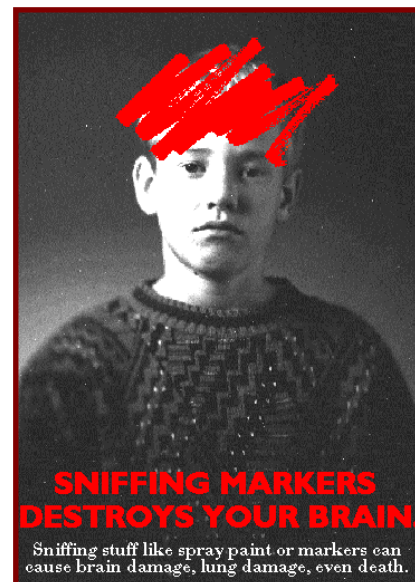


Inhalant Prevention Education

A School-Based Program



Photos: National Inhalant Prevention Coalition



Introduction to Inhalant Prevention Education

In 2015, approximately 684,000 teens between the ages of 12 and 17, used inhalants over the past year. 12 or 13 year olds were more likely to use inhalants than any other age group. Abuse can start in elementary school years and typically peaks in middle school grades. Inhalant abuse is dangerous and education should start before the age of 12.

Inhalants are not actually drugs. They are breathable chemical vapors or gases, (toxins) that produce psychoactive effects when misused. Most inhalants are readily available, inexpensive or free, and usually legal to purchase and possess. Many youth do not perceive them as harmful and don't understand the consequences. To learn more about inhalants prior to teaching this lesson, consider exploring the following resources to become more familiar with the topic.

- Centers for Disease Control and Prevention: www.cdc.gov
- National Inhalant Prevention Coalition: www.inhalants.org
- Substance Abuse and Mental Health Services Administration, <https://www.drugabuse.gov/>

For concerns or questions about inhalants contact your poison center at 1-800-222-1222.

This set of lessons is designed to introduce inhalant prevention education as part of a health or science curriculum that touches on the negative effects of pollution. There is some thinking that including inhalants in a drug prevention course may increase experimentation. For this reason, these lessons address inhalant prevention from a science perspective. There are three lessons:

1. Poison Prevention (Grade 4)
2. Body Pollution (Grade 5)
3. Danger! Toxic Chemicals (Grade 6 and above)

Lesson 3 is the only time inhalants are actually discussed and should not be presented in the 4th or 5th grade.

A combination of the above the lesson plans (4. Toxic Chemicals and Poison Prevention) is also included to be used as a solo presentation in grades 6 and above.



Photo credit: www.drugabuse.gov

Grade level 4

Duration 45 minutes

Description

This lesson will teach students what poisons are, how to prevent poisonings and how to respond to a poison emergency. Since adults may need to respond to a poison emergency, we have included a parent/student homework activity (Appendix D).

Subjects covered

- Science (anatomy and physiology)
- Safety
- Injury prevention
- Substance abuse prevention

Utah State Board of Education, Utah Core State Standards for Health Education

Strand 3. Safety and Disease Prevention (SDP): Students will apply information and develop personal plans to take responsibility for personal safety and disease prevention.
Standard 4.SDP.3: Identify and practice ways to prevent common childhood injuries.

Goal

Students will be able to prevent poisonings and respond to a poison emergency.

Objectives

By the end of this lesson, students will be able to

1. **define “poison.”**
2. **name at least 2 things that are poisonous.**
3. **list 4 ways that poisons enter the body (nose, mouth, skin and eyes).**
4. **identify at least 3 ways to prevent poisonings.**
5. **recall first aid for the 4 modes of poisoning (nose, mouth, skin and eyes).**

Materials/Preparation

- Whiteboard and markers
- Pencils for each student
- Bell or an alternative noise maker like tapping a pencil on the desk
- Whiteboard Graphics – Appendix A
- **Make copies** of the
 - In class activity – Calling the Poison Center Role Play – Appendix B
 - Break the Code and Crossword Puzzle Activity – Appendix C
 - Take home assignment – Adult Interview – Appendix D
- **Call the Poison Center** at 1-800-222-1222 or visit www.utahpoisoncontrol.org to order materials such as
 - Stickers and magnets with the poison control phone number 1-800-222-1222
 - Emergency Action for Poisoning Card
 - Your Poison Center brochure
- Pictionary Clues – Appendix E

Procedure

(Bold text is spoken) Today we are going to be talking about poisonings. I am going to ring this bell now. I want you to pay attention and think about what happens each time the bell is rung.

