

Mouth Wise

Grades 3-5



NORTH CAROLINA
DENTAL SOCIETY.

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FOR ORAL HEALTH

Developed by McMillen Health

Mouth Wise

Grades 3 - 5

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LESSON 1:

Keep Teeth Clean

National Health Education Standards

1.5.4

7.5.2

For state health education standards, please see page 36.

Objectives

The students should be able to:

- Recognize that plaque and lack of dental hygiene result in gum disease and cavities

Materials Needed

- [“Yeast ‘Plaque’ Experiment” video](#)
- [Science Journal Sample](#), page 34, for your reference
- [Science Journal Template](#), page 35, 1 copy per student
- [My Dentist Handout](#), page 32, 1 copy per student
- 2 clear plastic cups
- 4 teaspoons yeast
- 2 cups warm (not hot) water
- 4 tablespoons sugar
- 2 spoons
- Work area that can get messy
- Paper towels for clean up

Hi! I'm Owliver and I'll be with you throughout the lessons as you help your students become Mouth Wise.

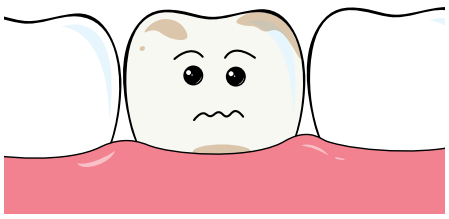


Introduction

Start the conversation with your students about why it is good to take care of their teeth by brushing, flossing, and visiting the dentist. If we do not take care of our teeth, plaque can build up and cause cavities or even gum disease. Starting good dental hygiene habits now will help keep our teeth healthy for our whole lives.

Class Discussion

- Have you ever woken up and your teeth felt fuzzy? (*Have children raise their hands to participate*) Do you know what that fuzzy stuff is? That is plaque! Everyone has plaque every day.



- Can anyone guess what plaque is? (*Have children guess*) It is a coating that builds on your teeth. Saliva (spit), food, drinks, and bacteria (which lives in all our mouths) all mix together into a goo that sticks to your teeth all day and night.
- Can you get rid of plaque? (*yes!*)
- Brushing your teeth two times a day with fluoride toothpaste will help clean plaque from your teeth. Brush in the morning to clean the plaque from the night and brush before bed to clean the plaque from the day.
- Make sure to brush with toothpaste that has fluoride in it. Fluoride is a mineral that helps make teeth extra strong.
- Plaque can get in between your teeth too! Flossing one time a day will get those little nooks and crannies clean. Flossing every night will get all the plaque from the day's buildup.
- If we don't brush the plaque away, there are a few things that might happen:
 - The plaque gets hard to the point that only a dentist or hygienist can clean it off. This is called tartar.
 - The plaque can cause you to get a hole in your tooth, called a cavity, that a dentist will need to fill. This is because of the bacteria mixed into the plaque.
 - The plaque can lead to gum disease. This is an infection in your gums that makes them red, swollen, and can even make your teeth loose.
- If we do our very best and brush really well twice a day and remember to floss every single night, is that all we have to do to have healthy teeth? (*no!*)
- We also need to go to the dentist two times a year so they can get any bits of plaque we might miss. They also need to look for any signs of cavities or gum disease to fix them before they get worse.

Activity

- In each of your cups, add 2 teaspoons of yeast and 1 cup of warm water. Stir.
- Explain to your students that you have 2 cups of warm water with yeast. Explain that yeast, like bacteria, reacts to sugar by growing.

- ▶ Play the [“Yeast ‘Plaque’ Experiment” video](#). Pause as indicated in the video to allow students to complete the [Science Journal Template](#) at each step.



