

Presentation Pointers



- Preparing** – In an effort to allow you sufficient time for preparation, you might have received some of the materials. After the tote arrives, you can simply
- review the video, the props and the handouts
 - open the Teaching Guide at the age-appropriate Activity Script and keep it close to you
 - you can read the text
 - keep the presentation conversational

Note - The *Be Poison Smart!* & *Be Poison Wise!* program materials address common communication barriers and challenges:

- ~ Low literacy - visual props; simple, not too technical message; graphics and pictures
- ~ Cultural differences
- ~ Denial of risk: “It won’t happen to my family” – share stories: use personal poisoning incidents if possible; or refer to “Who Gets Poisoned?”



Enclosed props – “pretty poisons” (any combination of 5–6 sets)

Soda/pop	Dish soap
Parmesan cheese	Scouring powder
Cereal	Dishwasher detergent
Cake mix	Dishwasher detergent
Cooking oil (aerosol)	Insecticide (aerosol)
Bottled water	Rubbing alcohol or peroxide
Baby juice	Disinfectant cleaner
Baby wipes	Cleaning wipes

Due to product availability, sometimes there is a need to alter tote contents with new props.

Remember ...

1. You are uniquely respected and valued by the children and families in your community. Your personal advocacy for poison prevention carries a special weight and credibility with your audience.
2. Poison does not discriminate! Although children are most vulnerable to poisonings, everyone is at risk. Poison prevention is an ongoing process, something that needs to be done every time a product is brought in to the home.
3. You can give homework/assignment. Ask children to:
 - ~ Talk over with family what they’ve learned ... *send coloring pages and house diagram*
 - ~ Walk through the home with a help of a grownup and start poison proofing. Suggest doing the same at grandparent’s/relatives, neighbor’s and babysitter’s house as well.
 - ~ Lay out a plan ... *recommend doing one room a day.*
 - ~ Log what was found and what did they do with the product.
 - ~ Ask family members to share poisoning experiences and outcomes.
 - ~ Organize a scavenger hunt in the school or a field trip to a nearby drug store.
4. Have Fun!



Activity Script – Preschool & Kindergarten

15-20 minutes

If there is enough time, start the curriculum with “Spike’s Poison Prevention Adventure” video.

This 10 minute long puppet show is very engaging, educational and fun. Involve children by inviting them to play along with identifying what’s good/bad to touch, smell, eat or drink, and to sing the song’s main message. Additional suggestions are enclosed with the video in the case.

1. **Begin the *Be Poison Smart!* presentation/lesson by saying/asking:**

- We know you are all smart - today we are going to learn how to ***Be Poison Smart!***
- Does anyone have a two year old brother or sister? What is his/her name?

2. **Hold up pop bottle and ask:**

- What do you do with this? (*it’s a soda/pop - drink it*)
- Where is it found? (*in the kitchen, in the fridge, pantry ... etc.*)
- What color is it? (*green*) -- You are right, I knew you were smart!

Now imagine that _____ ‘s little brother/sister, _____,

- wants to be big and smart just like you.
- has seen you drink from a pop bottle.
- is thirsty – goes in to the kitchen.
- _____ can’t find pop – it’s in the refrigerator.
- _____ wants to be grown-up.
- _____ sees this (dish soap).

3. **Hold up dish soap and ask:**

- What is this? (*dish soap*)
- Where is it found? (*in the kitchen, most likely under the sink or on the counter – right at the reach of a little one*)

Now hold up the pop and ask:

- What color is this? (*green*)

Hold up dish soap again and ask:

- What color is this? (*green*)
- _____ can’t read. To _____ what’s inside the dish soap bottle looks like pop, something that is good to drink.

4. **Hold up dish soap and say:**

- This is a “**pretty poison**”.
- A “pretty poison” looks like something good to eat or drink, but if you put it into your mouth, it could be poisonous and hurt you or your little brother or sister.
- Ask a grown-up before you put anything into your mouth – or before you let your younger brother or sister put anything into their mouths.

