

Kindergarten

Lesson Package



heart healthy kids™
volume 2

Jeunes cœurs en santé™
volume 2





OVERVIEW OF LESSON PACKAGE FOR KINDERGARTEN

General Information

STRUCTURE OF THE UNIT

This unit consists of an introduction Black Line Master (BLM 0), five lessons (BLM 1-5), and an extra song (BLM 6).

CONTENTS OF THIS PACKAGE

Photocopiable Student Lesson Pages and Teacher Guide Pages. Details on page 2.

STRUCTURE OF STUDENT LESSONS

1. Each Student Lesson is provided in BLM format, with one page per lesson. (BLM 1 - BLM 5)
2. Each lesson includes an illustration and a song.
3. Each line of each song has its own "action."
4. In each lesson, students learn something to share with their families (e.g., new song, new picture, new discovery).

STRUCTURE OF TEACHER GUIDELINE

1. The Teacher Guide consists of four components. This overview page is the first.
2. The chart on page 2 is the second. It shows the contents of this package at a glance.
3. The coded checklist on page 2 is the third. It shows the range of learning expectations that could be met through this unit.
4. The fourth component consists of Teacher Guide Pages – one for each Student Lesson.

YOU DECIDE HOW MUCH CLASS TIME TO USE

Children need not do the entire unit to benefit. It's well worth while to do, say, the introduction and one or two of the lessons you think your students would most enjoy. If you choose to do all five lessons, you might do one a day for a week, or one a week for a month.

The time required will depend on your objectives. Each lesson can stand on its own, if necessary. The picture, song, ideas and actions combine to make a valuable basic lesson. (See Chart A on each Teacher Guide Page.)

Equally, each lesson can be enhanced to become the theme of a multidisciplinary study. (See Chart B on each Teacher Guide Page.)

YOU DON'T NEED TO BE AN EXPERT

All the information you really need is in this package. There's no need for the teacher to do extra research.

YOU DON'T NEED SPECIAL MATERIALS

You won't have to prepare or scrounge for materials. Most activities don't require any – the children's own bodies provide the models that will help them learn. Everything else you need is in the box. And there are numerous opportunities for children to share activities with family by taking the lesson page home and using materials there.

YOU DON'T NEED A LOT OF PREPARATION TIME

We've tried to keep the teacher guidelines as concise as possible, so you won't have to wade through page after page to get to the heart of the matter. We've avoided jargon, and chosen the simplest possible language and the tightest possible format. The same is true of the Student Lessons.

THE STUDENT LESSONS ARE MORE FUN THAN WORK

The five lessons are designed to utilize children's natural love of rhythm and rhyme to set the stage for learning about the heart and heart-healthy behaviours. Even if all children don't understand all of the scientific and medical implications, some of the song will stay with them and form a framework to which they can add connections later when their brains are ready.

INTRODUCING THE UNIT

Regardless of how many lessons you decide to do, we recommend that you start with The Guessing Game – You have a secret. It is not necessary to make photocopies for students to take home, but the game is provided in black line master format so you can do so if you wish. (See BLM 0)

OVERVIEW OF LESSON PACKAGE FOR KINDERGARTEN

Contents at a Glance

<i>Student Lesson</i>	<i>BLM</i>	<i>Song</i>	<i>Picture</i>	<i>Topic</i>
Intro optional	BLM 0	<i>"You Have a Secret" Game</i>	decorative	Introduction to lessons
Lesson 1	BLM 1	<i>My Secret Heart</i>	shows location and action of heart	Structure and function of the heart
Lesson 2	BLM 2	<i>My Eating Heart</i>	classifies food as heart healthy vs. unhealthy	Nutrition for a healthy heart
Lesson 3	BLM 3	<i>My Breathing Heart</i>	shows No smoking symbol and message	Air (oxygen) for a healthy heart
Lesson 4	BLM 4	<i>Song: My Physical Activity Secret</i>	shows play as heart healthy exercise	Physical activity for a healthy heart
Lesson 5	BLM 5	<i>Song: 911 – It's No Secret calling 911</i>	shows chain of actions before and after	Emergency care for an unhealthy heart
Extra Song	BLM 6 optional	<i>Song: I've Got a Little Secret¹</i>	decorative	Summation of lessons

¹ The song on BLM 6 could be used

- As a performance number – students could sing it for visitors.
- As a form of review – it summarizes the content of the five lessons.
- As a stimulus to keep a small group engaged by inventing suitable actions to go with the words.

Curriculum Expectations Students will:

LESSON 1.