- Ask your students to predict what will happen if you add sugar to one of the cups. You can make a connection here to the scientific method by having them follow the following steps (you can refer to the [Science Journal Sample](#) for this part of the lesson):
 - **Question** – How does yeast react to sugar?
 - **Hypothesis** – (*Have them guess what will happen.*) They may predict that yeast will expand outside of the cup.
 - **Experiment** – Adding sugar to one cup will test the reaction against the cup without sugar.
 - **Observe** – Students can say or write down what they see happening as you add the sugar.
 - **Conclusion** – We can conclude that sugar causes yeast to grow.
- Add the tablespoons of sugar to one of the cups. Stir the two cups with separate spoons. Watch as the cup with sugar begins to overflow with the growing yeast. This may take several minutes to grow.
- Remind students that bacteria in their mouth eat up sugar from the things they eat and drink. Bacteria is hiding in the sticky plaque that grows on our teeth when we eat, drink, and sleep. We need to brush our teeth twice a day with fluoride toothpaste and floss once a day to clean the plaque from our mouth.
- Hand out the [My Dentist Handout](#) and encourage students to share it with their caregivers. This handout is a reminder to go to the dentist twice a year and has some reminders about what to do in certain tooth emergencies.



If students are learning remotely, have students watch the “[Yeast ‘Plaque’ Experiment](#)” video, which shows the yeast experiment.

Alternatives/Extensions

- Have students complete the [Science Journal Template](#). Ask them to follow each of the scientific method steps listed and write down their answers to each step.
- Divide the students into pairs or small groups and have each group complete the experiment on their own.

LESSON 2: Big on Flossing

National Health Education Standards

5.5.5

7.5.3

For state health education standards, please see page 36.

Objectives

The students should be able to:

- Implement proper flossing to prevent tooth decay and gum disease

Materials Needed

- [“Big on Flossing” video](#)
- [Brushing and Flossing Chart](#), page 20, 1 copy per student
- Jump ropes, 1 rope per group of 4 students
- Tennis ball or similar size item, 1 per group of 4 students



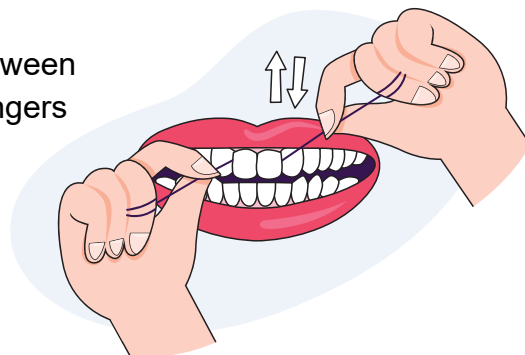
Introduction

Start the conversation with your students by talking about good daily dental hygiene. We should brush our teeth twice a day, and we should floss once a day too. Just toothbrushing is not good enough to clean out the plaque that grows between our teeth. If we do not floss, the plaque that builds up can cause our teeth to decay and can cause gum disease.

Class Discussion

- Bacteria lives in everyone’s mouth. Bacteria, saliva (spit), and things we eat and drink mix together and turn into a sticky goo called plaque.
- Where does plaque go in your mouth? (*It sticks to teeth*)
- Brushing your teeth at least twice a day helps get rid of some of this plaque because your toothbrush is great at cleaning the tops, sides, front, and back of your teeth.
- Brushing is still not enough to keep your teeth healthy. Not only is plaque found around your teeth, but it also gets in between your teeth where your toothbrush can’t reach.

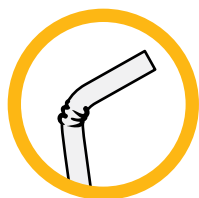
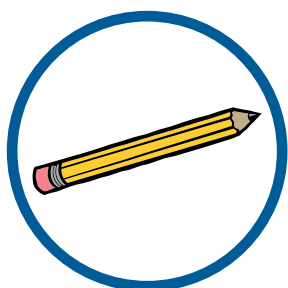
- What else can we do to get rid of plaque? (*floss*)
- Floss is a string you use to clean the tiny spaces between your teeth. You wrap the floss around your middle fingers and slide it between your teeth to clean the sides. Floss at least once a day before going to bed.



Activity 1

▶ Play the [“Big on Flossing” video](#) for a short demonstration on flossing.