Ring a bell every 13 seconds. After one minute, - **What do you think happened each time the bell rang?** Limit the answers to the first five hands. After the brainstorm session - **Nationwide someone calls a poison center every 13 seconds. In one minute almost 5 different people were exposed to a poison.**

Objective 1

Have the students break up into small groups for this lesson.

What could happen to someone that gets poisoned? Give the groups 1-2 minutes to brainstorm and have them report back. Write the key words from the students' responses on the board. See examples:

- Make you sick
- You could die
- It can hurt you
- Can't breathe
- Stomach ache

Summarize what they have said into a new statement if possible. Definitions:

- "A substance that causes illness or harm if someone eats, drinks, touches or breathes it in" or
- "A substance that through its chemical action usually kills, injures, or impairs an organism" or
- "something destructive or harmful"

Explain that there are three ways items can be poisonous:

- Too much or in large amounts
- Used in the wrong way
- Mix with other substances

In groups have the students **brainstorm some of the things that can happen to someone who is poisoned or what might be difficult for a person to do if they are poisoned.** Examples:

- Trouble breathing
- Burned skin, look different
- Death
- Blind
- Rash or sores
- Brain damage
- Itchy
- Stomach ache
- Pass out

Example whiteboard - hand write the category titles (example, Definition (brainstorm)):

(Display Skull and Bones Graphic found in Appendix)		
Definition (brainstorm):	Definition (textbook):	
- Make you sick	A substance that causes illness	
- Make you die	or harm if someone eats, drinks,	
- Swallow something	touches or breathes it in.	
- Dangerous		
- Smell funny		
- Too much		
3 ways something can be poisonous:		
- Use too much		
- Use in the wrong way or not needed		
- Mix substances		
What can happen if poisoned (brainstorm)?		
- Difficulty breathing	- Can't play soccer	- Die
- Blind	- Burned skin, look different	- Hurt organs
- Difficulty walking	- Rash or sores	- Can't smell

Objective 2

Have the groups brainstorm and report back:

What are some things that are poisonous?

You may need to suggest some things, such as, medicine (too much is bad), spray paint (poisonous if misused) medicine (if taking someone else's), adding bleach to toilet cleaner (mixing creates poisonous gas), etc.

Objective 3

What are some ways poisons can enter your body?

Have them place the mentioned body part on the white board (Appendix A)

Write on the board the following items below each body part –

- i. Why
- ii. Prevent
- iii. First aid

Place gasoline graphic from the appendix in the upper left.

Example White board Chart

GASOLINE (Graphic)	
<u>Mouth – Swallow (Graphic)</u>	<u>Nose – Breathe in (Graphic)</u>
Why –	Why -
Prevent –	Prevent -
First aid -	First aid -
<u>Eyes – Splash (Graphic)</u>	<u>Skin – Get in or on your skin Graphic)</u>
Why –	Why -
Prevent –	Prevent -
First aid -	First aid -

Assign the small groups different body parts and give them 5 minutes to answer the following questions in their group. Call on the groups to report back.

Do you think it would be poisonous to swallow gasoline? Why is gasoline poisonous? You may get a response like – “Because that is not the way gasoline is intended to be used.”

Fill in responses on the whiteboard.

- Not meant to be swallowed: misused or too much.
- Follow up with:
 - **Do you think it would be poisonous to breathe in gasoline? Why?**
 - **Have it splashed in your eyes? Why?**
 - **Get it in or on your skin? Why?**

Objective 4

Have the small groups brain storm and report back.

What do you think you can do to prevent a poisoning from gasoline from happening?

Fill in responses on the whiteboard.

Explain to the students what the Poison Center is:

1. Free, confidential, 24 hours a day place you can call related to emergencies and questions.
2. Share the steps a student would take to call the poison center. When they call they will need to share the following information:
 - What was the poison?
 - How much was taken?
 - Does the victim appear sick in anyway?
 - How does the victim look?
 - Listen carefully and ask questions if you are unclear about anything you were told to do.

Objective 5

Have the small groups brainstorm and report back:

“What should you do if someone swallows gasoline? What if they breathe it in? If it gets in their eyes? If it gets on their skin?” (Objective 5)

What number should you call if the person is not breathing or has passed out?