- name body parts and talk about their function (Health & Physical Activity)

LESSON 2.

- identify nutritious foods (e.g. healthy snacks) (Health & Physical Activity)

LESSON 3.

- identify substances that are harmful to the body e.g. cigarette smoke (Health & Physical Activity)

LESSON 5.

- know how to seek assistance when needed e.g. call 9-1-1 (Health & Physical Activity)

NOTE: Based on the Province of Ontario's Curriculum Expectations for The Kindergarten Program

Teacher's Guide – Kindergarten

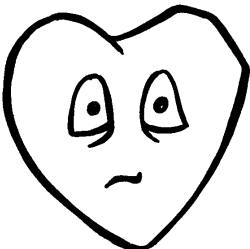
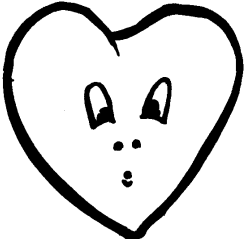
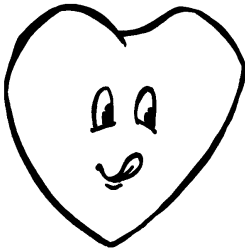
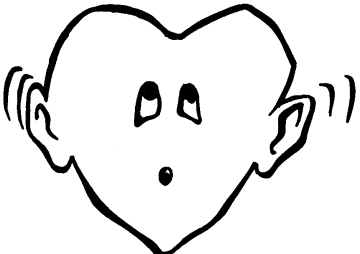
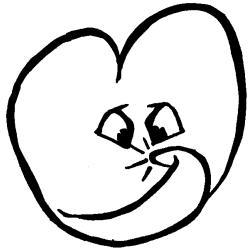
INTRODUCTION *Guessing Game "You Have a Secret"*

To introduce the game, explain to students that they all have a secret. To discover what it is, they must be completely silent as they will be using their senses, one by one. After each clue, they can guess the secret, but they mustn't say it out loud. They must look, listen, taste, smell, touch without talking. After each clue, ask "Who thinks they know the secret?" Make them wait till the last clue before they can tell. Once students "guess the secret" they are ready to start with Lesson 1. Arrange students in a quiet sitting circle. Tell them you are thinking of a secret. They have to guess the secret by using their senses.

<i>Start by Saying</i>	<i>Add More Clues</i>	<i>Then Ask: Can You</i>
1. Look –	side to side, front to back, up and down	Can you SEE it?
2. Sniff –	the air around you	Can you SMELL it?
3. Taste –	stick out your tongue and taste around you	Can you TASTE it?
4. Listen –	hard, with both ears all around you	Can you HEAR it?
5. Touch –	press hard on your head, knees, chest	Can you FEEL it?

<i>Ask</i>	<i>Let Students Answer</i>	<i>Answer</i>
What is it?		It's your secret heart
What's the secret?		It keeps you alive

GUESSING GAME – YOU HAVE A SECRET

<i>Use Your Senses</i>	<i>Do This</i>	<i>Then Ask:</i>
1. Look –		Can you SEE it?
2. Sniff –		Can you SMELL it?
3. Taste –		Can you TASTE it?
4. Listen –		Can you HEAR it?
5. Touch –		Can you FEEL it?

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<i>Ask</i>	<i>Answer</i>
What is it?	It's your secret heart
What's the secret?	It keeps you alive

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LESSON 1 *Structure And Function Of A Healthy Heart*

The main objectives of Lesson 1 are embedded in BLM 1. Goals could be (1) limited to the ideas, actions and picture that go with the song or (2) enhanced to include some goals from chart B.

Suggestion: Before introducing the words to the new "Hidden Heart" song, lead children in a couple of rounds of Row Row Row Your Boat so the tune is fresh in their minds.

CHART A

"My Hidden Heart" Song [Melody: Row Row Row Your Boat]	ACTIONS: To start, stand with hands curled up in loose fists, hold fists together at centre of chest	A-1
• Pump pump send the blood	Squeeze fists tight and loosen them four times	A-2
• To my farthest part	Keep fists together and reach down to touch toes	A-3
• Fresh blood out and used blood back	Bring arms up and out in a wide circle, back to heart	A-4
• All pumped by my heart	Bring tight fists together and thump chest in rhythm	A-5
Using the visual: Help them see how they can use the picture to teach adults at home	Show kids how they can use the song to teach the adults at home what they've learned about the heart	A-6

PROCEDURES AND POINTERS FOR CHART A

A-1 This "fist model" of the heart is close to the actual location and is just about the same size as the heart.