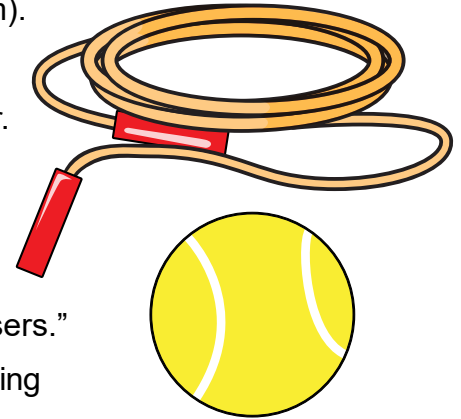
- Have every student put up a hand, with fingers extended (like in a high-five).
 - You will be saying a series of actions they should not do to their teeth and gums. If anyone has done an action, they should lower one finger. By the end of this part, students could possibly have all five fingers down, in a closed fist.
 - You will then say a series of actions that are good for teeth and gums. If anyone has done an action, they should lift a finger back up. By the end of this part, students could have up to ten fingers raised (if they put none down in the first part).



- Put a finger down if you have ever used one of these things to get food from your teeth:
 - Your fingernail
 - A toothpick
 - A straw
 - A pencil
 - A fork
- Put a finger up if you have ever used one of these things to get food from your teeth:
 - Floss
 - Water flosser
 - Toothbrush
 - Mouthwash
 - Floss pick
- Say, “If you have five or more fingers up, great job! You’ve been kind to your teeth and gums. If you have less than five fingers up, remember to use the right tools for the job.”

Activity 2

- Divide students into groups of 4 (for odd numbers, see [Alternatives/Extensions](#) section).
- Give each group a jump rope and a tennis ball (or similar item).
- Two students from each group will play-act as “teeth.”
 - They should stand next to each other, shoulder to shoulder.
 - Have them place the tennis ball between their touching shoulders and do their best to hold the ball in place.
 - The ball represents food or plaque build-up between teeth.
- The other two students from each group will play-act as “flossers.”
 - One of these students should stand in front of the “teeth” holding one end of the jump rope.
 - The other of these students should stand behind the “teeth” holding the other end of the jump rope.
- The “flossers” will use the jump rope to imitate a flossing motion to remove the tennis ball from between the “teeth.”
- The “teeth” can lean towards each other to try to make this a little more difficult.
- Once the “flossers” have succeeded in removing the tennis ball, have the group switch roles. The “teeth” will now be “flossers” and try to remove the tennis ball.
- Hand out the [Brushing and Flossing Chart](#) and encourage students to share it with their caregivers. This is a chart to keep track of brushing twice a day and flossing once a day.



Alternatives/Extensions

- For Activity 1, complete the activity again in a month, but this time say, “Put a finger down if in the last month you have used...” and “Put a finger up if in the last month you have used...”
- For Activity 2, if you have 1-3 extra students who do not make a complete group, you can try:
 - 1 extra student: Have them rotate into another group, taking a turn as a “flosser” and a “tooth.” This group may need to do the activity more than twice.
 - 2 extra students: Have one student leave their group to join these two, forming two groups of three. See next bullet for group of three suggestion.
 - 3 extra students: In a group of three, one student can hold the ball against a wall with their shoulder and the other two students can act as the “flossers.”



If students are learning remotely, have students watch the [“Big on Flossing” video](#) and try flossing at home, if they have floss available. Ask them to draw or write the steps of flossing.

LESSON 3: Journal Your Way to Health

National Health Education Standards

1.5.4

7.5.2

For state health education standards, please see page 36.

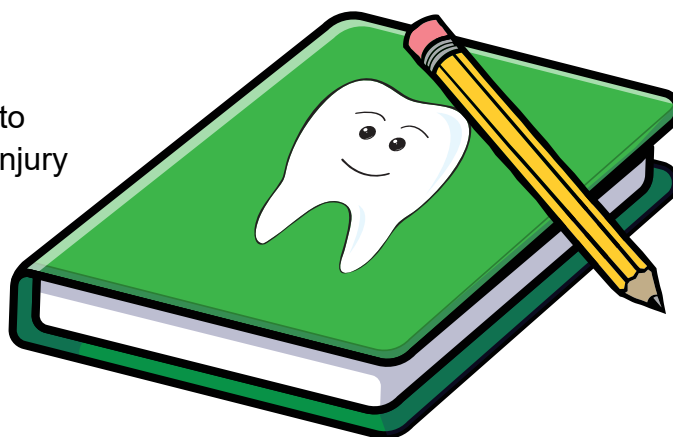
Objectives

The students should be able to:

- Implement a personal dental health plan to include brushing, flossing, nutrition, and injury

Materials Needed

- [“Journal Your Way to Health” video](#)
- [Health Journal Template](#), page 24-25, 1 copy per student
- [Healthy Choices Handout](#), page 26, 1 copy per student



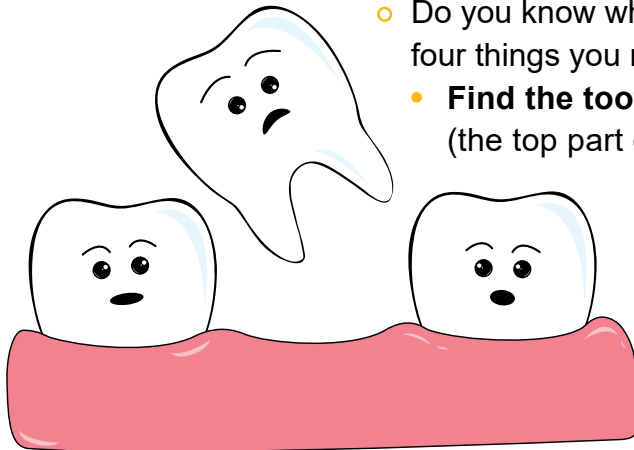
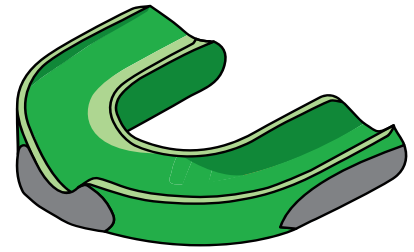
Introduction

Start the conversations with your students by talking about how the choices we make each day can impact our health. Brushing with fluoride toothpaste, flossing, eating nutritious foods, staying safe, and being prepared for emergencies are parts of planning for a healthy life. Our families, doctors, and dentists help us stay healthy, but we also need to make healthy choices for ourselves too.

Class Discussion

- What are the things we've talked about that keep teeth healthy? (*brushing, flossing, going to the dentist*)
- What are some other ways you can keep your body healthy? (*eating healthy foods, exercise, drink lots of water, washing hands often, getting vaccines*)
- Exercise is a great way to stay healthy. You can exercise in many ways, like playing sports, riding a bike, and dancing.
- Have you ever fallen on the playground or fallen off your bike? (*Have the students raise their hands for participation.*) Accidents happen, but you should try to do these things safely to keep yourself from getting hurt.

- Can you think of a time when you were playing and having a good time, but you had an accident and your mouth got hurt? *(Have students raise their hands for participation.)*
- It is important to protect your teeth when you are playing and having fun. Use a mouthguard when playing sports and remember the basics of safety when riding your bike, on the playground, and other activities.
- What is a tooth emergency? If you fall or your mouth gets hit and a tooth gets chipped or gets knocked out, that is an emergency.



- Do you know what to do if you have a tooth knocked out? The four things you need to do are:

- **Find the tooth** – find the tooth and hold it by the crown (the top part of the tooth that you use to chew food)

- **Put the tooth in milk** – this helps keep it safe until you get to a dentist
- **Find an adult to help you** – they can help stop any bleeding
- **Have the adult call a dentist** – they may be able to repair your tooth

- For other tooth emergencies, you should stop any bleeding by holding a clean cloth or gauze on the wound, put ice on any swelling, and have an adult call your dentist to see if you need to do anything else.

Activity



Play the [“Journal Your Way to Health” video](#) to show your students how to complete the [Health Journal Template](#) activity.

- Explain to your students that they will be filling in the blanks of a sample journal to help them think through the healthy choices they can make in their day. Then, they will be using a dental health plan to keep track of the healthy choices they make every day. This will help them remember what the best choices are for their dental health.