- The answer is 911

Completed chart

GASOLINE (Graphic)	
<u>Mouth – Swallow (Graphic)</u>	<u>Nose – Breathe in (Graphic)</u>
Why – Misuse, too much	Why – Misuse, too much
Prevent – Read the label	Prevent – Read the label
Keep in a locked cabinet	Use outside
Store up high	If inside – open windows, turn on fan
Store only in approved container	Use a mask
First aid –	First aid -
Do not throw up/vomit	Get to fresh air
Call the poison center	Call the poison center
<u>Eyes – Splash (Graphic)</u>	<u>Skin – Get in or on your skin (Graphic)</u>
Why – Misuse, too much	Why – Misuse, too much
Prevent – Read the label	Prevent – Read the label
Wear goggles	Wear gloves
First aid -	First aid –
Rinse eyes with water	Wash skin with water
Call the poison center	Call the poison center

Assessment – Select any of the following activities

- Observe student participation during class discussions and role plays (Appendix B).
Students will role play (break students into pairs):
 - Consider selecting one to share their role play in front of the class.
- Have them complete one of the activity sheets (Appendix C).
- What three things did you learn about poisons today? This can be done out loud or in writing.

Homework

Have the students take home the stickers, magnet, brochure and home safety checklist. They should check with their parents and put the magnet on their refrigerator.

Ask students to share the poison center brochure with an adult in the home. They will need to think of three questions about first aid and write them down on the worksheet (Appendix D). They will share the brochure with the adult and ask them a question. The student will write down the parent's answer. The student will teach them one additional thing they learned in class today. They will need to write this down also.

Example:

Question - What is the poison center number?

Adult's Answer – 1-800-222-1222

What I taught – The number is nationwide.

Take the lesson one step further

- Have the students design ads (print, radio or TV script) for household products that could potentially be poisonous, that include the important safety information.
- Have the students challenge each other with "What would you do?" In this activity, each student makes up a poisoning scenario. Then the students are randomly paired. Each student gets to ask the other student say what first aid they would do. Keep regrouping kids until they are able to practice a couple of times. Have an opportunity for student pairs to present their scenarios and first aid response to the class.
- Play Pictionary – Cut up the clues (Appendix E), break the students into groups and have team members draw clues on the board for their teammates to guess.

Resources

- Utah Poison Center 1-800-222-1222, www.utahpoisoncontrol.org
- U.S. National Library of Medicine - Tox Town Website: www.toxtown.nlm.nih.gov
- SAMHSA https://www.samhsa.gov/data/sites/default/files/report_3095/ShortReport-3095.html , Lipari, R.N. *Understanding adolescent inhalant use*. The CBHSQ Report: June 13, 2017. Center for Behavioral Health Statistics and Quality, Substance Abuse and Mental Health Services Administration, Rockville, MD.