A-2 This mimics the heart's pumping action. To squirt water out of a plastic bottle, you have to squeeze your hand muscles. Heart muscles also squirt (pump) blood out by squeezing.

A-3 This shows how far away the blood has to go and comes back to the heart.

A-4 This suggests the recycling of blood: out, all around, and back to the heart.

A-5 This illustrates the heart's nonstop repetitive action.

A-6 Will parents let child make squirt bottle model in bathtub?

ASK: Could you pump your hands all night while you sleep? (No. You have to tell your hands to squeeze. But you don't have to tell your heart. It pumps all night automatically.)

CHART B

	<i>Student may learn that</i>	<i>Background for teacher</i>	T
1a	Heart's in chest – can't see it	We can find out about things we can't see	B-1
1b	Heart makes a sound that never stops – hard to hear	Repetitive sound is a clue to the nature of the heart	B-2
1c	Heart thumps again and again – hard to feel	Thump is a clue that something in there is pounding	B-3
1d	Tools can help us hear and feel heartbeat	Technology (e.g. stethoscope) amplifies heartbeat	B-4
1e	Heart is made of muscle with blood inside	Like biceps, heart can squeeze tight or go soft	B-5
1f	Heart pumps blood like you squeeze ketchup	When heart squeezes tight, blood squirts out	B-6
1g	Blood goes everywhere in your body and brings everything you need to every part	The same blood goes around the body repeatedly, picking up food and oxygen, dropping off wastes	B-7

EXTENSIONS, DEMONSTRATIONS FOR CHART B

B-1 Doctors can learn if your heart is healthy without cutting you open to look at it. Kids can also learn about the heart without seeing it (indirect evidence).

B-2 At this age, children can simply listen by placing their ear to another child's chest.

B-3 The thumping is easier to feel at night in bed with a hand pressed against the chest

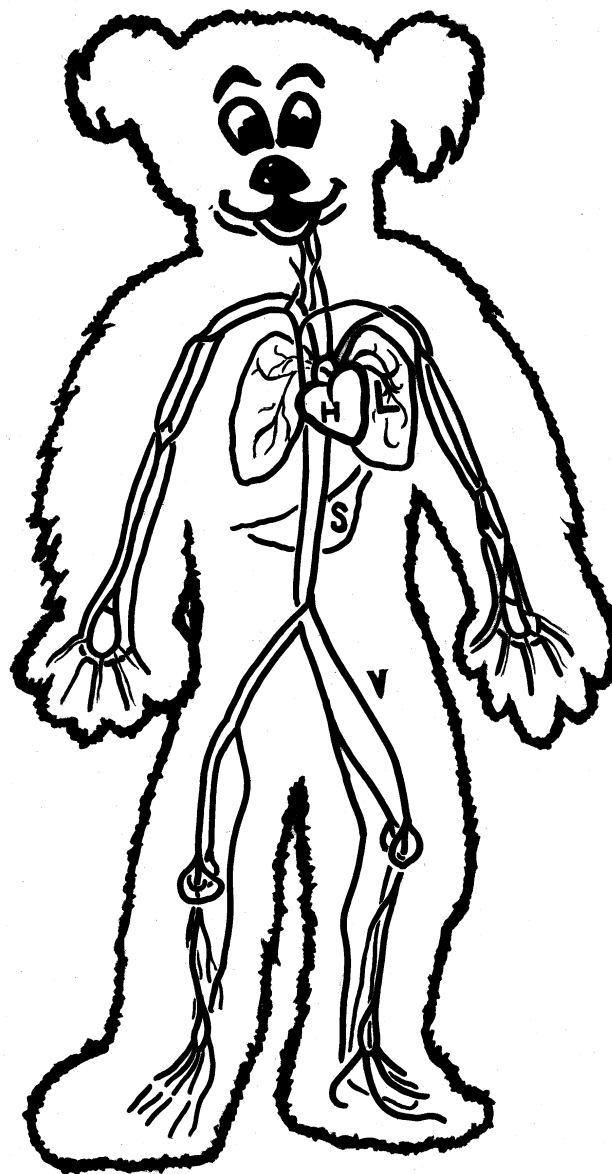
B-4 The inventor of the stethoscope listened to patient's hearts through a rolled-up newspaper. Children can listen to each other's hearts through a paper towel tube pressed to the chest.

B-5 To most youngsters, "show me your muscles" means "pump your biceps." Encourage them to use a hand to feel their biceps squeeze tight and go soft.

B-6 Kids know how far ketchup can squirt if they're not careful about where they aim and how hard they squeeze. Blood is a little thinner – it can squirt farther.

