

Horizons

Health
Kindergarten

Student Workbook



Name _____

Unit 1

Lesson 7

Student Activity 1



You may color this page.



Name _____

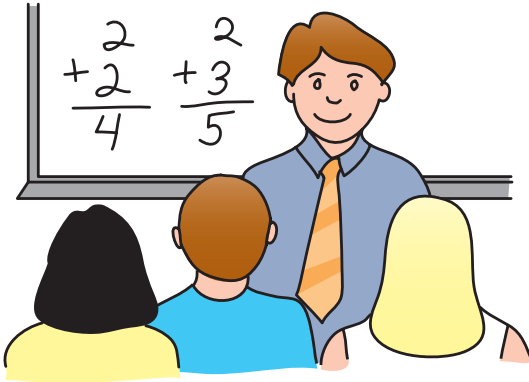
Unit 2

Lesson 2

Student Activity



Identify the activity or job.



Name _____

Unit 4

Lesson 4

Student Activity 1



Trace the words in gray.

Red, red rose,

Oh, I can smell a rose.

God gave me a nose

So I can smell a rose.

Name _____

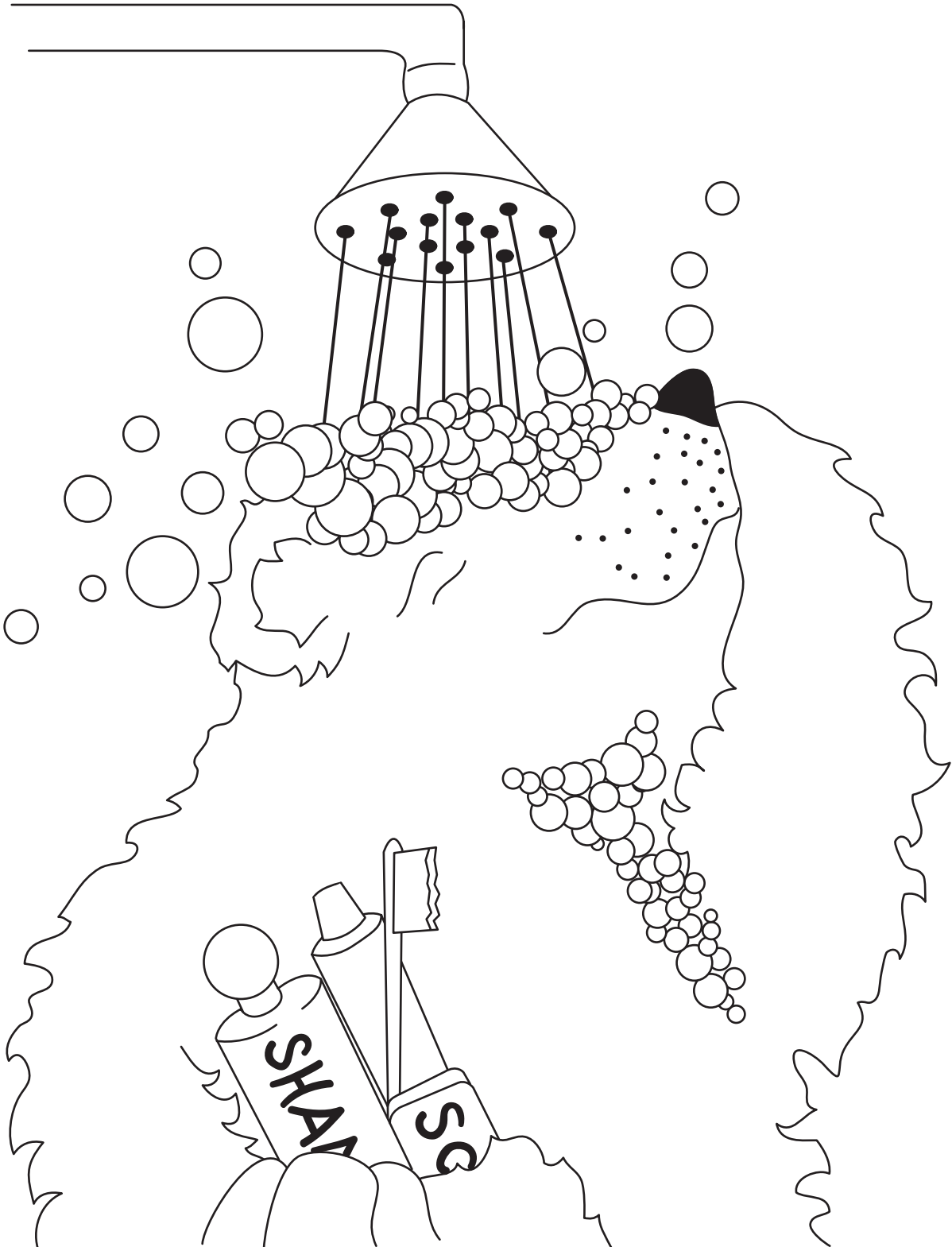
Unit 5

Lesson 7

Student Activity 1a



Cut along the dotted lines.
Tape these pages together and color the picture.