Then, using appropriate hand gestures, say:

- Keep “pretty poisons”
 - **out of mouth**, (point to your lips and move your hand away from it to the side)
 - **out of sight and** (point to your eye(s) and move your hand away from it to the side)
 - **out of reach** (raise your hand above shoulder as you would reach for something high up)
 - **to *Be Poison Smart!*** (point to the crowd then, one by one, to the children)

5. Repeat with Cereal/Dishwasher Detergent by starting with questions:

- Who ate cold cereal this morning?
- What looks the same about these boxes? (*same shape, blue, big yellow letters, also writing in red & white*)
- This dishwasher detergent is a “pretty poison”.
- What kind of poison is this? (have them repeat – “pretty poison”)
- Where do we keep “pretty poisons”? (have them say with you, using the above described hand gestures)
- **Keep “pretty poisons” out of mouth, out of sight and out of reach to *Be Poison Smart!***

6. Pass around photo of “Medicines are Not Candy”

- Ask to pick out candies - may say if appropriate: Yes, you can tell the difference between the candy and the medicine, but remember, you are smart.
- Think about the little ones – would they be able to tell which are the “pretty poisons”?
- Be sure to ask before putting anything that looks like candy into your mouth or letting a younger child eat what looks like candy.

Then, again, using appropriate hand gestures say:

- **Keep all medicines out of mouth, out of sight and out of reach.**
- See how you are learning to *Be Poison Smart!*?

7. Hold up other sets of props (one set at a time) and ask/say:

- Now you tell me, which of these is a “pretty poison”?

As they identify say:

- See how poison smart you are?!
- Where do we keep “pretty poisons”?” – “That’s right!”

Using appropriate hand gestures say:

- Out of mouth, out of sight and out of reach to *Be Poison Smart!*

8. Have brochures/telephone stickers handy and say:

- Now that you are poison smart, when you go home, you can help your parents/family find the “pretty poisons” in your home. You can put these telephone stickers on your telephones. You can help your little brothers and sisters be poison safe because you know how to *Be Poison Smart!*
- Now you can share with everyone how to *Be Poison Smart!*

9. Distribute:

- Activity sheets - do in class or send home as an assignment
- Brochures, telephone stickers

Activity Script – Elementary & Middle School

20-30 minutes

You might find appropriate to use the video or the puppet for your class. If decide to do so, please review the recommendations/comments outlined in the Activity Script for Preschool and Kindergarten.

1. Begin the *Be Poison Smart!* presentation by saying/asking:

- We know you are all smart - today we are going to learn how to *Be Poison Smart!*
- Do any of you watch a younger brother/sister while Mom or Dad is busy? Who has a two year old brother or sister? What is his/her name?

2. Hold up pop bottle and ask:

- What do you do with this? (*it's a soda/pop - drink it*)
- Where is it found? (*in the kitchen, in the fridge, pantry ... etc.*)
- What color is it? (*green*) --- You are right, I knew you were smart!

Now imagine that _____ 's little brother/sister, _____,

- wants to be big and smart just like you.
- has seen you drink from a pop bottle.
- is thirsty – goes in to the kitchen.
- _____ can't find pop – it's in the refrigerator.
- _____ wants to be grown-up.
- _____ sees this (dish soap).

3. Hold up dish soap and ask:

- What is this? (*dish soap*)
- Where is it found? (*in the kitchen, most likely under the sink or on the counter – right at the reach of a little one*)
- Now hold up the pop and ask:
- What color is this? (*green*)

Hold up dish soap again and ask:

- What color is this? (*green*)
- _____ can't read. To _____ what's inside the dish soap bottle looks like pop, something that is good to drink.

4. Hold up dish soap and say:

- This is a “**pretty poison**”
- A “pretty poison” looks like something good to eat or drink, but if you put it into your mouth, it could be poisonous and can hurt you or your little brother or sister.
- Ask a grown-up before you put anything into your mouth – or before you allow your younger brother or sister to put anything into their mouths.

Then, using appropriate hand gestures, say:

- Keep “pretty poisons”
 - **out of mouth**, (point to your lips and move your hand away from it to the side)
 - **out of sight and** (point to your eye(s) and move your hand away from it to the side)
 - **out of reach** (raise your hand above shoulder as you would reach for something up high)
 - **to *Be Poison Smart!*** (point to the crowd then, one by one, to the children)

5. Repeat with Cereal/Dishwasher Detergent by starting with questions:

- Who ate cold cereal this morning?
- What looks the same about these boxes? (*same shape, blue, big yellow letters, also writing in red & white*)
- This dishwasher detergent is a “pretty poison”.
- What kind of poison is this? (have them repeat – “pretty poison”)
- Where do we keep “pretty poisons”? (have them say with you, using the above described hand gestures)
- **Keep “pretty poisons” out of mouth, out of sight and out of reach to *Be Poison Smart!***

6. Pass around photo of: “Medicines are Not Candy”.

- Ask to pick out candies - may say if appropriate: Yes, you can tell the difference between the candy and the medicine, but remember, you are smart.
- Think about the little ones – would they be able to tell which are the “pretty poisons”?
- Be sure to ask before putting anything that looks like candy into your mouth or letting a younger child eat what looks like candy.