B-7 A roller coaster leaves station, follows a looping path, returns to station, leaves again. Similarly, blood leaves heart, follows a looping path, returns to heart, leaves again. Roller coaster picks up new passengers for each trip. Blood picks up food and oxygen. But roller coaster goes on tracks. Blood travels through long thin tubes.

LESSON 1 MY SECRET HEART



PUMP, PUMP, PUSH THE BLOOD
to my farthest part

FRESH BLOOD OUT AND USED BLOOD BACK
all pumped by my heart

WHAT'S THE SECRET? MY HEART'S OUT OF SIGHT!

Teacher's Guide – Kindergarten

LESSON 2 Nutrition for A Healthy Heart

The main objectives of Lesson 2 are embedded in BLM 2. Goals could be (1) limited to the ideas, actions and picture that go with the song or (2) enhanced to include some goals from chart B.

Suggestion: Introduce Canada's Food Guide to Healthy Eating. Explain that most foods fit into the four food groups - Grain Products, Vegetables & Fruit, Milk Products, Meat & Alternatives

CHART A

<p><i>"My Eating Secret" Song</i> [Melody: Row Row Row Your Boat]</p> <ul style="list-style-type: none"> • Eat, eat, eat your food • For a happy heart • Foods from all food groups are good • For my healthy heart 	<p>ACTIONS: To start, stand with hands by sides, hold pretend spoon in one hand, pretend barbell in other Jab spoon at wide open mouth; down to waist. Repeat Jab "spoon" to mid chest over heart gently four times Arms outstretched, pump like weight lifter Bring arms in and pat centre of chest</p>	<p>A-1 A-2 A-3 A-4 A-5</p>
<p>Using the visual: Help them see how they can use the colour picture to teach adults at home</p>	<p>Show kids how they can use the song to teach the adults at home what they've learned about the heart</p>	<p>A-6</p>

PROCEDURES AND POINTERS FOR CHART A

A-1 The pretend barbell should be harder to hold up than the pretend spoon.

A-2 This mimics food going from mouth to stomach.

A-3 This action shows that all food eventually reaches the heart.

A-4 This action suggests both strength (ability to lift) and speed of motion (power).

A-5 This action shows that food helps the heart to keep beating.

A-6 Ask the child to make a snack using foods from 2 food groups.

ASK: Does the food you eat go straight to your heart? (No. It goes to your stomach first. Then blood carries food to your heart.)

CHART B

	<i>Student may learn that</i>	<i>Background for teacher</i>	T
2a	A variety of foods are good for your whole body	Some foods build your body; all foods give you energy	B-1
2b	Foods build bodies: beans, nuts, lean meat, cheese	Foods are needed to grow and repair body parts (e.g. skin, fingernails, muscle).	B-2
2c	Food gives energy: whole grain bun, apple, carrot, burger, milk	Foods are needed for energy.	B-3
2d	Some fat is good for kids: soft margarine, oil, peanut butter, cheese	Growing children should not be taught that all fat is bad. They need more fat per kilogram of mass than adults.	B-4
2e	Enjoying a variety of foods from the four food groups is good for your health.	Eating a variety of foods from each of the four food groups provides the necessary nutrients for good health.	B-5

EXTENSIONS, DEMONSTRATIONS FOR CHART B

B-1 The details of digestion are beyond this age group, but most can grasp the basic idea. You get bigger because some of the food you eat helps your body grow. The rest is needed for energy – to make you move, to run things inside your body.

B-2 Foods matter to your heart because your heart is made of muscle.

B-3 Foods are important because your heart needs lots of

energy to pump your blood around all day.

B-4 Everyone needs some fat on the inside to pad and protect their inner body parts, and some fat on the outside for insulation.

B-5 Variety is important because foods in each food group vary in the amount of nutrients they provide and because different foods in the same food group provide some different nutrients.

LESSON 2 MY EATING SECRET



EAT, EAT, EAT YOUR FOOD
for a happy heart

FOODS FROM ALL FOOD GROUPS ARE GOOD
for my healthy heart

WHAT'S THE SECRET? BE A SMART EATER!

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LESSON 3 *Air (Oxygen) for A Healthy Heart*

The main objectives of Lesson 3 are embedded in BLM 3. Goals could be (1) limited to the ideas, actions and picture that go with the song or (2) enhanced to include some goals from chart B.

Suggestion: Before introducing the song, ask students to stand, holding fingers to nostrils (loosely, don't plug). Now breathe out hard and in hard. Ask – what do you feel? Is air real?