Name _____

Unit 6

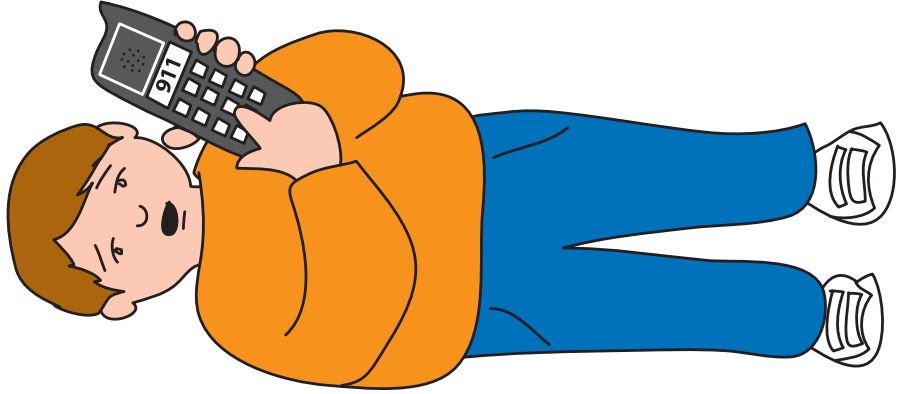
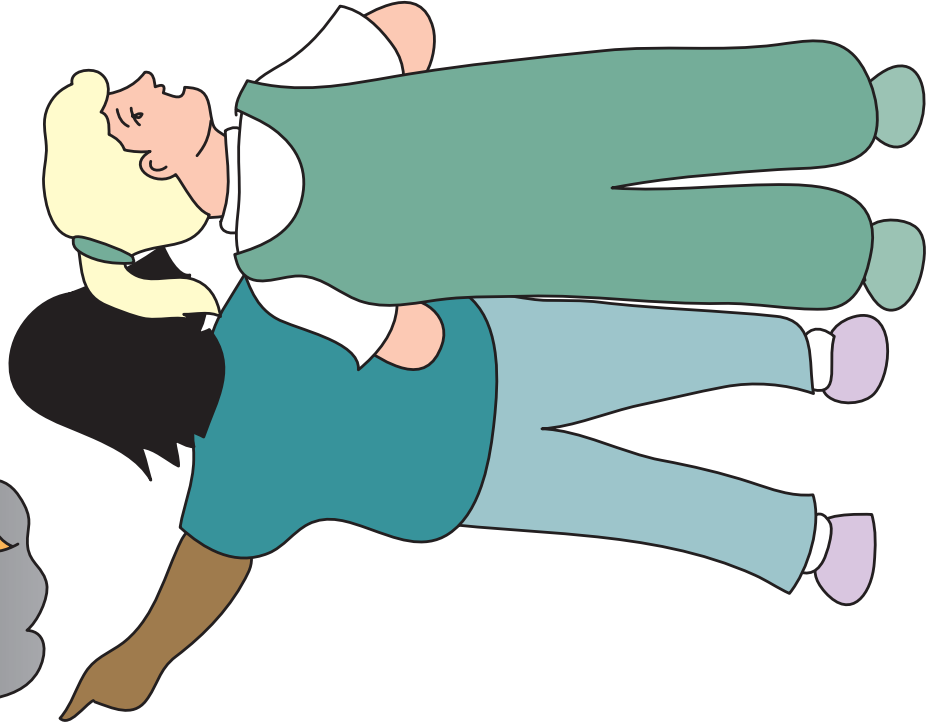
Lesson 4

Student Activity



What are the children doing in the picture?

