



# Tobacco/Nicotine on Trial

## Poisons, Toxins and Pollutants

More Practice With I STOP'D

### Teacher Notes

The next five lessons are part of the "Tobacco on Trial" series from the Utah Department of Health.

This lesson is adapted with permission from the Utah Poison Control Center. For more information, more free lesson materials and home connection materials, please contact them at 1-800-222-1222.

The worksheets and posters are all contained in the student workbook which follows lesson seventeen.

### 3 Cs

- ☞ I care about myself.
- I care about others.
- I care about my community.

**Help students to understand and invite them to state clearly:**

- I have the right to care about myself.
- I have the responsibility to make smart choices when I care about myself.
- I show I care about myself when I make choices to live healthy and not use alcohol, tobacco/nicotine or other drugs.

### Preparation

#### Materials

- Whiteboard and markers
- Make a copy of the *Tobacco/Nicotine on Trial Student Workbook* for each student.  
(See TOT book starting on page 141)
- "Poisons and Your Body" (see Student Workbook page 1)

### Vocabulary

- poison
- Poison Control Center

### Lesson at a Glance

#### Introduction

1. A Poisons Crisis in the Country

#### Strategy

2. The Effects of Poisoning
3. How Poisons Enter the Body
4. Prevention and First Aid

#### Conclusion

5. Poison Control Center

### Core Curriculum Objectives and Standards

#### Objectives

- Demonstrate responsibility for self and actions.
- Define "poison" and be able to identify how poisons enter the body.
- Be able to respond to a poisons emergency.

## Introduction

### 1. A Poison Crisis in the Country

- Today we are going to be talking about poisonings.
- I am going to ring a bell (or make a special sound). I want you to pay attention and think about what happens in our country each time the bell is rung.  
Ring the bell every thirteen seconds for one minute.
- What do you think happened in our country each time the bell was rung?  
Acknowledge a few answers.
- In this country, someone calls the poison control center every 13 seconds.
- In one minute, almost five different people were exposed to a poison.

## Strategies

### Small Groups

### 2. The Effects of Poisoning

- Divide the class into small groups.
- Use the I STOP'D model to stop and think for two minutes regarding what could happen to a person who is poisoned.
- Keep the students in the small groups and have them report on their ideas.
- Write the ideas on the board.
- Some ideas might be –
  - make you sick
  - you could die
  - it can hurt you
  - can't breathe
  - stomach ache
  - burned skin
  - rash or sores
  - brain damage
  - itchy
  - blind
  - pass out

### Summarize

### Summarize

- Summarize the ideas into a statement like –  
Poison is a substance that causes illness or harm if someone eats, drinks, touches or breathes it in.  
A poison is a substance that causes illness, injury, impairment or death.  
A poison is something destructive or harmful.

### Explain

- There are three ways that something can be poisonous to a person.
- A person may use too much or use large amounts.
- A person may use it in the wrong way.
- A person may mix things that are not poisonous by themselves but become poisonous when mixed.

### Small Groups

- Brainstorm with the small groups some things that can be poisonous.
- You, the teacher, may need to suggest a few to start such as medicine (too much), spray paint (used in the wrong way) or adding bleach to toilet cleaner (mixing creates poisonous gas).
- The groups will probably figure out that anything used in the wrong way or the wrong amount can be poisonous.

### Discussion

### 3. How Poisons Enter the Body

There is a student workbook page for this assignment.

- Poisons can enter the body in four ways –
  - Nose
  - Skin
  - Mouth
  - Eyes



### Small Groups

- Create the following graph on the board. Add in artwork if desired.
- The dark font is titles that are placed on the graph.
- The light font is ideas the students will suggest and you will complete as the discussion progresses.



#### Mouth – Swallow

- Why –** Misuse, Too Much
- Prevent –** Read the label  
Keep in a locked cabinet  
Store out of reach  
Store in approved container

#### Gasoline

#### Nose – Breathe in



- Why –** Misuse, Too Much
- Prevent –** Read the label  
Use outside  
Use a mask  
If inside, open window

- First Aid –** Do not throw up (vomit)  
Call poison center

- First Aid –** Get to fresh air  
Call poison center



#### Eyes – Splash

- Why –** Misuse, too much
- Prevent –** Read the label  
Wear goggles



#### Skin – Touch

- Why –** Misuse, Too Much
- Prevent –** Read the label  
Wear gloves

- First Aid –** Rinse eyes with water  
Call poison center

- First Aid –** Wash skin with water  
Call poison center

- Assign the small groups to work on either mouth, nose, eyes or skin.
- Give them about five minutes to answer how gasoline can become poisonous; how to prevent gasoline poisoning; what kind of first aid would a person render to a person who has been poisoned with gasoline.
- Fill in the graph as they give their answers.

### Conclusion

Explain

#### 5. Poison Control Center

- **The Poison Center is a 24 hour place that you can call for emergencies and questions.**
- **The telephone number is 1-800-222-1222**
- **This information is needed when you call the Poison Center:**  
  - What is the poison (if you know)?**
  - How much was taken?**
  - Does the victim appear sick in any way?**
  - How does the victim look?**
- **Listen carefully and ask questions if you are unsure about what the Poison Center tells you to do.**



