Completion of picture.
- Telling/reading a story.
- Understanding the Mr. Yuk symbol.

-WHAT IS A POISON-

ACTIVITY DISCUSSION IDEAS

Discussion - Grade Level: Preschool, Kindergarten, and Grade 1-2

What is a poison?

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 product that may be safe in a normal dose may be unsafe at overdose levels. Something that is useful to clean floors is not intended to be drunk and could harm a person when swallowed. Many products are safe when used as intended, but are otherwise unsafe.

It's important for children to understand that poisons come in all shapes and sizes and in many different types of containers. They can be plants, liquids, powders, fumes, or sprays. Poison can also be a good thing used in a wrong way, like vitamins, medicines, perfumes, or hair spray.

What forms does a poison take?

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
- Sprays- window cleaners, perfumes, cleaners
- Gases (Invisibles)- natural gas, car exhaust, carbon monoxide.

What can a poison do to me if I eat, drink or even taste it?

It can make you sick, blind or it can even kill you. The way your body reacts to the poison depends on what and how much you ate, drank 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.

What does Mr. Yuk mean?

Mr. Yuk's job is to warn us that something is poisonous. Mr. Yuk means, NO! Don't drink it, don't eat it, don't smell it and don't touch it unless a grown-up is asked first. One way to demonstrate this is to hold up a STOP sign and ask the children if they know what it means. Ask, "What might happen if we don't stop?" Answer, "It could be dangerous and we might get hurt, so it is always important to watch for signs." Then hold up a Mr. Yuk and ask, "What does this sign mean." Tell them always to ask a grown-up first before they drink, eat, smell, or touch something,

Activity-Grade level: Preschool, Kindergarten

- 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 food.
- The children can be instructed to place the articles in a receptacle (box or trash can) 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.

Lesson Plan Day 2

POISONS ARE DANGEROUS

Teacher _____ Time Period _____ Date _____

Materials needed by Teacher

- Scissors, badges, home checklist, and telephone stickers.

Materials needed by Students

- Scissors, crayons, craft paper.

Competencies Addressed

- Taking care of ourselves, recall, classifying, listening, physical coordination, association from self to others.

Objectives

- Students will make Poison Investigator badge.
- Students will discuss the Poison Checklist and telephone stickers.
- Students will recall emergency procedures (discussion or role play).

Introduction/Motivation

- Discuss effects of poisons on the body.
- Ask students if poisons have affected them, or anyone they know. What happened?
- Discuss correct emergency actions including location of emergency numbers and 911.

Presentation Outline

- Involve class in discussion of poisons (what are/are not) - Review.
- Discuss if anyone knows of someone who has been in contact with a poison.
- Discuss procedure if someone gets into a poison - *Always Call First*.
- Discuss people to call for help (teacher, parent, older sibling, Poison Center, 911).
- Talk with students about what investigators (detectives) do.
- Ask why what investigators do is important.
- Introduce concept of poisons and students being investigators looking for poisons.
- Discuss process for investigating (work with adult).
- Discuss home checklist and telephone sticker that has been sent home.

Activities

- Discuss investigators/poisons.
- Create investigator badges.
- Role-play or discuss sibling education.

Evaluation

- Participation in discussion.
- Completion of badges.

-POISONS ARE DANGEROUS-

POISON INVESTIGATOR BADGE



Name _____

Lesson Plan Day 3

PROTECTING AGAINST POISONS

Teacher _____ Time Period _____ Date _____

Materials needed by Teacher

- Billy's Birthday Story, "Three Blind Mice" music and words to song "We Ask First".

Materials needed by Students

- None.

Competencies Addressed

- Working as a group, singing, recalling, listening.

Objectives

- Students will share experiences with poison home checklist.
- Students will role-play poison identification for younger child.
- Students will sing "We Ask First" (to the tune of Three Blind Mice).

Introduction/Motivation

- Ask students to remember what they learned about poisons in the previous lessons.
- Read aloud "Bernie's Birthday". Initiate discussion.
- Have children portray older sibling, younger sibling, parent, and babysitter.
- Have students stand in a circle and sing "We Ask First" (to the tune of Three Blind Mice).

Presentation Outline

- Recall previous lesson information.
- Read "Bernie's Birthday".
- Discuss situations where students have seen and/or been taught about poisons.
- Have students participate in role-play discussion.
- Sing as a group "We Ask First" (to the tune of Three Blind Mice).