**Report Fire and Smoke
Immediately.**



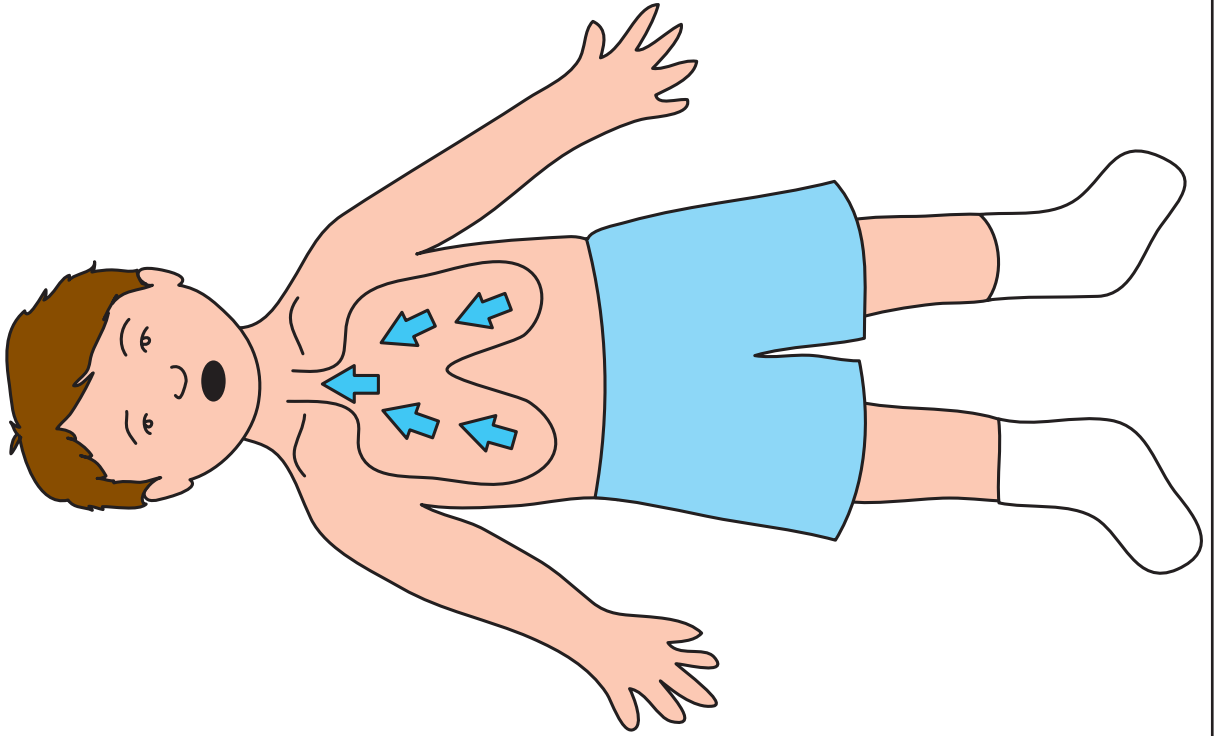
Name _____

Unit 7

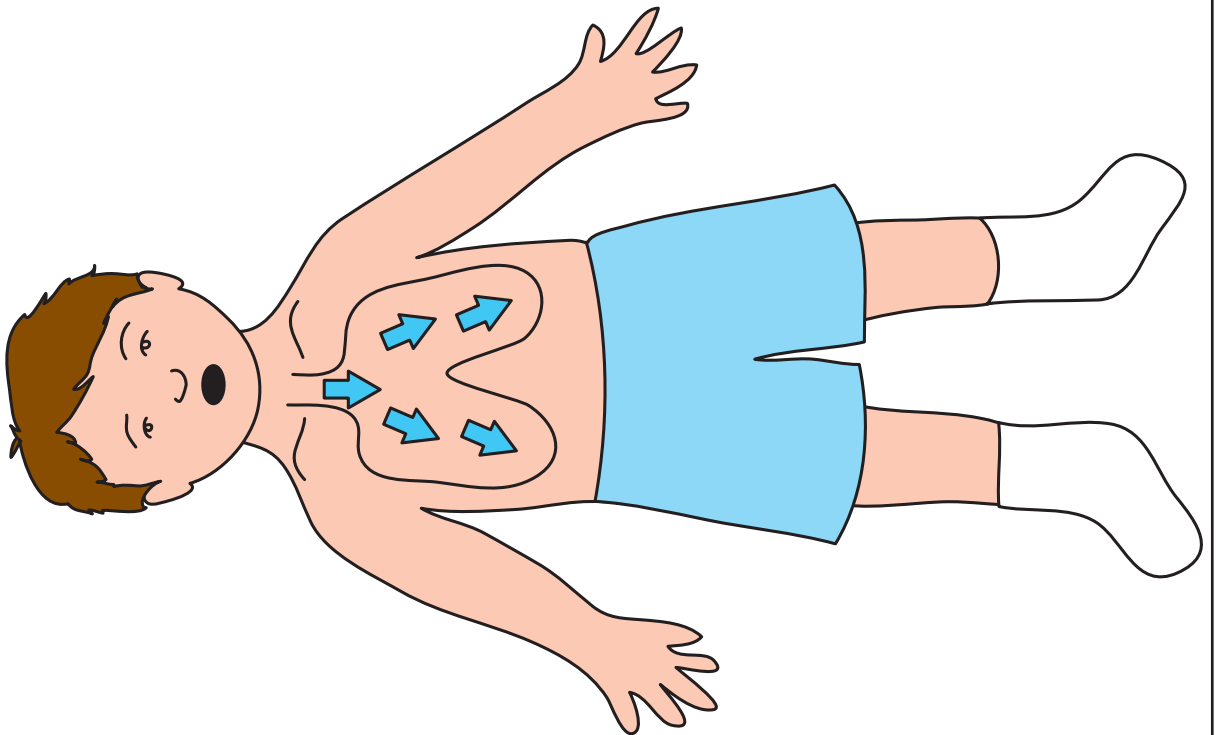
Lesson 3

Student Activity 1

Breathe out.



Breathe in.



Horizons

Health
Kindergarten

Teacher's Guide



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LESSON 6: FEELING SAD

Preparation/Materials

- Happy, angry, afraid masks from previous lessons
- Book about feeling sad to read aloud
- For making sad masks:
paper plates, styrofoam trays, or construction paper circles, one per student
tongue depressors, craft sticks, or paint mixers, one per student

crayons or markers
glue or tape

Objectives

- Students will describe the feeling of sadness.
- Students will identify body language that usually accompanies sadness.

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Lesson

1. Review the three feelings covered in previous lessons. Hold up each feeling mask and ask students to identify the feeling and show the appropriate body language.
2. Read a book about feeling sad to the class. Suggested titles: Elspeth Murphy's *Sometimes I Have to Cry: Verses from the Psalms on Tears*, *A Place for Ben* by Jeanne Titherington, *Jim's Dog Muffins* by Miriam Cohen, *Ira Says Goodbye* by Bernard Waber, or *I Am Not a Crybaby* by Norma Simon.