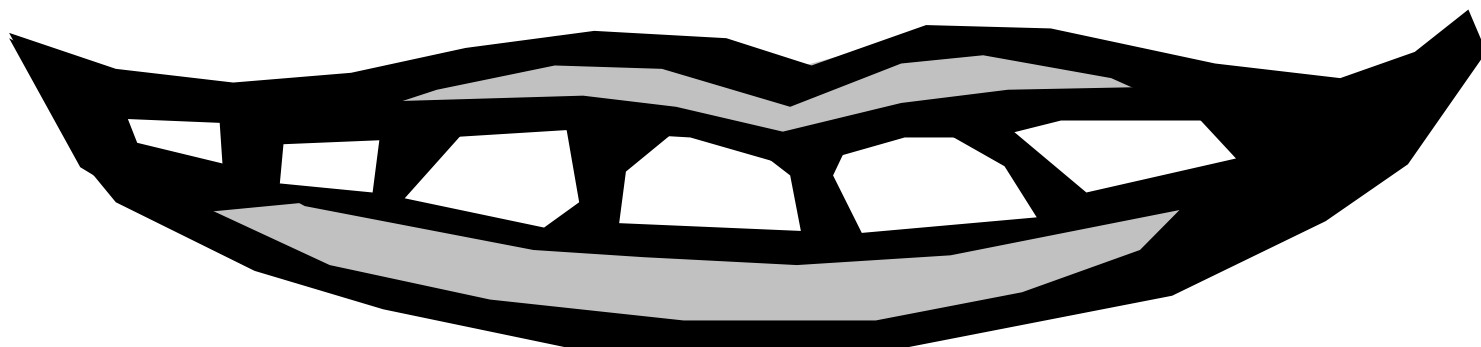
Appendix A



Appendix A

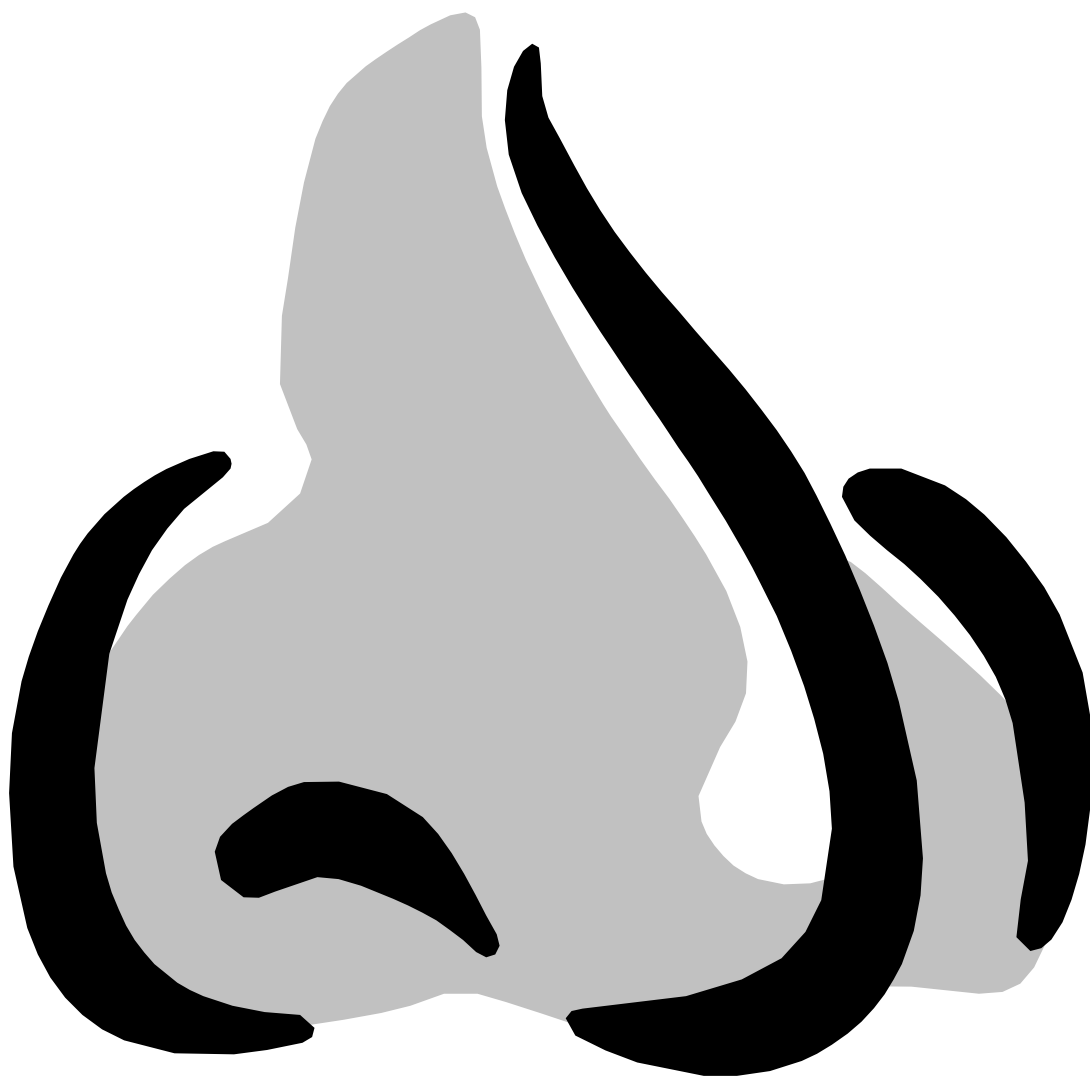


Appendix A



MOUTH

Appendix A



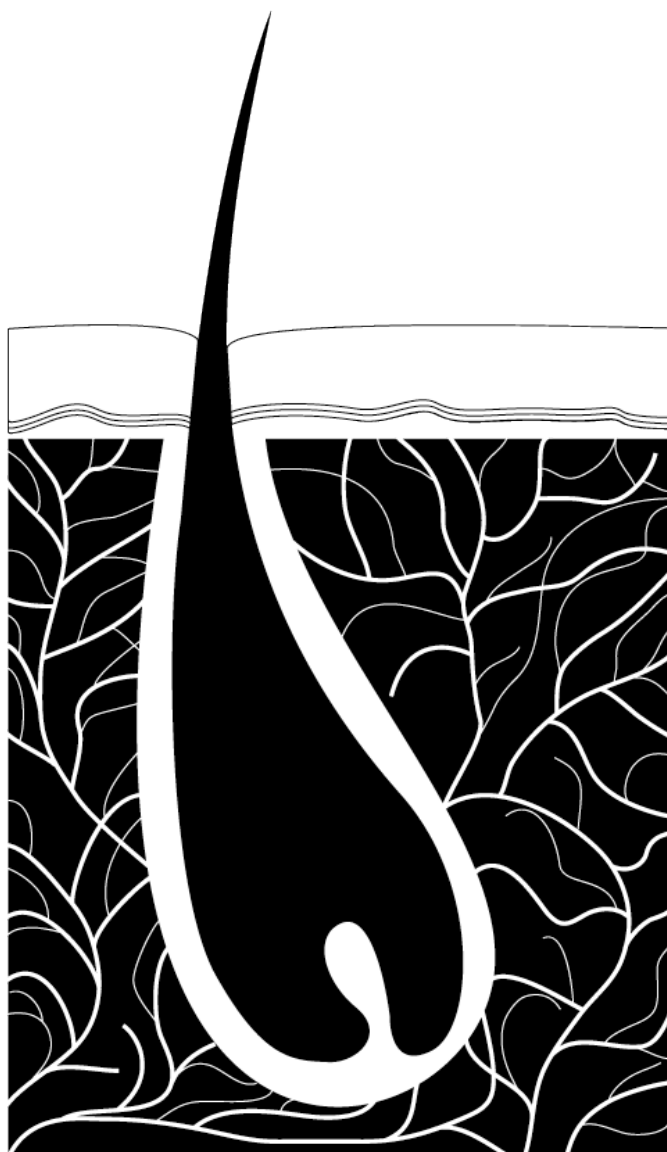
NOSE

Appendix A



EYES

Appendix A



SKIN

Appendix B

Call the Poison Control Center

Role-Play Activity

Poison Center (PC) Specialist: Poison Control Center. My name is Richard. How can I help you?

Sally: (very frightened) I'm babysitting a neighbor and he just drank some bleach.

PC Specialist: How old is the child?

Sally: 3

PC Specialist: Do you know how much he weighs?

Sally: His mom left me an information chart. It says 35 pounds.

PC Specialist: When did this happen?

Sally: Just now.

PC Specialist: How is he feeling right now?

Sally: He seems fine, but he keeps spitting.

PC Specialist: Give him a small amount of his favorite drink. What is his name?

Sally: Jimmy Buffet

PC Specialist: What is your name?

Sally: Sally Smith

PC Specialist: I think Jimmy will be fine, but I will call you back in an hour. If he gets sick, call me back immediately. What is the phone number and address where you are?

Sally: 801-123-4567 1234 Rolling Hills Drive, New Town, Utah

PC Specialist: Don't worry, Jimmy will be fine. I will check back within an hour.

Appendix C

Break the Code

Use the picture to figure out the safety rule. The first is done.

A	B	C	D	E	F	G	H	I	J	K	L	M
♥	⊕	☼	☞	★	☪	◆	☼	☘	➔	☼	✈	☯

N	O	P	Q	R	S	T	U	V	W	X	Y	Z
🐕	🦋	🏠	✳	☺	☺	☾	📺	❄	🔒	🎯	🖍	🌐

M

☯	♥	☼	★	☺	📺	☺	★
🖍	🦋	📺	☺	☼	🦋	☯	★
☘	☺	☺	♥	☪	★		
		☪	☺	🦋	☯		
🏠	🦋	☘	☺	🦋	🐕	☺	

If you suspect a poisoning, call the Poison Center.