Activities

- Group listening and discussion.
- Read "Billy's Birthday".
- Role-play.
- Sing "We Ask First".

Evaluation

- Listening to and discussing story.
- Group participation.

-PROTECTING AGAINST POISONS-

Billy's Birthday

It was an exciting day at Jessica's house. It was her brother Billy's birthday, and everyone was helping to get ready for the party. Dad was blowing up balloons, Mom was decorating the cake and big brother was painting a sign that said *Happy Birthday Billy*.

Jessica jumped into the kitchen. "How can I help, Mom?" she asked.

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

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

"Do you remember our poem about eating things you find, Jessica?" Mom signed.

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

"Great!" Mom 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. Billy does not understand that, so when you are with Billy, you must ask for him."

"Okay Mom," squealed Jessica as she chased Billy 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 Billy's birthday banner on the wall. "Hand me the tape please, this needs and extra piece."

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

When Jessica looked down, Billy had picked up the can filled with what looked like water with paintbrushes in it. He was about to take a drink when Jessica yelled; "Wait Billy!" and she snatched the can away.

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

"No," Jessica said, "I know that ***It may look pretty. It may smell good. But before I taste it, I'll ask if I should.***"

"This is not safe to drink! It's the stuff I got from the garage to clean my paintbrushes. You saved Billy, 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 a poison."

"Yuck," Billy said.

“Yes, Yuck!” Mike said as he headed for the garage to put the paint cleaner away.

“I’m glad I stopped you Billy,” Jessica said as she gave him a huge hug. “Who wants to be sick and in bed on their birthday!”

Ding-Dong. Grandma and Grandpa burst in. 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 Billy!” Grandma said while reaching down to give Billy a big hug. Instead of giving his grandma a hug, he grabbed a handful of Grandma’s flowers and stuffed them in his mouth.

“Oh Billy,” Jessica moaned, “You didn’t ask first.”

“Listen to your big sister,” 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 Billy is hungry.”

Everyone went into the kitchen and sat around the big table Dad had decorated with balloons. Grandma put her flowers in a vase next to Mom’s beautiful cake. Billy laughed and clapped his hand as everyone sang “Happy Birthday.”

When Mom gave him the first piece of cake, Billy said “Yum,” and grabbed it with his fingers and stuffed it in his mouth.

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

“This does look pretty. This does smell good. It’s safe to eat because Mom said you could.”

-PROTECTING AGAINST POISONS-

“WE ASK FIRST”

To the tune of “Three Blind Mice”

***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.***

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

- Student's names can be substituted, “Amy Asks First, Amy Asks First...”
- 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 may in reality be something not safe “a poison.”
- 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?

Lesson Plan Day 4

CLASSIFYING POISONS AND JUST SUPPOSE

Teacher _____ Time Period _____ Date _____

Materials needed by Teacher

- “X through Poison” worksheet, “2 Alike, 1 Not Alike” worksheet.

Materials needed by Students

- Worksheets, crayon, pencil.

Competencies Addressed

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

Objectives

- Students will draw an X through substances that they identify as poison, thus clarifying as poison/non-poison.
- Students will determine which of the given pictures identify poisonous substances.
- Students will give sound judgmental answers to “Just Suppose” situations.
- Student will demonstrate how to act in unsafe situations.

Introduction/Motivation

- Have students' mark and X through poisonous items on the worksheet.
- Use “2 Alike, 1 Not Alike” worksheet to advance comparison and identification.
- Present “Just Suppose” stories as given in the 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.
- Some children may substitute for the teacher in presenting “Just Suppose” episodes.

Presentation Outline

- Have students work on worksheets.
- Present individual stories.
- Elicit student feedback.

Activities

- Suppose you were playing in at home and found a box of pills or 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.
- Suppose someone left a bottle of medicine on the table and forgot it. What would you do? Tell why.
- Suppose you saw another child accidentally eat or drink something you thought might harm him/her or make him/her sick. What would you do? Why?

-CLASSIFYING POISONS AND JUST SUPPOSE-


Activities

- Suppose 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?