CHART A

"My Breathing Secret" Song [Melody: Row Row Row Your Boat]	ACTIONS: To start, stand with hands (sugar bowl style) on lower ribs at side to feel deep intake and exhalation	A-1
• Breathe, breathe breathe clean air	Exaggerated inhalation at end of first line	A-2
• Deep down in my chest	Observe exhalation as second line is sung	A-3
• Air with smoke makes my heart choke	Mock coughing and choking to model effect of smoke	A-4
• Smoke-free air is best	Twist foot on floor as if stamping out a cigarette butt	A-5
Using the visual: Help them see how they can use the colour picture to teach adults at home	Show kids how they can use the song to teach the adults at home what they've learned about the heart	A-6

PROCEDURES AND POINTERS FOR CHART A

A-1 Hold arms as in I'm a Little Teapot, but with palms (not knuckles) flat against chest wall.

A-2 Breathe so deeply that students can notice each other's elbows "winging" out.

A-3 How far on chest can they still feel their own breathing?

A-4 One hand clutched to heart, other hand covering mouth as mock coughing progresses.

A-5 Can smokers put out their smoking habit as easily?

A-6 Go softly – See B-6 below.

ASK: How can you tell who's been smoking? (By smell!)

CHART B

	<i>Student may learn that</i>	<i>Background for teacher</i>	T
3a	Fires need oxygen for energy	Fires and candle flames need air containing oxygen to keep on giving off energy – heat and light	B-1
3b	People need oxygen for energy	People don't glow or get too hot to touch, but action of oxygen keeps body warm	B-2
3c	Heart needs a lot of oxygen	Heart needs oxygen for energy to keep pumping; blood carries oxygen to rest of body for energy	B-3
3d	Heart gets oxygen from air you breathe	Heart can't breathe you have to bring air inside your body so heart can get it	B-4
3e	Breathing smoky air blocks oxygen so it can't get to your heart	Cigarette smoke blocks oxygen (O ₂) two ways, but only one can be understood by kindergarteners	B-5
3f	Heart-smart kids stay smoke-free. They don't start smoking cigarettes	Caution: Show respect for kids whose parents are smokers. There's not much kids can do about it	B-6

EXTENSIONS, DEMONSTRATIONS FOR CHART B

B-1 The following demonstration is helpful but caution is advised. Light a candle, upend a wide-mouthed jar over it. What do kids think is happening? The bottle prevents fresh air from getting inside. When the burning flame quickly uses up the trapped oxygen, the flame goes out. It dies gradually, showing what can happen to living things that don't get enough oxygen. (Help kids notice smoke curling away from wick.)

B-2 Action of oxygen gets energy out of the power foods.

B-3 All body parts need oxygen, but heart needs more than most because it must beat all day and night.

B-4 Good posture is needed so lungs can fill "to the

max". Avoid couch potato posture.

B-5 The two culprits are carbon monoxide and tar. To demonstrate tar problem, use gloves or a plastic bag to collect butts outside an office or school. Through the bag, tear a few filters apart to let kids see what cigarette tar looks like. Most tar gets through filter and sticks to lungs instead. Air (oxygen) can't pass through the sticky places.¹

B-6 It's easy to see how many adults have a hard time quitting once they start, but this issue can be hard for kids whose parents are smokers. In some cases, nagging by kids can shame parents into quitting. In other cases, nagging only gets the kid in trouble. Instead, why not focus on the fact that most adult smokers started in their early teens. Can kindergarten kids guess why?

¹ Red blood cells prefer carbon monoxide to oxygen! So lungs absorb less oxygen, and less oxygen gets to the heart.

LESSON 3 MY BREATHING SECRET



BREATHE, BREATHE BREATHE CLEAN AIR
deep down in my chest

AIR WITH SMOKE MAKES MY HEART CHOKE
smoke-free air is best

WHAT'S THE SECRET? HEARTS CAN'T BREATHE.

Teacher's Guide – Kindergarten

LESSON 4 Physical Activity for A Healthy Heart

The main objectives of Lesson 4 are embedded in BLM 4. Goals could be (1) limited to the ideas, actions and picture that go with the song or (2) enhanced to include some goals from chart B.

Suggestion: Before introducing the song, ask students to think about an activity that makes them gasp for air. Let them practice some “pretend gasping.”