- Hand each student the [Health Journal Template](#) and allow them time to complete the front side.
- Ask students to share what they wrote in for various parts of the journal page. Ask why they chose that answer.
- Have students fill in the back side of the [Health Journal Template](#). Encourage them to take this home to share with caregivers.
- Hand out the [Healthy Choices Handout](#) and encourage students to share it with their caregivers. This handout has a few simple recipes for healthy snacks.

Alternatives/Extensions

- Ask students to turn in their dental tracker (back side of the [Health Journal Template](#)) after a week for a grade or small reward.



If students are learning remotely, ask students to think of 3-5 things they do during the day that are healthy for their teeth. They can draw pictures of these actions or write a journal entry.

LESSON 4:

Healthy Drinks

National Health
Education Standards

5.5.1

5.5.5

For state health education
standards, please see page 36.

Objectives

The students should be able to:

- Categorize more nutrient-dense beverages

Materials Needed

- [“Healthy Drinks” video](#)
- [Healthy Drinks Template](#), page 28, 1 copy per student
- [Healthy Drinks Guide](#), page 27, 1 copy per student
- [I’ll Have Water Please! Handout](#), page 29, 1 copy per student

Introduction

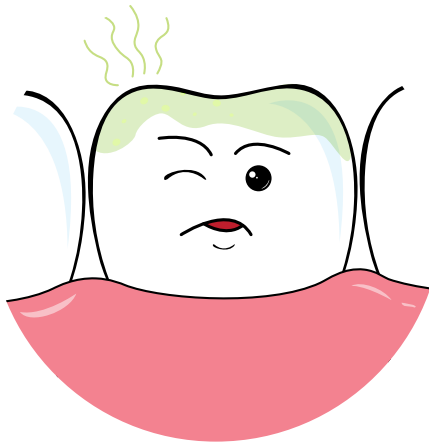
Start the conversation with your students by talking about how the drinks we choose can impact our health. We need to find out if a drink has lots of nutrients, sugar, or calories to determine if it is healthy. Water and milk are the best choices for our body and our teeth. Drinks with lots of sugar are okay sometimes, but are not healthy for our bodies and our teeth.

Class Discussion

▶ Play [“Healthy Drinks” video](#) to show your students the importance of choosing nutrient dense beverages.

- What are healthy drinks? (*water, milk, real fruit and veggie smoothies*)
- What makes them healthy? Healthy drinks are low in sugar and some, like fruit and veggie smoothies, have nutrients your body needs. These nutrients are also good for your teeth. This means they are nutrient-dense.
- What are unhealthy drinks? (*soda, juices, sugar-sweetened drinks*)
- What makes them unhealthy? Unhealthy drinks have a lot of sugar and not many nutrients. This means they are not nutrient-dense.

