

Health
1.ATOD.1.3 Classify products as harmful or safe. 1.ATOD.1.4 Summarize strategies for reporting harmful substances.

**Materials:**

- Handout- Who Can Help
- Harmful or Safe Ppt
- Optional prop – dish detergent/soap box

**Focus Step:**

Provide students with the Who Can Help handout and ask students to circle those people who can help you when you have problems. Ask the students to explain how and when these individuals can help you.

**Statement of Objectives:**

By the end of today’s lesson you will be able to classify products as safe or harmful and describe strategies for reporting harmful substances to adults.

**Teacher Input:**

Show the Safety With Medicine PPT slides 2-5 and ask students which item is safe to eat. Click on each slide two times for each product title to appear. Students will understand that it can be difficult to determine what is safe to eat. Some candies look a lot like medicines and if we aren’t sure what it is, we shouldn’t eat it without checking with an adult first. Who can we ask for help when we aren’t sure if a product or food is safe to eat? Ask students to think back to the handout earlier and the people they circled if they have trouble remembering.

We can look for things that might tell us if something is harmful – show students slides 6&7 to demonstrate some of the symbols and warning labels that are on products such as pesticides, fertilizers, household cleaners, and automotive care products.

Other products that are not labeled as poisons or cleaners can also be harmful if ingested such as cosmetics, small toys, packaging products such as silica gel packages, and lotions or topical ointments. These items are represented on slides 8 -11. Remind students to tell an adult if they find these substances and think another child may be in danger of touching or consuming one of these products.

Remind students from earlier lessons (from kindergarten and 1.ATOD.1.1&1.2) that if someone ingests a harmful substance like a medicine not prescribed to them, a household cleaner, or poison, they should call the Poison Control Center 1-800-222-1222 or 9-1-1. Remain calm and describe what the person consumed. Try to have the bottle or container nearby if possible. Provide the location of the person and the person’s age and weight if you know it. Stay on the

phone and the emergency operator will give you instructions on what to do until help arrives (poison control handouts for parents are in the 1.ATOD.1.1&1.2 lesson plan).

**Assessment:**

Provide the What is Not Safe handout to students and ask students to put large red Xs over all of the items on this paper that are not safe for kids to handle and should never be put in one's mouth.

Practice through role-play making a call to the Poison Control Center or 9-1-1. Ask for student volunteers to play the actors and the teacher can be the emergency operator.

**Role Play**

Susan is babysitting her brother 3-year-old brother Jake. They live at 100 Oak Place in Raleigh, NC.

Jake opened the cabinet under the sink and opened dish washing soap packets. He bites into one of the packets and cries because it burned his mouth.

Susan must call the Poison Control Center or 9-1-1.

Susan should tell the emergency operator Jakes name and age, what Jake ate, her address, answer any questions about the package for the dish soap and wait for instruction.

Have several students practice the role of Susan. If a dish detergent/soap box is available, let the student hold the empty box and find information as the emergency operator asks questions.

**Closure:**

Today we learned how to recognize unsafe products and how to report these items if we find them. We also learned how to respond if someone touches, smells, or eats something unsafe.

*Circle People Who Can Help You with a Problem*



**Teacher**

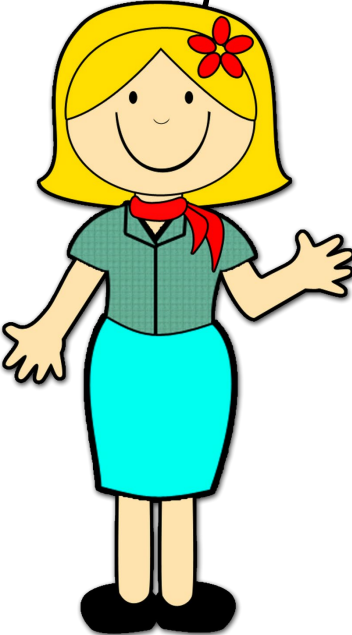


**Doctor**

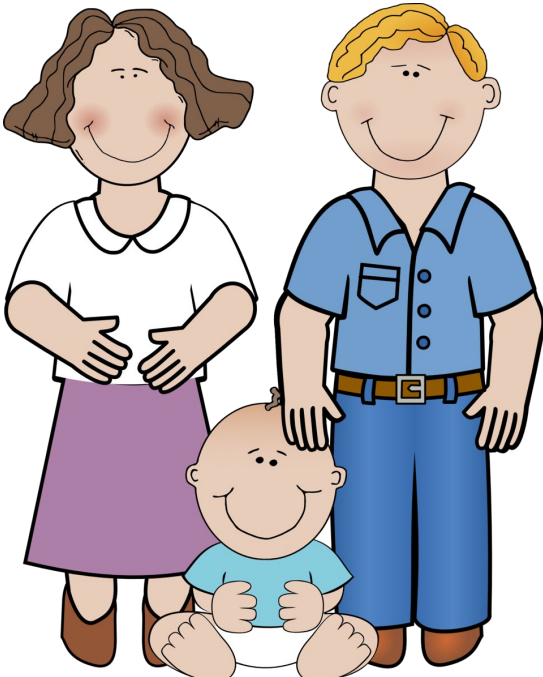
**Police**



**Principal**



**Parents**



# Which Products Can Be Harmful?

Place a RED X through all products that can be harmful if ingested or inhaled.