CHART A

<i>“My Physical Activity Secret” Song</i> [Melody: Row Row Row Your Boat]	ACTIONS: To start, stand in Olympic statue running posture	A-1
<ul style="list-style-type: none"> • Play, play, play all day • My heart loves to run • My heart can't rest, it's happiest • When I am having fun 	Each child models a pretend gasping activity Wind forearms to mime heart running faster and faster Clap hands (lub dub lub dub lub dub lub dub) Mock giggling and gasping to show what fun means	A-2 A-3 A-4 A-5
Using the visual: Help them see how they can use the colour picture to teach adults at home	Show kids how they can use the song to teach the adults at home what they've learned about the heart	A-6

PROCEDURES AND POINTERS FOR CHART A

A-1 Let them spread out.

A-2 E.g., windmill the arms to mimic skating.

A-3 Your heart “runs” (beats) faster when you run

A-4 Can they clap as fast as their hearts beat – four “lub

dub”s in two seconds flat?

A-5 If they giggle hard enough, they'll gasp for sure.

A-6 Maybe they can teach the adults that being active was fun once upon a time.

ASK: How does physical activity help your heart get more air (oxygen)? (You breathe deeper and more often.)

CHART B

	<i>Student may learn that</i>	<i>Background for teacher</i>	T
4a	If leg muscles don't get enough activity, legs can't run fast	We can see when leg muscles get don't get enough activity	B-1
4b	A weak heart muscle can't pump strongly	We can't see when the heart gets weak	B-2
4c	All muscle needs activity to stay strong	Many adults make physical activity sound so tedious that kids start thinking activity = disagreeable work	B-3
4d	Young bodies long to move	Teachers know how kids flutter, flail and twitch in places where adults stand still	B-4
4e	Active play is excellent physical activity for muscles	But play is fun. Does this mean physical activity is fun?	B-5
4f	Any play that makes you breathe hard and brings in lots of oxygen is active play	Toys like Lego are fun. That kind of fun is good, but it's quiet play. Balance it with active play	B-6
4g	Active play builds strong heart muscle and keeps lungs (chest muscles) expanded, too	Astronauts get weak legs and hearts because their muscles can't do real work in zero gravity	B-7
4h	Other muscles rest at night but not your heart	Your heartbeat does slow down at night, though	B-8

EXTENSIONS, DEMONSTRATIONS FOR CHART B

B-1 It's harder to see strong vs. weak leg muscles on kids than on adults. Encourage students to observe adults to look for the difference (on TV, in real life). But they mustn't say anything out loud to hurt someone's feelings.

B-2 That's why some adults have “sudden” heart attacks. They may look slender or appear fit, but if it isn't cardiovascular fitness, they're at risk.

B-3 This attitude can make kids think exercise can only take place in an organized setting, according to a schedule, and spoil their spontaneous joy in movement.

B-4 Think about the way lambs or kittens play. Get stu-

dents to imitate it. Is this active play?

B-5 Yes! Any active play that makes you happy, will make your heart happy, and healthy, too!.

B-6 Quiet and active play are both valuable, and deserve equal time. But see B-8 for value of TV.

B-7 On TV, we see astronauts bounding around without any apparent effort – and that's the trap. Their muscles don't have to work hard to make their bodies move. After months in space (orbit) both muscles and bones get weak.

B-8 Your heartbeat also slows down during TV watching – in fact, it dips below the rate during sleep. Does this sound: Healthy? Scary? Like a hypnotic (sleepy) trance?

LESSON 4 MY PHYSICAL ACTIVITY SECRET



PLAY, PLAY, PLAY ALL DAY
my heart loves to run

MY HEART CAN'T REST, IT'S HAPPIEST
when I am having fun

WHAT'S THE SECRET? PHYSICAL ACTIVITY IS FUN!

Teacher's Guide – Kindergarten

LESSON 5 *Emergency Care for an Unhealthy Heart*

The main objectives of Lesson 5 are embedded in BLM 5. Goals could be (1) limited to the ideas, actions and picture that go with the song or (2) enhanced to include some goals from chart B. Suggestion: Before introducing the song, ask students to look in their desks or locker shelves for props to use as pretend tele-phones.

CHART A

"Call 911 It's No Secret" Song [Melody: Row Row Row Your Boat]	ACTIONS: To start, get students to stand in telephoning posture with "phones" at the ready	A-1
• Heart smart kids can help	Teacher or student mimes collapse. Kids reach for "phones."	A-2
• Hearts that feel unwell	Teacher/student grasps chest. Kids pick up "receivers."	A-3
• Phone the numbers 9 - 1 - 1	Teacher/student moans. Kids punch 911	A-4
• Speak up, but please don't yell	Kids say: "My name is ___. My teacher is sick..."	A-5
Using the visual: Help them see how they can use the colour picture to teach adults at home	Show kids how they can use the song to teach the adults at home what they've learned about the heart	A-6

PROCEDURES AND POINTERS FOR CHART A

- A-1 Do kids realize that this is a pretend collapse?
- A-2 Encourage kids to notice sick person's actions.
- A-3 Sounds are good clues to sick person's status.
- A-4 They can learn to punch the right buttons even if

they can't read numbers.