Then, again, using appropriate hand gestures say:

- **Keep all medicines out of mouth, out of sight and out of reach.**
- See how you are learning to Be Poison Smart!?

7. Hold up other sets of props (one set at a time) and ask/say:

- Now you tell me, which of these is a “pretty poison”?

As they identify say:

- See how poison smart you are?!
- Where do we keep “pretty poisons” -- That’s right!

Using appropriate hand gestures say:

- ***Out of mouth, out of sight and out of reach to Be Poison Smart!***

8. Have brochures/telephone stickers handy and say:

- Now that you are poison smart, when you go home, you can help your parents/family find the “pretty poisons” in your home. You can put these telephone stickers on your telephones. You can help your little brothers and sisters be poison safe because you know how to *Be Poison Smart!*
- Now you can share with everyone how to *Be Poison Smart!*

9. Distribute:

- Activity sheets to do in class or to take home
- Brochures and telephone stickers

Activity Script – Teens, Adults and Elderly

45 - 60 minutes

1. Begin the *Be Poison Smart!* presentation by saying:

- We know you are all smart – today we are going to learn how to *Be Poison Smart!* & *Be Poison Wise!*
- You are here today because you are ... a concerned parent, grandparent, babysitter/daycare provider ... (use whichever is appropriate).
- Did you know ... Share some poisoning statistics highlighted in Teaching Guidelines
- Does anyone have a (use what is most appropriate for group) son/daughter, a brother/sister – or perhaps a grandchild who is 2-3 years old? Ask the name and age of the little one. **If working with adults, ask** (some high school age teens might have the answer as well): How could you describe _____ as a 2-3 year old? (*curious, active, getting into everything, etc.*)

Point out that children are not getting into things because they are bad, but because they are smart. They learn by exploring their surroundings. Under 6 years of age they learn by associating things with what is familiar to them.

2. Hold up pop bottle and ask:

- What do you do with this? (*it's a soda/pop – drink it*)
- Where is it found? (*in the kitchen, in the fridge, pantry ... etc.*)
- What color is it? (*green, also a liquid and fizzy*)

Imagine that the little one is thirsty and there is no one around who can help him/her. Children younger than six years of age don't want to be just little kids, they want to be grown-ups just like the big people in their lives. So imagine: _____ is looking for the pop, but this is what he/she finds.

3. Hold up dish soap bottle and ask:

- What is this? (*dish soap*)
- What color is this? (*green, also a liquid and fizzy*)
- Where do you find this? (*in the kitchen, most likely under the sink or on the counter – right at the reach of a little one*)

4. So _____ thinks he/she is drinking pop when he/she is really drinking something harmful. Remember, this little one can't read yet and is always looking to big people to learn how to do things. They are always observing, then imitating. So do you think that _____ could confuse these two things?" (*yes, of course, easily, without a doubt*)

5. Hold up dish soap and say:

- This is what we call a “**pretty poison**”.
- A “pretty poison” is something that to a child looks good to eat or drink – but can hurt if put into the mouth, swallowed, inhaled, gets into the eye(s) or on the skin.
- Every time something is brought home — see it through the eyes of a child and think: Is this a “pretty poison”? If yes, **keep it out of sight & out of reach!** (*use hand gestures by raising your hand with the dish soap ... up high, away from your body*)
- By learning how to *Be Poison Smart!* -- you can help to keep children poison safe.

6. Repeat this pattern with each set of “pretty poisons” and ask or point out:

- What is the same about the product and the “pretty poison” (*their color, shape, the way they are used, the way they sound*)
- Cooking oil/insecticide - point out that “pretty poisons” fool adults too! All it takes is a little more stress, or not using your glasses, or reaching for something in the dark ... when these items are stored next to one another, you, the grownup can make a mistake too.
- Blue juice/lamp oil/mouthwash - point out: a) the mouthwash - children might see you use it but might not notice you spit it out. Mouthwash has alcohol in it which is very dangerous to young children; b) lamp oil – extremely toxic, contains hydrocarbons - when swallowed, this is one of the substances that should not come back up! The fumes would further damage the lungs!

7. Emphasize

- Poison Prevention should be an ongoing process. *To Be Poison Smart!* always keep poisonous products out of sight & out of reach!
- Every time you or a family member bring something home: THINK ...

Is this product a “pretty poison”? 
Is this medicine or vitamins? 
Does it have alcohol in it? 