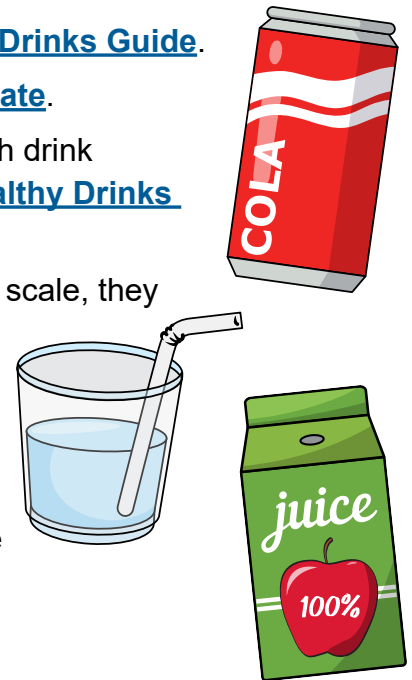




- More sugar in your drinks means the bacteria in your mouth will have more sugar to eat. Bacteria in your mouth eats the sugar and creates acid! That acid hurts your teeth and can cause cavities.
- Sipping on sugary drinks, over a long time, means more time for the sugar to sit in your mouth and on your teeth, which leads to cavities.
- How can we tell if a drink is healthy or unhealthy? One way is to look at the nutrition label. The nutrition label is on bottled and packaged drinks and tells you about the calories, nutrients, and sugar in the food.
- Show your students the nutrition labels on the [Healthy Drinks Guide](#) or look for images online to point out the types of information found in a label.
- How do we know what ingredients are in a drink? We can look at the ingredient list to find out. The ingredients are listed in order from the ones used the most to the ones used the least. If something is listed first, it is the main ingredient.
- We can also look at the ingredient list to find different types of sugars. What types of sugar do you know about? (*sugar, brown sugar, syrup, molasses*)
- Some sugars don't have the word sugar in them. If you see a word that ends in -ose, it is also a type of sugar. This is a scientific way of writing different kinds of sugars.

Activity

- Give each student a [Healthy Drinks Template](#) and a [Healthy Drinks Guide](#).
- Have students cut out the drinks on the [Healthy Drinks Template](#).
- Then, they should decide where on the healthy drink scale each drink belongs. To decide, they will need to find each drink on the [Healthy Drinks Guide](#) and read the nutrition label for that drink.
- Once they decide where the drink belongs on the healthy drink scale, they can tape or glue it in place.
- Ask probing questions, such as “Where did you put soda on the scale? Why do you think it belongs there?”
- Encourage students to share this activity with their caregivers.
- Hand out the [I'll Have Water Please! Handout](#) and encourage students to share it with their caregivers.



Alternatives/Extensions

- Challenge students to review the nutrition label on their drink at their next meal. Follow up after the meal (in the afternoon or the next morning) to see what they learned about their drink. Was this drink healthy for their teeth? Would they make a different choice for their next meal?

LESSON 5:

Say No to Tobacco

National Health
Education Standards

5.5.4

5.5.6

7.5.3

For state health education
standards, please see page 36.

Objectives

The students should be able to:

- Summarize short-term and long-term effects of cigarettes and smokeless tobacco products

Materials Needed

- [“Say No to Tobacco” video](#)
- [Chilling Out Handout](#), page 21,
1 copy per student

Just say “no”
to tobacco!



Introduction

Start the conversation with your students by talking about how using tobacco is not safe. Tobacco can affect someone’s health quickly by causing a cough or a headache. Tobacco also has long-term effects like causing cancer or lung disease. All kinds of tobacco, including cigarettes, e-cigarettes, and chewing tobacco, are not safe. Refusing to use any kind of tobacco is the healthiest choice.

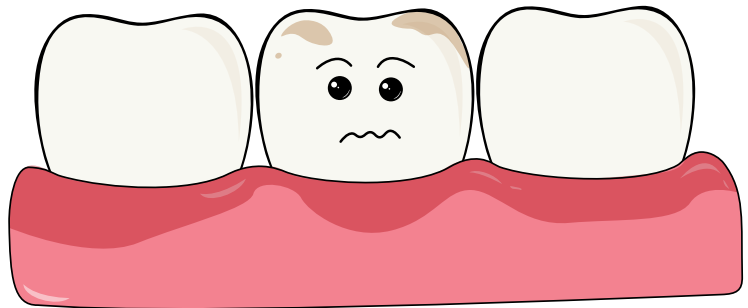
Class Discussion

- Tobacco is a plant that has nicotine. Nicotine is a chemical that makes you want more and more of it, also called an addiction. Tobacco has many other chemicals that are dangerous for your body. Tobacco is dangerous because it harms your body and keeps you coming back for more.
- There are different ways that people use tobacco. Who can tell me one of the ways? (*smoking, cigarettes, vaping, chewing tobacco, and cigars*)
- Using tobacco can make your body unhealthy right away! People who use tobacco can feel dizzy, get a headache, feel sick to their stomach, and cough a lot. Tobacco also makes your breath smell bad and can start to stain your teeth right away.

