

HOPE

Health and Opioid
Prevention Education

KINDERGARTEN LESSON 3

Healthy Decisions to Keep Sammy Safe

Purpose of the Lesson

Students will analyze choices and determine if they are safe and healthy or unsafe and unhealthy. Students will then apply the guidelines for making healthy decisions with medicine to help the “Sammy” puppet be safe, happy, and healthy.

Background Knowledge (Talking Points)

- Making healthy, safe choices helps us to feel happy and our families proud. Unhealthy choices can hurt our body and may lead to feeling sad (and disappoint our family).
- Remember to get help from a trusted adult to take medicines or find a trusted adult when you are unsure or feel unsafe.

Lesson Objectives

Students will be able to:

Objective	Activity
1. Describe the meaning of healthy.	• Teaching Observation during questioning
2. Identify healthy (safe) or unhealthy (unsafe) decisions involving medicines.	• Safe Sammy Game
3. Identify a trusted adult to help make healthy choices.	• Safe Sammy Game

Time: 20-30 minutes

Materials

Sammy Puppet – Cut and paste together Happy, Healthy and Safe Sammy ([Attachment 1](#)) with Sad, Unhealthy and Unsafe Sammy ([Attachment 2](#)), Story Time ([Attachment 3](#)), I Kept Sammy SAFE Stickers ([Attachment 4](#))

Introduction:

- Write the word “**CHOICES**” on the board/ chart paper.
 - What flavor of ice cream should I get? Who should I invite to my birthday party? Should I wear a seat belt?
 - So many choices....some choices that affect our health are more important than others.
 - Will you make the choice to be healthy?
- Read or tell a brief story about choices.
 - Jackie woke up at 7 a.m. She thought, *should I get up or should I wait until my parent comes in to see if I am awake? Should I wear my blue top or my green top? Should I wear shoes or boots today? Should I ask*

for orange juice or milk with breakfast? Just then, Jackie's mom walked in and said, "Time to get up for school, Jackie." Before Jackie even got out of bed, she had thought about four choices!

o **ASK:**

1. *What choices did Jackie think about before she got out of bed? (choices highlighted in red).*
2. *What choices were about Jackie's health?*

- State: "Today we are going to talk about _____." Have students fill in the blank (choices).
- "We want to make healthy, safe, positive choices."

Teaching Steps

Activity 1: Healthy Choices

- Discuss meaning of *being healthy*.
 - o *Explain:* Healthy means to keep our bodies strong and our minds ready to learn.
 - o Ask students: What are a few healthy choices you have made today or yesterday? (Prompt with: healthy things you did this morning; healthy things you did at breakfast, lunch, dinner, etc.)
 - o Ask students: How do you feel when you make healthy choice?
- **ASK** students to explain what a making a choice means.
 - o Emphasize that a choice is something YOU decide.
 - o Some choices are healthy or safe choices (Show picture of happy, safe and healthy Sammy – [Attachment 1](#)) and some choices are unhealthy or unsafe choices (show picture of sad, unhealthy, and unsafe Sammy – [Attachment 2](#)).
 - o Give students several examples of healthy, safe and positive choices (i.e. brushing your teeth before you go to bed; eating an apple instead of a candy bar). Ask them to name a few good choices they have made. When we make good choices our body feels 😊 (happy and safe).
 - o Give students several examples of unhealthy, unsafe or poor choices (i.e. not looking both ways before crossing a street; hitting your little brother). When we make poor choices our body feels ☹️ (unhappy and safe).
- Do you remember the rule about taking medicines?
 - o I need a trusted adult to help me take medicines.
 - o If I am unsure or it is unsafe I should remember: Don't Touch! Don't Taste! Don't Take! Tell a Trusted Adult.

Activity 2: Health Choices to Keep Sammy Safe.