Store it out of sight &
out of reach!

Does it contain gasoline,
insecticides or pesticides? 

Store it where children
don't have access!

- Most poisonings happen while everyday products are in use - do not leave “pretty poisons” unattended!

8. Ask participants what would they do in a poisoning emergency? (some will say they would call 911 or would go to the ER, few might say call poison control or their mom/grandma)

OPTIONAL- highly recommended: Introduce “Poison Control in Action” video – 13 minutes in length, effectively outlines poison center functions and services. Shares three real life stories to demonstrate that poisoning could happen to anyone! Using the video at this point will bridge the message with the next topics.

You can stop after each scenario and discuss with your audience if there is enough time.


Ask participants AGAIN, what would they do in a poisoning emergency? (skip this question if you have not used the video)

9. If you think someone might be poisoned ...

a) Stay CALM and follow the appropriate steps

First Aid for Poisonings

This information is one of the copy ready handouts, also can be found on the back of the wallet card with key tags

If ...	Do		Call
Someone collapsed, having seizures or stopped breathing?	→		911 or your local emergency number
Swallowed the wrong medicine or too much medicine	Bring the person and the medicine to the phone if possible	→	
Inhaled a poison	Get to fresh air right away	→	
Poison in the eyes	Rinse eyes with running water for 15-20 minutes	→	
Poison on the skin	Take off clothing that the poison touched. Rinse skin with running water for 15-20 minutes	→	
Swallowed something that is not food or medicine	→		

By dialing the national poison emergency hotline, you will get connected to the regionally-designated poison center closest to you.

☆Professional ☆24 hours ☆Every day ☆Confidential ☆Free to the public

Calls are answered by specially-trained pharmacists and nurses who will ask questions about what happened the name of the poison (product or medicine); how much is missing or how much was taken; when; the age and weight of the patient; how is the patient doing, etc.

Individualized, assessment and treatment recommendations are given over the phone by specialists who will explain what to expect and will give instructions about what to do next. Most likely, they will call back to check on the patient and the process of recovery.

c) Do NOT make the poisoned person throw up! Some things can cause more harm when they come back up. Syrup of Ipecac is no longer recommended.

d) Bring the person and poison to the phone if possible. You might be asked to read the specific name of the poison or describe the berry/plant and so on.

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10. **Begin the *Be Poison Wise!* – Medication Safety presentation by asking/saying:** Let's talk about medicine because it looks like ... what? (*candy*)
- Pass around "Medicines are Not Candy" laminated photo and ask: Do you think a 2-3 year old could tell the difference between medicine and candy ... or maybe you when you are a little more tired than usual, or don't have your glasses on?
 - Did you know... although children are more likely to be poisoned, grownups (adults/elderly) make mistakes especially with medicines/medications? Yet, they suffer more serious injuries and death from poisonings!
 - **This is how to *Be Poison Wise!*:**
- a) Know what is a medication/medicine – prescribed, over the counter, vitamins & nutritional supplements, herbals & homeopathic medicines, medical gases.
 - b) Know what you are taking and why – diagnosis, name of medications (brand & generic), special instructions, side effects, etc. Ask questions! Don't be shy! Take time to understand directions clearly!
 - c) Read the labels – every time before you take a dose or as you prepare your dispensers.
 - d) Keep a medication record (for everyone who's on a regimen) – you need 3 copies of your most up-to-date list of meds:
 - with you (wallet/purse) all the time
 - next to your meds at home
 - give one to your emergency contact/next of kinKeeping records could prevent mistakes when you are medicating a child and/or when you are sick and treating yourself.
 - e) Use the same pharmacy to fill prescriptions
 - f) Use child resistant packaging when possible, but remember: children are attracted to new challenges. Same concept with locks and latches ... they might buy you a minute but they will not stop a child.
 - g) Throw away unfinished and expired medication. Pour leftover/expired meds in a plastic baggie. Add some coffee grind or cat litter, close and throw away in the trash, separately from the bottle. Don't flush medications in the toilet!
 - h) Do NOT call medicines candy!
 - i) Do NOT take medication in front of children!
 - j) Do NOT take medications prescribed for others! – everyone is different, you might end up with unforeseen side effects, drug reaction and/or interaction.
 - k) Call for help if unsure! Call your pharmacy or your health care provider to clarify concerns regarding your medication. And remember: poison centers are available for non-emergency consultations too.
11. **Emphasize:**
- Now that you have learned how to *Be Poison Smart!* & *Be Poison Wise!* you can help your family and friends to be poison safe.
12. **Distribute handouts.**