A-5 911 callers need to say their name, and the kind of emergency. See B-4, B-5.

A-6 Maybe kids can prompt the adults at home to design and practise an emergency drill.

ASK: Do you know your home address?

CHART B

	<i>Student may learn that</i>	<i>Background for teacher</i>	T
5a	Small people can be a big help in a crisis, they can use their senses and their sense	The way adults treat children in public situations – like a nuisance – makes them feel unconfident	B-1
5b	They can see that an adult is sick, touch the buttons to call 911, listen to the operator	They need your encouragement to build their confidence and practice time to build their skills	B-2
5c	It's okay to answer the operator's questions	Most kids are warned not to tell callers anything	B-3
5d	Be ready for what the operator might ask	E.g., address to confirm what's on computer screen	B-4
5e	Be ready to do what you're asked to do	This, too, may fly in the face of earlier warnings	B-5
5f	They MUST NOT HANG UP the phone...	...unless the 911 operator tells them to do so	B-6
5g	What if you're not at home?	Kids should know addresses of regular "hangouts"	B-7
5h	If there's no 911: call zero	Telephone company operators will help in a crisis	B-8

EXTENSIONS, DEMONSTRATIONS FOR CHART B

- B-1 Share "child hero" stories from the news.
- B-2 Compare 911 calls to a school fire drill. With practice, kids can be calmer than adults.
- B-3 Explain that help comes faster if 911's questions are answered promptly and accurately.
- B-4 The operator may ask for surnames, too. Do kids know surnames of all resident adults?
- B-5 Perform practice skits: Go look at the patient and report back on the phone. Turn the patient over – remove glasses. Talk to reassure the patient, Unlock

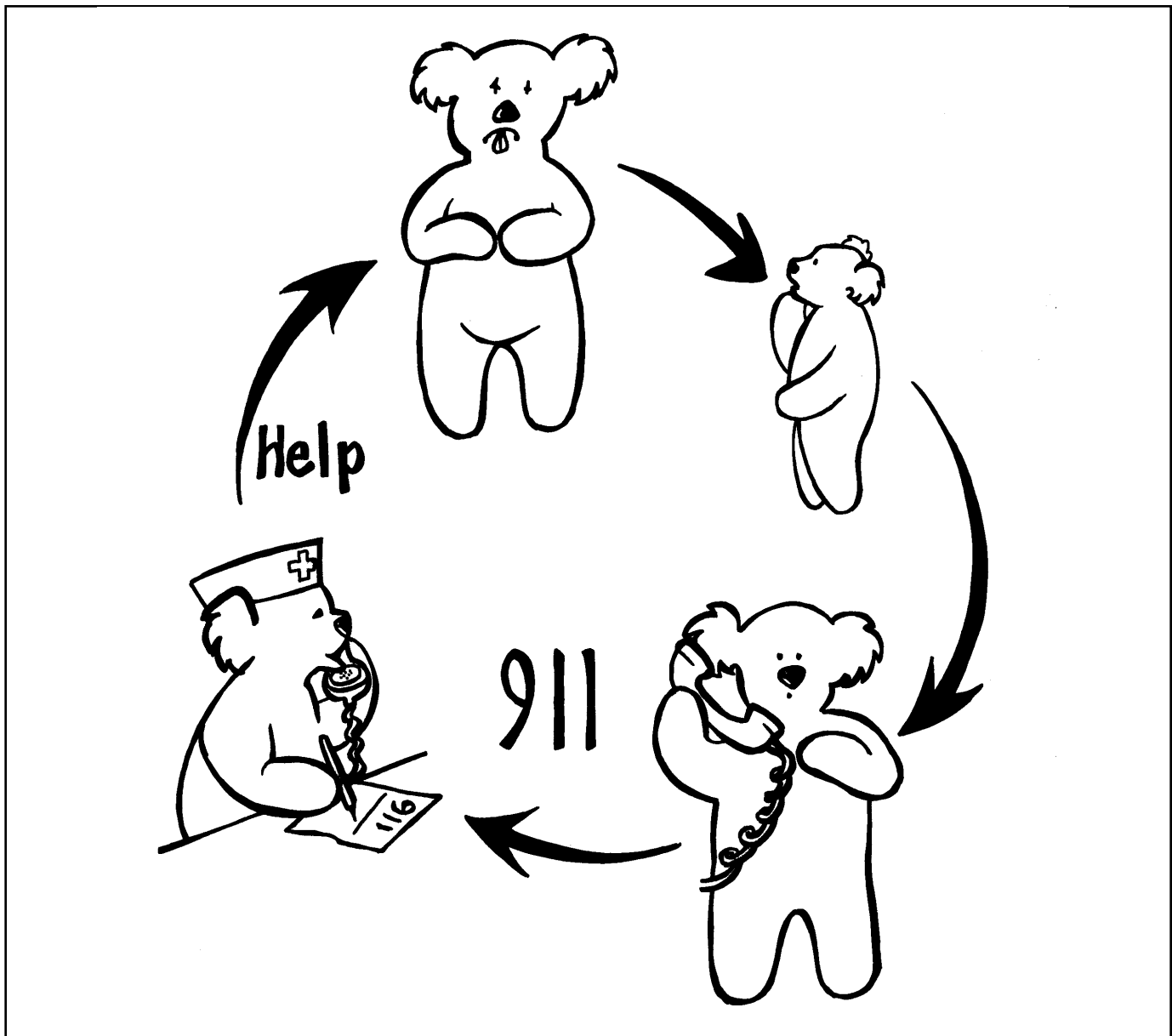
the door in advance. Leave the house if the operator suspect danger inside.

