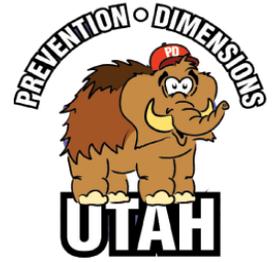


# Understanding the Effects Of Poisons and Pollutants

More Practice With I STOP'D (Stop and Think)



## 3 Cs

- I care about myself.
- I care about you.
- 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 or other drugs.

## Teacher Notes

Lesson 16, “Natural Highs,” is a great followup to this lesson.

## Preparation

### Copies

- Home Connection “I’ve Decided” cards and board game (see starting page 125)
- “I’ve Decided” game – one game for each small group (same as above)

### Materials

- scissors

### Music

- “I’ve Decided” from the CD *Something Good* (see page 154)

## Vocabulary

poison and pollute  
impairment

harmful substances  
legal/illegal

## Lesson at a Glance

### Teacher Note

More activities for this lesson, and others, are available in the book – Jackson, Tom. *Activities That Teach*. [Utah]: Red Rock Pub., 2003.

### Introduction

1. Poison and Pollution

### Strategies

2. Impairment Games
3. “I’ve Decided” Game

### Conclusion

4. “I’ve Decided” Song

### Home Connection

5. “I’ve Decided”

## Core Curriculum Objectives and Standards

### Objectives

- Demonstrate responsibility for self and actions.
- Recognize why acceptance of self and others is important for the development of positive attitudes.
- Recognize and name their emotions and have access to calming their unpleasant emotions.

### Standards

- The students will learn ways to improve mental health and manage stress.

## Introduction

### Discussion

### 1. Poison and Pollution

- What does the word “poison” mean?
- What does the word “pollution” mean?

The following bullets will assist you in this discussion.

- Poisoning or polluting the body makes people less able to be healthy or do tasks effectively and efficiently.
- Drinking alcohol pollutes and poisons the body so it cannot balance itself. (Refer to the impairment game of whirling around in a circle and not being able to stand straight.)
- The brain is poisoned and unable to function properly when some things such as glue or gasoline are misused. (Refer to the impairment game of trying to read through glasses covered with petroleum jelly.)
- Some things might be legal to use by adults but pollute growing bodies.
- Just because something is reachable does not mean it is safe.
- Smelling or breathing poison and pollution can create disease in the body. (Refer to the impairment game of trying to breathe through a small straw while exercising).
- Some things, like gasoline, are safe when used as directed but poisonous if misused.
- When the body is poisoned or polluted, it can become impaired, meaning it cannot properly function.

## Strategies

### 2. Impairment Games

Play the following games with the class.

- Reading with petroleum jelly on glasses.
- Wearing large gloves and threading a needle.
- Talking and drinking at the same time.
- Exercise while breathing through a straw.

These games, and many others, are explained more fully in Tom Jackson’s *Activities That Teach* and are used with permission.

### Discussion

Discuss the following questions:

- Stop and Think. How can various products that we touch, breathe, eat, smell or taste become a poison or pollutant?
- How can poisons and pollutants impair the body?
- Do all poisons and pollutants effect all people the same way?
- What things can become a poison or pollutant to you?
- How do we keep from becoming a victim of a poison or pollutant?
- How can you help others not be overcome by poisons or pollutants?

### Game

### 3. “I’ve Decided Game”

- Cut out the “I’ve Decided” game cards and provide one set of cards and a game board to each small group of students.
- Each group puts their cards into a draw pile.
- Start at the beginning of the path that is next to PD.
- Select a card from the draw pile and follow the directions on the card.
- Place the card into the discard pile. When the draw pile is depleted, shuffle the discard pile and make it the new draw pile.
- The first player to the end wins the game.

## Conclusion

### Sing

Sing the song “I’ve Decided,” and discuss the fact that we all have to make decisions that affect our bodies.

## Home Connection

Make a copy of the “I’ve Decided” game pieces for each student. Send them home with each student and instruct students play the game with their families.



# “I’ve Decided”

## Game Cards

<p>Drank alcohol. Go back two spaces.</p>	<p>I played during all of lunch time and didn't eat. Go back four spaces.</p>	<p>I asked a new person to eat lunch with me. Go ahead three spaces.</p>
<p>Older kids offered me a cigarette. I said, “No.” Go ahead four spaces..</p>	<p>Breathed fumes from a container of gasoline. Go back three spaces.</p>	<p>I forgot to feed my rabbit. Go back two spaces.</p>
<p>I ate a hot breakfast before school. Go ahead five spaces.</p>	<p>I only watch one TV show a day. Go ahead four spaces.</p>	<p>I went to bed late. Go back one space.</p>
<p>I ate too much candy and now have a stomach ache. Go back three spaces.</p>	<p>I brush my teeth every morning and night. Go ahead three spaces.</p>	<p>I studied for my spelling test. Go ahead two spaces.</p>
<p>I decided to be happy all day. Go ahead three spaces.</p>	<p>I choose to drink juice instead of pop. Go ahead two spaces.</p>	<p>I didn't do my math. Go back 2 spaces.</p>
<p>Write you own</p>	<p>Write you own</p>	<p>Write you own</p>

# “I’ve Decided”

Making healthy decisions helps me be a winner.

Directions  
Put the cards  
into a draw  
pile.

Start at the  
beginning of  
the path that is  
next to PD.

Select a card  
from the draw  
pile and follow  
the directions  
on the card.

Place the  
card into the  
discard pile.

When the  
draw pile is  
depleted,  
shuffle the  
discard pile  
and make it  
the new draw  
pile.

The first player  
to the end wins  
the game.