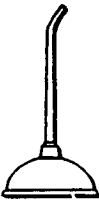

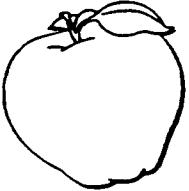


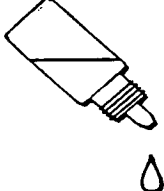

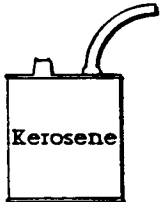
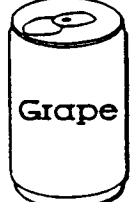
Evaluation

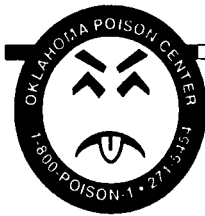
- Completion of worksheets 1 and 2.
- Student participation in supplying endings to "Just Suppose" stories.

*Note: In above activities, children should be reminded to always tell a parent or teacher.
Always Call First.*

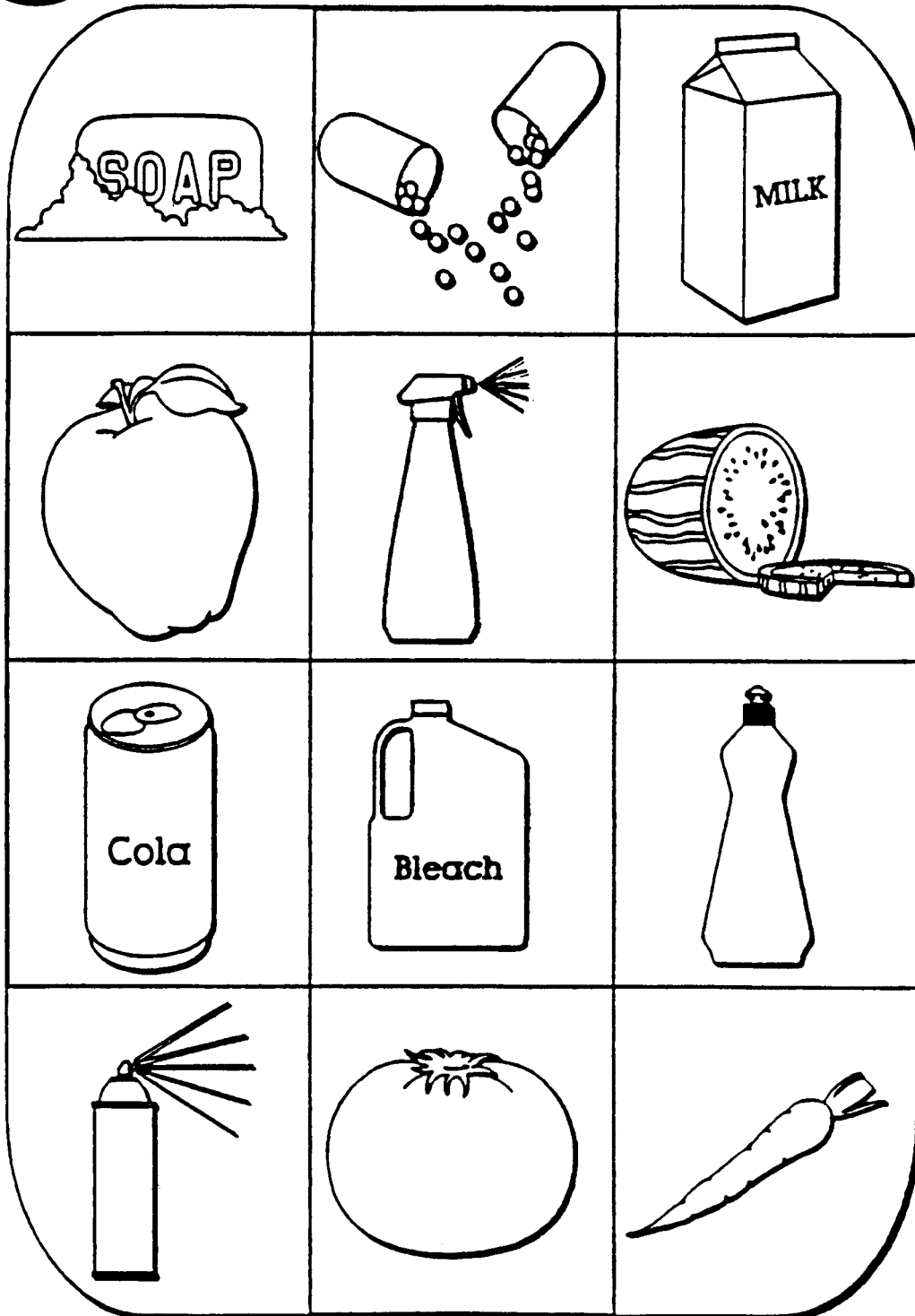


Draw an X through like pictures in each group...