3. **Circle talk.** Ask students to suggest words that describe how the main character in the book felt (lonely, left out, sorry, sad, misunderstood). Why did the character feel sad? Have class members pantomime feeling sad. Talk about crying and sadness, stressing that crying is an appropriate way to express sad feelings.

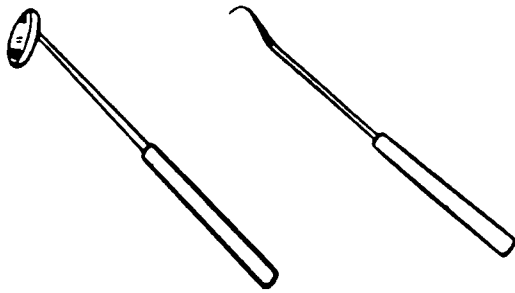
If time permits, tell about something that makes or has made you feel sad. Student volunteers may wish to share similar experiences. In discussion bring out that Jesus knows how we feel when we are sad because he felt sad sometimes.

4. **Student activity.** Distribute materials for making the last mask, a sad mask. Follow the same steps as in previous lessons. Identify the facial expression identified with sadness. Ask: "How do you think a person who felt sad would act?"
5. **Closure:** "Today we talked about feeling sad. When we feel sad, we may feel lonely, left out, sorry, or misunderstood. How do people look when they're sad? (Have students hold up sad masks.) Everyone is sad sometimes. When we are sad, we can remember that Jesus knows and cares how we feel."

LESSON 10: GETTING DENTAL CHECKUPS

Preparation/Materials

- Book about dental checkup to read aloud
- Materials for roleplaying a visit to the dentist
- Optional: ask a local dentist to furnish an old dental mirror and explorer, or draw enlargements of the sketches on tagboard:



Objectives

- Students will recognize the importance of dental checkups.
- Students will be able to identify two basic dental tools.

