

LESSON PLAN

POISONS

Please ensure you have adequate first aid knowledge before teaching this lesson.

Please contact us if you need any help or guidance with this.

1. DETAILS OF TEACHER

Name:	Date:	Time:	Class:
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2. DETAILS OF LEARNING OBJECTIVES

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

- > know how poisons enter the body
- > respond appropriately to someone who has been poisoned
- > recognise when someone has been poisoned
- > give some examples of different types of poisons.

3. DETAILS OF ACTIVITIES, TIMINGS AND RESOURCES REQUIRED

Note: We appreciate that you may not be able to spend a full hour on this topic. Feel free to choose activities to fit the time you have available. For example, you could do one task from each starter, development and plenary category.

Activity	Suggested timing	Resources required
Starter activities		
As a class, make a list of everything that could be a poison. Using this list, arrive at a class definition of poison.	10 mins	PowerPoint presentation Whiteboard
Group the list, using the various ways poisoning can occur, ie. inhalation, ingestion, absorption, injection, splashed into the eye.	10 mins	Whiteboard
Development activities		
Group activity to decide how a casualty may look and feel for each of the five entry methods of poisons. Confirm answers from the first aid manual and answer any questions that the group have.	10 mins	Paper and pens
Ask the students to create a flowchart of the treatment for poisoning using the list of things to consider from the presentation.	20 mins	PowerPoint presentation Paper and pens
Plenary activities		
Recap the treatment; stress the importance of keeping the casualty calm and collecting evidence and history. Request, and respond to, questions from the students.	10 mins	Paper and pens
Suggested additional activities		
<ul style="list-style-type: none"> > The students can find out about other poisons, for example plants, snakes, insects and food. Draw or download pictures and write about the effects, treatment and prevention > The students can use the following experiment to show how poisons spread through the body once they have been absorbed. Ask the students to add food colouring to a container of water and then place a pale flower in to the dyed water (white carnations or daffodils work well). Watch and record how colour spreads to the flower. 		

4. DETAILS OF ASSESSMENT FOR LEARNING

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|---|--|---|
| <input type="checkbox"/> Shared LOs | <input type="checkbox"/> Question/answer | <input type="checkbox"/> Extended question/answer |
| <input type="checkbox"/> Peer assessment | <input type="checkbox"/> Self assessment | <input type="checkbox"/> Oral feedback |
| <input type="checkbox"/> Written feedback | <input type="checkbox"/> Reflection/evaluation | <input type="checkbox"/> Group work |

5. TEACHER NOTES

Use this space for differentiation notes, the role of any classroom support, evaluation notes, etc.

6. DETAILS OF SUBJECT-SPECIFIC VOCABULARY

Absorb, clammy, cold, dizziness, grey-blue skin, inhale, inject, itching, nausea, poison, rapid pulse, reassure, redness, splash, swallow, swelling, toxin, unresponsive, vital signs.

7. CURRICULUM LINKS