



POISON PREVENTION 1

“Bites, Stings, and Other Things”

Kindergarten

- 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

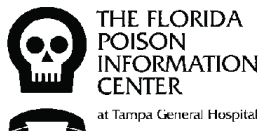
- Explain to your students what the word “poison” means (a substance that can hurt you or make you sick). Have your students brainstorm and come up with things they think are poisonous. Post their answers on the board and after the MORE HEALTH presentation see if any of them matched things mentioned in the lesson. Let them know that MORE HEALTH will be visiting to help them learn how to prevent poisonings.
- Review enclosed Vocabulary. Students do not need to have a working knowledge of the terms, rather a beginning familiarity
- Read aloud: *Jazlyn J’s Day of Danger* by Renna Bruce and Robin Oakes
- Click the link to play video: *Stop ask First (6:27)*
https://www.youtube.com/watch?v=YZO-drzD1_M&t=57s

Suggested Post-Visit Activities

- Make a bulletin board display of “look-alikes.” Students can bring in, cut out, or draw pictures of “look-alike” products.
- Send home Parent Letter, Poison Proof Brochure and Help sticker to parents. MORE HEALTH seeks parental involvement with our program through these actions.

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Vocabulary

- **look-a-like_n** two things that look the same, but are different
- **poison_n** something that can make you sick or hurt you
- **Poison Center_n** a place to call when you think someone may have been poisoned.
- **smell_v** to take in an odor through the nose
- **taste_v** to eat or drink something by taking it in your mouth
- **touch_v** to feel or handle with the fingers or other skin on your body

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Goal

- Students will identify potential poisons in and around their homes.

Objectives

- Students will be able to identify at least two poisonous substances and where they can be found.
- Students will be able to explain the concept of look-alikes and give one example.
- Students will know to always ask first before putting anything into the mouth or touching things they are not sure about.

Standards

The student will...

- HE.K.B.3.1 recognize warning labels and signs on hazardous products and places.
- HE.K.B.3.2 recognize school and community health helpers.
- HE.K.B.4.2 demonstrate listening skills to enhance health.
- HE.K.B.4.3 identify the appropriate responses to unwanted and threatening situations.
- HE.K.B.5.1 name situations when a health-related decision can be made individually or when assistance is needed.
- HE.K.B.5.2 recognize healthy options to health-related issues or problems.
- HE.K.B.5.3 recognize the consequences of not following rules/practices when making healthy and safe decisions.
- HE.K.C.1.1 recognize healthy behaviors.
- HE.K.C.1.4 recognize ways to prevent childhood injuries in the home, school, and community settings.
- HE.K.C.2.3 identify members of the school and community that support personal health practices and behaviors.
- HE.K.P.7.1 identify healthy practices and behaviors to maintain or improve personal health
- HE.K.CE.6.2 identify the roles and responsibilities of trusted adults.
- LAFS.K.SL.1.2 confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.
- LAFS.K.SL.1.3 ask and answer questions in order to seek help, get information, or clarify something that is not understood.
- LAFS.K.L.1.1 demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- ELA.K.V.1.1 use grade-level academic vocabulary appropriately in speaking and writing.
- ELA.K.V.1.2 ask and answer questions about unfamiliar words in grade-level content.

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