Background

Because dental cavities may begin as soon as children have teeth, children should have their first dental examination before all of the primary teeth have erupted (around the age of two). However, it is very likely that some kindergartners will not have been to the dentist yet. Use this lesson to explain who dentists are and what dental checkups are all about.

Lesson

1. Talk about the importance of dental checkups. Note that in spite of brushing and healthy diet, sometimes cavities do form. The dentist can fill any cavity or little hole so that it doesn't get any bigger.
2. Explain what the dentist will do: shine a light into the mouth and check each tooth for cavities. Show the two dental tools, an explorer and dental mirror, or draw sketches of the tools on the board. Ask students what the tools are for. Explain that the dentist looks into the mouth and uses an explorer and dental mirror to help find any the little holes (too small for children to see by looking in their mouths).
3. Read a story about a visit to the dentist. *The Berenstain Bears Visit the Dentist* by Stan and Jan Berenstain, *A Trip to the Dentist* by Margot Linn, and *My Dentist* by Harlow Rockwell are a few suggested titles.
4. Have students roleplay visiting the dentist. Assign the roles of dentist, dental hygienist, and patient to several students in the class. Use props such as aprons, a gown, and a chair. Consider having one student roleplay a patient who does not like to go the dentist, and follow with a student who shows a cooperative attitude.
5. **Closure:** "To take care of our teeth we eat good food and we brush our teeth twice a day. But there's one more thing we can do. We can go to the dentist for a checkup. The

LESSON 2: SAFETY ON THE STREET

Preparation/Materials

- Student Activity pages 1–5
- Make a set of traffic signs out of heavy paper or tagboard.
- Construct car 6 for the health train visual by fastening traffic safety pictures to the piece of construction paper. Write the caption “Follow safety rules” with a marker.
- Optional: use masking tape to mark out street blocks and crosswalks in the class-

room, in the gymnasium, or in another available large space.

- Optional: ask older students to assist (see step 3)

Objectives

- Students will learn basic pedestrian rules.
- Students will apply the rules to specific situations.

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Lesson

1. Talk about basic pedestrian rules:

- Walk on the sidewalk or grass away from the curb. (Warn about cars entering or backing out of driveways.)
- Cross the street at the corner. Stay in the crosswalk, if there is one.
- Look all ways and listen for cars before crossing. (Warn about turning cars.)
- Walk, don’t run across the street.

Stress that making the choice to obey these rules helps keep us safe.

2. Use Student Activity pages 1–4 to teach the children the following song to the tune of “The Wheels on the Bus.”

When we’re going for a walk,
we stay on the sidewalk,
stay on the sidewalk,
stay on the sidewalk.
When we’re going for a walk,
we stay on the sidewalk
all around the town.

Subsequent verses:

When we’re going for a walk
we stop at the corner...
we look both ways...
we stay in the crosswalk...

3. Go for a walk to illustrate what safety choices students must make. If you prefer, practice pedestrian safety in the gymnasium or on the playground. Use masking tape or chalk to mark out street blocks and crosswalks. Perhaps have some older students be

LESSON 1: SICK DAYS

Preparation/Materials

- Chart paper
- Student Activity page
- Tissues cut into 2"-3" pieces, one piece per student
- Squirt gun and colored liquid

Objectives

- Students will describe how they feel when they are sick.
- Students will identify germs as a cause of illness.
- Students will identify ways to prevent the spread of sickness.

Background

Children at this age are prone to upper res-

piratory diseases such as colds, sinusitis, and influenza. They may be more susceptible because their body's immune response is not fully developed. Because they are vulnerable to these diseases, it is very important to teach and practice ways to avoid spreading germs. Bear in mind that the setup of a typical elementary school classroom is conducive for spreading communicable diseases. Children usually sit close together in rows or in a circle, and if they sneeze or cough without covering their mouth and nose, they can easily infect classmates. So throughout the school year reinforce the concepts of this lesson through practical application, through washing hands and enforcing the "cover your mouth and nose when sneezing and coughing" rule.

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Lesson

1. Elicit from students descriptions of how they feel when they are sick. Note that no matter how much good food we eat and how much we exercise, sometimes we do get sick.
2. Enjoy the following poem with the class.

Sick Days

On days when I am sick in bed
My mother is so nice;
She brings me bowls of chicken soup
And ginger ale with ice.

She cuts the crusts off buttered toast
And serves it on a tray
And sits down while I eat it
And doesn't go away.

She reads my favorite books to me;
She lets me take my pick;
And everything is perfect—
Except that I am sick!

Mary Ann Hoberman