



## POISON PREVENTION 2

### *"Poison Patrol"*

### Second Grade

- **The MORE HEALTH website is equipped with a classroom Teacher section.** Here you will find pre- and post-visit activities, vocabulary words, and in many cases pre- and post-visit videos.
- **Visit [morehealthinc.org](https://www.morehealthinc.org) – <https://www.morehealthinc.org/teachers/>**
- **Password: resources**

### Pre-Visit Activities

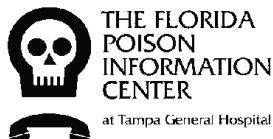
- Have students make a list of poisons around their homes, classrooms, and school. Have them bring in a picture or draw pictures to correspond to the class list. This activity will prepare the students for our presentation.
- Review the enclosed Vocabulary. Students do not need to have a working knowledge of the terms, rather a beginning familiarity.
- Click the link to play video: *Poison Prevention (13 minutes)*  
[https://www.youtube.com/watch?v=JKBz74\\_ucUE](https://www.youtube.com/watch?v=JKBz74_ucUE)

### Suggested Post-Visit Activities

- Have students use the vocabulary and write their own "Poison Patrol" message. This activity offers your students an opportunity to express in writing their knowledge of this topic.
- Have students make a list of changes they and/or their parents can make to keep their home and yard safe from poisons.
- Have students role-play calling the Poison Center. Have them use a telephone and pretend to dial and report the poisoning. Be sure students include the necessary information (name, telephone number, address, etc.).
- Send home Parent Letter, Poison Proof Brochure and Help sticker to parents. MORE HEALTH seeks parental involvement with our program through these actions.
- Have your students research animals, insects, and reptiles in Florida that are poisonous. They can write a report or give an oral report on their animal, insect or reptile.

©MORE HEALTH, Inc.

### Lesson Sponsors



**The Florida Poison  
Information Center  
Foundation**

Visit us on our website: [www.morehealthinc.org](http://www.morehealthinc.org) and follow us on





## POISON PREVENTION 2

### *"Poison Patrol"*

### Second Grade

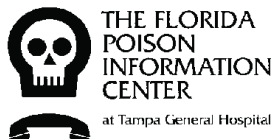
#### Vocabulary

- **antidote** <sub>n</sub> a medicine that works against the effects of a poison
- **caution** <sub>v</sub> to warn; tell to be careful
- **dose** <sub>n</sub> exact amount of a medicine to be taken at one time
- **environment** <sub>n</sub> the air, the water, the soil, and all the other things that surround a person, animal, or plant
- **fatal** <sub>adj</sub> causing death
- **hazard** <sub>n</sub> something that can cause injury; danger
- **ingest** <sub>v</sub> to take in by mouth; to swallow
- **inhale** <sub>v</sub> to breathe in
- **inject** <sub>v</sub> to force a liquid through the skin
- **poison** <sub>n</sub> anything that can hurt you or make you sick
- **topical** <sub>adj</sub> on top of the skin
- **toxic** <sub>adj</sub> harmful, poisonous

©MORE HEALTH, Inc.

#### Lesson Sponsors

---



**The Florida Poison  
Information Center  
Foundation**

Visit us on our website: [www.morehealthinc.org](http://www.morehealthinc.org) and follow us on





## POISON PREVENTION 2

### *"Poison Patrol"*

### Second Grade

#### Goals

- Students will identify poisons in their environment.
- Students will know how to respond positively to poison emergencies.

#### Objectives

- Students will be able to identify at least two poisons and look-alikes in their environment.
- Students will be able to explain what to do in a poison emergency.
- Students and parents will be able to poison-proof their homes.

#### Standards

The student will...

- HE.2.B.3.1 understand the meaning of warning labels and signs on hazardous products.
- HE.2.B.3.2 select trusted adults and professionals who can help promote health.
- HE.2.B.4.3 demonstrate ways to respond to unwanted, threatening, or dangerous situations.
- HE.2.B.5.1 differentiate between situations when a health-related decision can be made individually or when assistance is needed.
- HE.2.B.5.3 compare the consequences of not following rules/practices when making healthy and safe decisions.
- HE.2.C.1.3 describe ways a safe, healthy home environment can promote personal health.
- HE.2.C.1.4 describe ways to prevent childhood injuries in the home, school, and community settings.
- HE.2.C.1.6 determine when it is important to seek healthcare.
- HE.2.P.7.1 demonstrate health behaviors to maintain or improve personal health.
- SC.2.P.8.2 identify objects and materials as solid, liquid, or gas.
- SC.2.P.8.3 recognize that solids have a definite shape and that liquids and gases take the shape of their container.
- SC.2.P.8.4 observe and describe water in its solid, liquid, and gaseous states.
- LAFS.2.L.1.1 demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (*suggested post-visit activity*)
- LAFS.2.L.1.2 demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. (*suggested post-visit activity*)
- LAFS.2.L.2.3 use knowledge of language and its conventions when writing, speaking, reading, or listening.

©MORE HEALTH, Inc.

#### Lesson Sponsors



**The Florida Poison  
Information Center  
Foundation**

Visit us on our website: [www.morehealthinc.org](http://www.morehealthinc.org) and follow us on





## POISON PREVENTION 2

### *“Poison Patrol”*

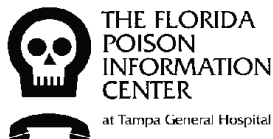
### Second Grade

- LAFS.2.SL.1.3 ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.
- LAFS.2.SL.2.4 tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences. (*suggested post-visit activity*)
- LAFS.2.W.1.2 write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section. (*suggested post-visit activity*)
- LAFS.2.W.3.7 participate in shared research and writing projects. (*suggested post-visit activity*)
- ELA.2.C.4.1 participate in research to gather information to answer a question about a single topic using multiple sources. (*suggested post-visit activity*)
- ELA.2.V.1.1 use grade-level academic vocabulary appropriately in speaking and writing.

©MORE HEALTH, Inc.

---

#### Lesson Sponsors



**The Florida Poison  
Information Center  
Foundation**

Visit us on our website: [www.morehealthinc.org](http://www.morehealthinc.org) and follow us on