- Introduce a stick puppet named, "Safe Sammy."
 - o Explain that Sammy is happy when making healthy and safe choices. A healthy choice is one that

- helps our body and mind, makes us feel good about the choice, and make our family proud. Give me an example of a healthy choice you made today. (Show happy Sammy Sunshine stick puppet.) But Sammy is sad when making unhealthy or unsafe choices. (Show the unhappy Sammy stick puppet.)
- o Give the students a mission: *to keep Sammy safe by making a good choice when you read each of three brief stories.*
 - o Pass out a green and red card to each student.
- Following each story students will say if Sammy’s choice is safe (green card) or unsafe (red card).
 - o If they believe Sammy is not going to be safe, they say, “No, Sammy.” And hold up a red card. [*To reinforce the danger symbol, one found on poisonous substances, children could also hold up that symbol when they say, “No, Sammy.”*]
 - o If they believe Sammy is going to make a safe or healthy they hold up a green card.
 - o Check for understanding to be sure they know the rules: Healthy choice = GREEN, Unhealthy = RED.
 - **Reminder:** What are the rules that you remember about healthy choices?
 - **Story 1:** *Sammy has a terrible headache. Sammy has seen his grandparent take a pill when they have a headache. Sammy finds a bottle of pills in his grandparent’s room and reaches for that bottle of pills.*
 - o Remember to hold up the red for an unhealthy choice and your green card for a healthy choice.
 - o **ASK:** How would you rewrite the story to help Sammy make a healthy choice?
(Sammy should not take someone else’s medicine and we only take medicines when given by a trusted adult.)
 - **Story 2:** *Sammy sees a bottle on the kitchen counter. It is a pretty blue color and Sammy thinks it might be a yummy blueberry juice. Sammy decides she/he is thirsty and reaches for the bottle.*
 - o **ASK:** How would you rewrite the story to help Sammy make a healthy choice?
(If we don’t know what it is, we “Don’t Touch! Don’t Taste! Don’t Take! Tell a Trusted Adult.”)
 - **Story 3:** *Sammy is playing in his yard with a friend. A person he does not know walks up to Sammy and the group of friends and says, “I have been watching you play so nicely together and I want to give you nice boys each a piece of my favorite candy.” Sammy begins to reach for the candy.*
 - o **ASK:** How would you rewrite the story to help Sammy make a healthy choice?
(This person is not a trusted adult, and we don’t know if this is candy. Go ask for help from a trusted adult.)

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Closure

- Ask what should you do or who can help you make a healthy choice? Remember to make healthy and safe choices and ask a trusted adult for help.

After this activity:

- o Give each student a round sticker that says, “I kept Sammy Safe!”
- o Ask them to wear their sticker home and tell a trusted adult at home about how they helped Sammy make good choices today.

[Stickers can be made by printing [Attachment 3](#) onto labels.]

- o Write on the board or chart paper: I will make safe and healthy choices.
- o Help students to read the statement.
- Refer back to the statement on the board. (Teacher will read every word except the two missing words. Students will say the two missing words.)
 - o “I will make (safe) and (healthy) choices.”

Recommendation and Reminders

- Instead of red/green cards for the True/False Activity teachers could use Kahoot or another polling software.

National Health Education Standards

Standard 1: *Comprehending Concepts*

Standard 3: *Accessing Health Resources*

Standard 4: *Interpersonal Communication Skills*

Standard 5: *Decision-Making*

Healthy Behavior Outcome (HBO)

Alcohol and Other Drugs HBOs:

HBO 1: *Avoid misuse and abuse of over-the-counter and prescription drugs.*

HBO 4: *Avoid the use of illegal drugs.*

English Language Arts Standards

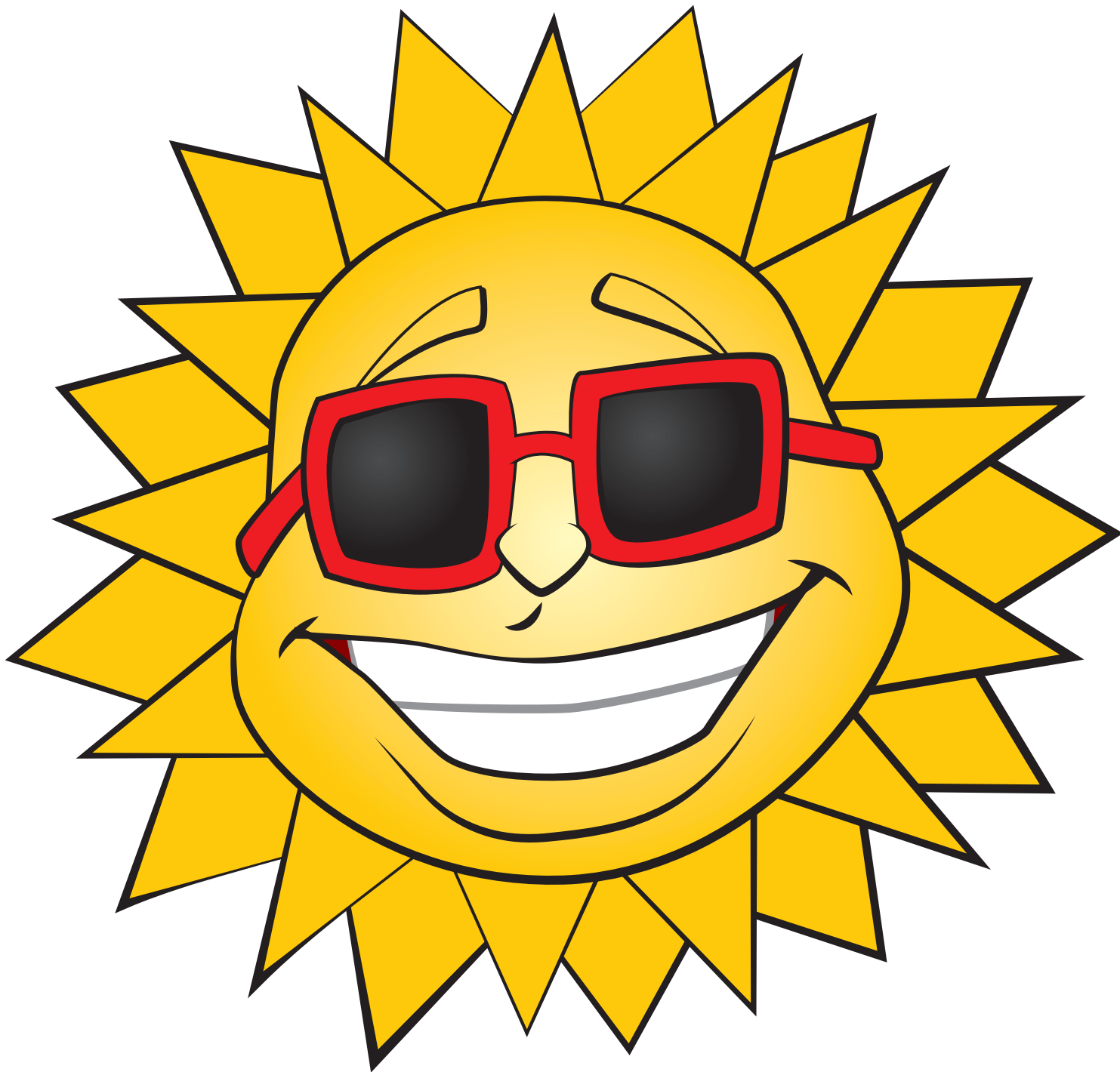
RL.K.1 With prompting and support, ask and answer questions about key details in a text.

Follow-up Activities

- **Parent/ Guardian Interaction Activity:** Students will tell their parents about the stickers they wore home and tell them how they kept Sammy safe by making healthy and safe choices.