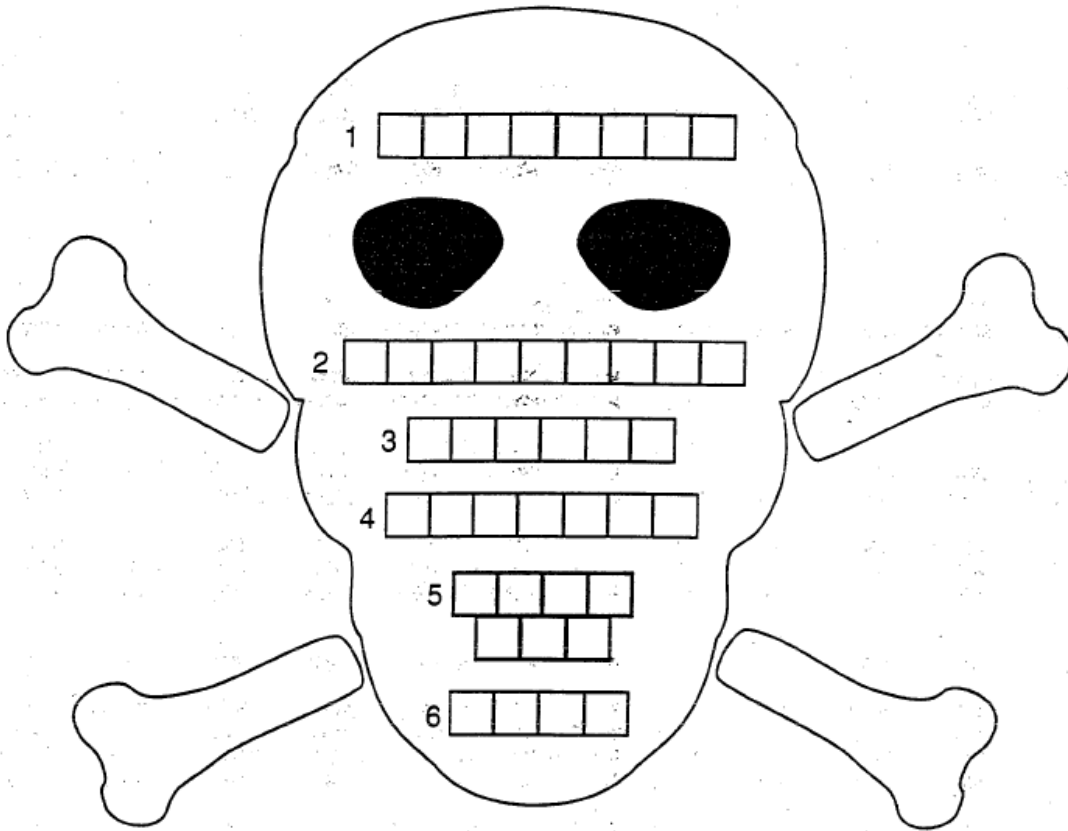
Appendix C

Break the Code: Answers

MAKE SURE
YOUR HOME
IS SAFE
FROM POISONS

Appendix C

Poison Puzzle



CLUES

1. Boys and girls.
2. Could hurt you, means "not safe."
3. Something that can make you very sick.
4. Means "watch out" or "be careful."
5. Stay away.
6. Okay, will not hurt you.

WORDS TO USE

warning keep out poison
children dangerous safe

If you suspect a poisoning, call the Poison Center.



Appendix C

Poison Puzzle: Answers

1. CHILDREN
2. DANGEROUS
3. POISON
4. WARNING
5. KEEP OUT
6. SAFE

Appendix D Homework Assignment



Today in class you learned a lot about poisoning first aid! Now it is time to share this with your family and see what they know. Do this activity and return it to your teacher by _____, and your teacher will give you a special poison center pencil!

Here are the steps you need to take:

1. Put the magnet on the refrigerator.
2. Write down three questions to ask an adult in your family about poisoning first aid.
3. Pick an adult in your family to talk to (your mom, dad, aunt, or grandparent). Give them the brochure to look over. After they have read the brochure, ask them your three questions. Write down their answers. Then teach them something you learned in class today. Write down what you told them.

Example – What is the poison center number?

Adult’s Answer – 1-800-222-1222

What I taught – The number is nationwide.

Question # 1

Adult’s Answer:

What I taught:

Question #2

Adult’s Answer:

What I taught:

Question #3

Adult’s Answer:

What I taught:



Appendix D

Homework: Possible Answers

If someone gets poison in their eye, what should you do first?

If someone took too much medicine, what should they do immediately?

If someone breathes in a poison, what should they do first?

If someone swallows something that is not food or medicine, what should they do first?

Appendix E

Pictionary Clues

Nose	Skin	Mouth
Ears	Goggles	Eyes
Mouth	Gloves	Death
Poison	Mask	Stomach ache
Headache	Drink	Swallow
Gasoline	Breath	Label
Window	Danger	Phone