B-6 If they are told to hang up, be sure receiver is placed properly so operator can call back.

B-7 Kids should memorize the address of a regular daycare, baby-sitter, or grandparent's home.

B-8 Kids need to know if there is no 911 service in their area. They can get panicky if they try 911 and get no answer, or worse, a taped mystery voice. The telephone operator can help if a kid says something like: "My name is Kim. I'm 5 years old and my grandmother's sick." (To get operator punch number zero, not letter "O".)

LESSON 5 CALL 911 IT'S NO SECRET

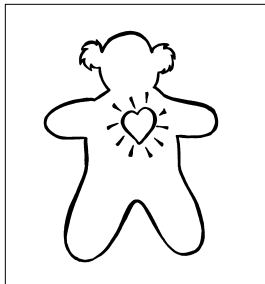


HEART SMART KIDS CAN HELP
a heart that feels unwell

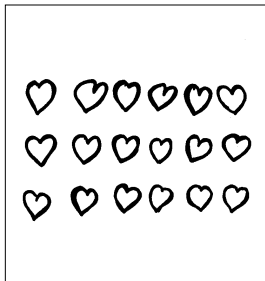
PHONE THE NUMBERS 9 - 1 - 1
Speak up, but please don't yell

WHAT'S THE SECRET? KIDS CAN HELP ADULTS.

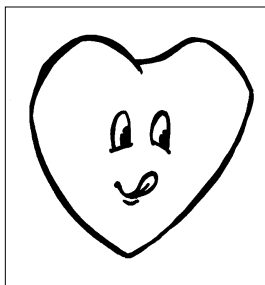
I'VE GOT A LITTLE SECRET *[melody: bell bottom trousers]*



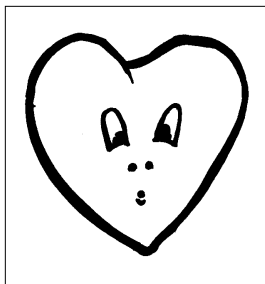
♥ I'VE GOT A LITTLE SECRET IN THE MIDDLE OF MY CHEST



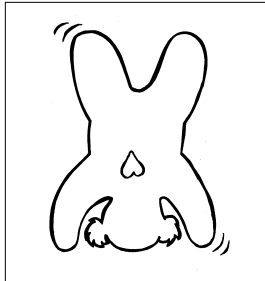
♥ IT BEATS ALL DAY
♥ IT BEATS ALL NIGHT
♥ IT NEVER STOPS TO REST



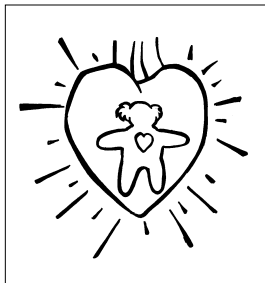
♥ I EAT ITS FOOD



♥ I BREATHE ITS AIR



♥ I EXERCISE IT FREE



♥ I KNOW IF I TAKE CARE OF IT
♥ IT WILL TAKE CARE OF ME