HAPPY, HEALTHY, and **SAFE**

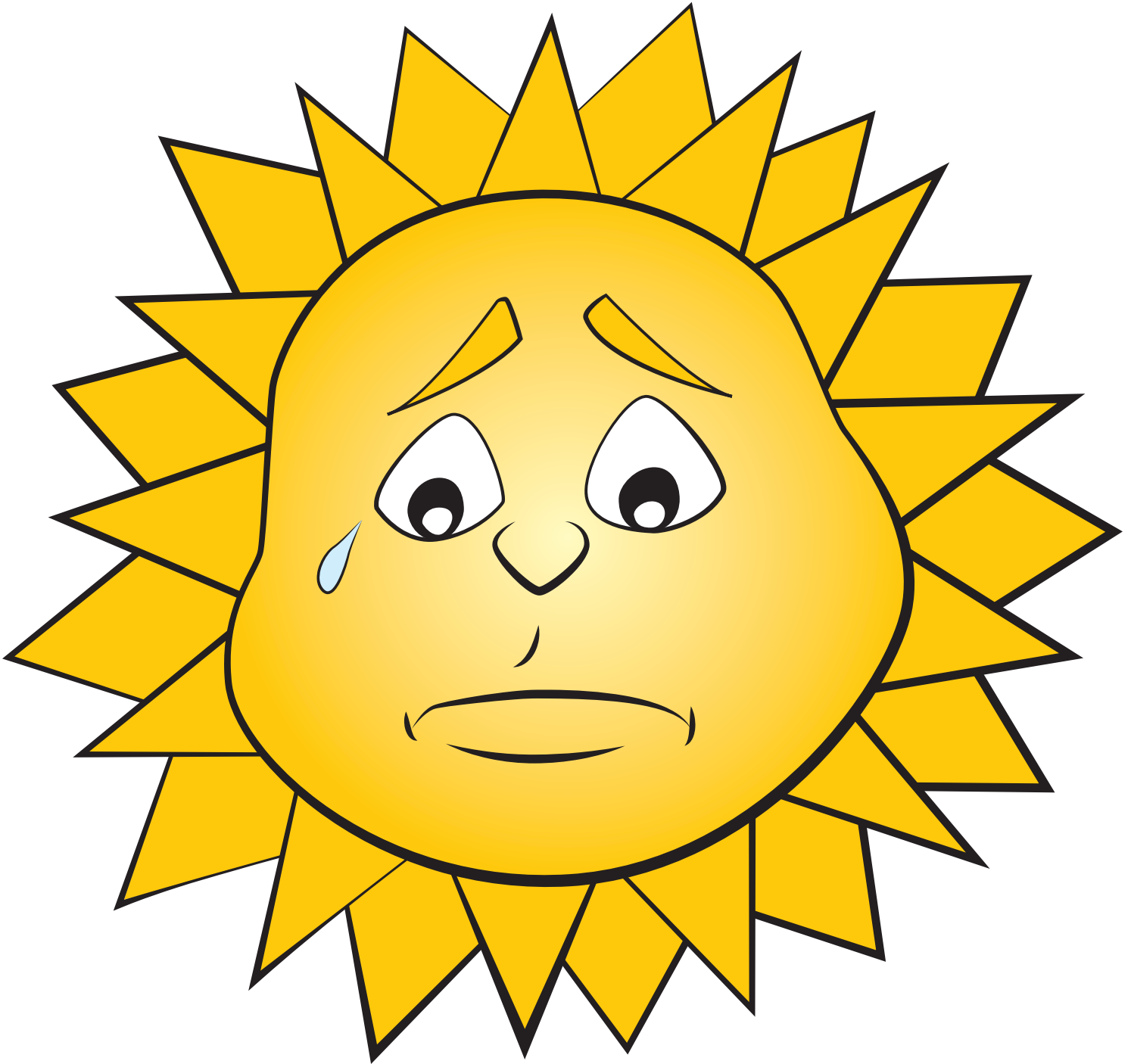
Cut out **SAFE SAMMY** and attach him to a ruler or dowel rod. When talking about **SAFE SAMMY**, show students this *Healthy, Happy SAFE SAMMY*.



SAMMY

SAD, UNHEALTHY, and UNSAFE

Cut out *SAD SAMMY* and attach him to a ruler or dowel rod. When talking about unhealthy, unsafe choices, show students this *SAD SAMMY*.



SAMMY

**STORY 1**

Sammy has a terrible headache. Sammy has seen his grandparent take a pill when they have a headache. Sammy finds a bottle of pills in his grandparent's room and reaches for that bottle of pills.

STORY 2

Sammy sees a bottle on the kitchen counter. It is a pretty blue color and Sammy thinks it might be a yummy blueberry juice. Sammy decides she/he is thirsty and reaches for the bottle.

STORY 3

Sammy is playing in his yard with a friend. A person he does not know walks up to Sammy and the group of friends and says, "I have been watching you play so nicely together and I want to give you nice boys each a piece of my favorite candy." Sammy begins to reach for the candy.