Draw an **X** through the Poisons...



Lesson Plan Day 5

POISONS AND STUDENT

Teacher _____ Time Period _____ Date _____

Materials needed by Teacher

- Baking soda, vinegar, and container.
- Picture of body and organs,
- Invite health and emergency care personnel to class for a visit or have pictures of emergency professionals available.
- Poison Prevention Week Stickers.

Materials needed by Student

- None.

Competencies Addressed

- Discussion, oral language, communicating, hypothesizing.

Objectives

- Students will identify routes through which poisons can enter the body.
- Students will classify pictures of substances as poison or not poison.
- Students will discuss the importance of poison prevention throughout the year and receive a sticker in observance of National Poison Prevention Week.

Introduction/Motivation

- In a group, discuss ways to identify poisons and where they can be found in the home, on the way to school, in the neighborhood and at school.
- Use pictures of the body to discuss ways poison can enter the body, for example the picture of lungs to demonstrate inhalation, stomach for ingestion, an arm for skin contact, and an eye.
- For science demonstration, mix vinegar (1cup) and baking soda (1 tablespoonful) to demonstrate a chemical reaction. This is one way chemicals can interact. Poisons are chemical substances that can cause similar reactions.
- If a health care or emergency personnel are present, introduce and explain their role. Have them talk about their profession and their role and how to contact them if appropriate.
- If a health care or emergency personnel are not present, use pictures to identify and explain roles. Discuss how to contact in case of emergency.
- Remind children to place emergency numbers close to the phone.

Presentation Outline

- Group discussion.
- Health/emergency personnel.
- How to call for assistance.

Activities

- Receive Poison Prevention stickers
- Call for emergency assistance-can practice calling for help vocally or by telephone.

Evaluation

- Participation in discussion
- Knowledge about location of emergency numbers.



Where Does Mr. Yuk Belong In Your House?

The kitchen, bathroom, bedroom, garage, basement... every room in your house has a place for Mr. Yuk. Mr. Yuk stickers identify toxic substances for young children. At an early age teach your child that MR.YUK MEANS NO! STAY AWAY! DO NOT TOUCH!

Place stickers on dangerous products throughout your home with your child. Mr. Yuk and you can prevent poisonings.

To order Mr. Yuk stickers, contact:

Oklahoma Poison Control Center

1-800-222-1222

University of Oklahoma College of Pharmacy &
The Children's Hospital at OU MEDICAL CENTER

940 N.E. 13th Street, Room 3510
Oklahoma City, Oklahoma 73104
Office Phone (405) 271-5062

Oklahoma Poison Control Center

1-800-222-1222



The University of Oklahoma
College of Pharmacy &
Children's Hospital at OU MEDICAL CENTER
940 N.E. 13th Street, Oklahoma City, Oklahoma 73104
Office Phone: (405) 271-5062

Dear Parent:

We need your help to prevent poisonings. In observance of National Poison Prevention Week your child is participating in “**Mr. Yuk Says -- Always Ask First**”. This is a program sponsored by the Oklahoma Poison Center and the University of Oklahoma College of Pharmacy.

The focus of “**Mr. Yuk Says -- Always Ask First**” the prevention of poisonings in the home. Throughout the week your child will have a chance to learn more about poisons and poison prevention. Students will be designated as “poison investigators” and asked to “look” for poisons while poison proofing their home with the help of an adult. We encourage you to sending home a home checklist and an Oklahoma Poison Control phone sticker. **Mr. Yuk** stickers can be used to help children identify poisons by sticking a **Mr. Yuk** sticker on all the poisons at home. Remember, all poison must be stored or locked away from children. The student should be taught to “stay away” from these potentially deadly poisons.

By far, the majority of poison related calls are parents or care givers calling about their children five years of age or younger. It only takes a few minutes to poison proof your home; stock syrup of ipecac and activated charcoal, and place the Oklahoma Poison Center phone sticker near your phone. Your actions can save a young life. Prevention is the best treatment for poisonings!

And, remember, if you think someone has been poisoned, call the Oklahoma Poison Center immediately. It’s open 24 hours a day, every day of the year, with professional staff ready to help you.

Thank you for your participation.

Sincerely,

Tracy McKeown, MPH
Oklahoma Poison Center
Education Coordinator

Lee McGoodwin, M.S., DABAT
Oklahoma Poison Center
Managing Director