- Over time, tobacco can make your body unhealthy in other ways. It can hurt your:
 - **Brain** – Tobacco can make your brain not get enough oxygen.
 - **Lungs** – Tobacco can hurt the air sacs in lungs, making it hard to breathe.
 - **Heart** – Tobacco can hurt your heart and the vessels that carry blood.
 - **Stomach** – Tobacco can make sores in your stomach.
 - **Bones** – Tobacco can help make your bones weak, making them break easier.
- Tobacco can also hurt your mouth. Can anyone guess what it does to your mouth? *(causes bad breath, stains teeth brown or yellow, makes you lose your sense of taste, can lead to losing teeth)*

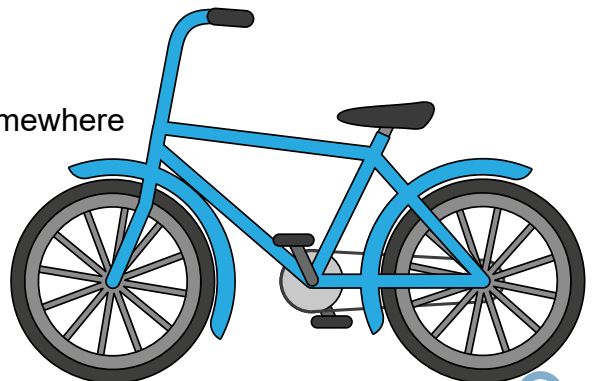
- Tobacco can hurt your mouth and teeth in many ways:

- **Gums** – Tobacco can cause gum disease with red, swollen gums. It can also cause abscesses, which are painful pockets of infection.
- **Teeth** – Tobacco can cause teeth to decay more than normal. It can even lead to losing your teeth.
- **Tongue** – Tobacco can make foods not taste good. It can also cause a bad taste in your mouth or bad breath.
- **Mouth** – Tobacco can lead to mouth cancer. Vaping devices can also explode, causing major damage to your whole mouth or face.



- Who agrees that you want to stay healthy? *(Allow students to raise their hands for participation.)* One of the ways you can stay healthy is to never use tobacco. That means never smoking a cigarette, never vaping, and never using chewing tobacco.
- Who do you think will try to get you to use tobacco? *(answers will vary)*
- A lot of people think it's going to be strangers who offer kids tobacco. Actually, it is usually your own friends, siblings, and other people you already know.
- It's important to know how to refuse tobacco when someone tries to get you to use it. Some ways you can refuse are:

- **Say "No"** – sometimes simple is best!
- **Make an excuse** – tell them you need to be somewhere or that someone told you that you can't do it.
- **Offer to do something else** – invite the person to do something else that is healthy, like riding a bike or talking.
- **Leave** – you are allowed to just turn and leave the situation.



Activity


▶ Play the [“Say No to Tobacco” video](#) to show your students some refusal skill techniques.

- Divide your students into pairs. In each pair, one student will attempt to offer a cigarette or other tobacco product and the other student will practice a refusal skill. Then they will switch roles.
- Tell half of the students that they will be pretending to offer tobacco to their partner. They can choose to offer cigarettes, vape, or chew. They will say something like:
 - “Hey _____, I just found this cigarette. We should smoke it together!”
- Tell the other half of the students that they will be practicing their refusal skills. When their partner offers them tobacco, they will need to think of a way to refuse it. They will say something like:
 - “No thanks. That’s not good for you.”
 - “Sorry, I can’t. I’m late for practice.”
 - “No thanks. Maybe we can ride our bikes instead.”
 - Or they may simply turn and walk away.
- After the students have practiced this scenario, have them switch roles so the other students can practice a skill.
- Hand out the [Chilling Out Handout](#) and encourage students to share it with their caregivers. This handout has examples of ways to relax. Many tobacco users state that smoking helps them relax. Having alternatives is a great way to quit or prevent using tobacco.



Alternatives/Extensions

- During the refusal skills activity, have students practice more than one refusal skill before switching roles.


If students are learning remotely, use breakout sessions if your virtual classroom has this feature. Students can do the refusal skills activity in their own breakout rooms.

LESSON 6:

What's On the Menu?

National Health
Education Standards

6.5.2

8.5.1

For state health education
standards, please see page 36.

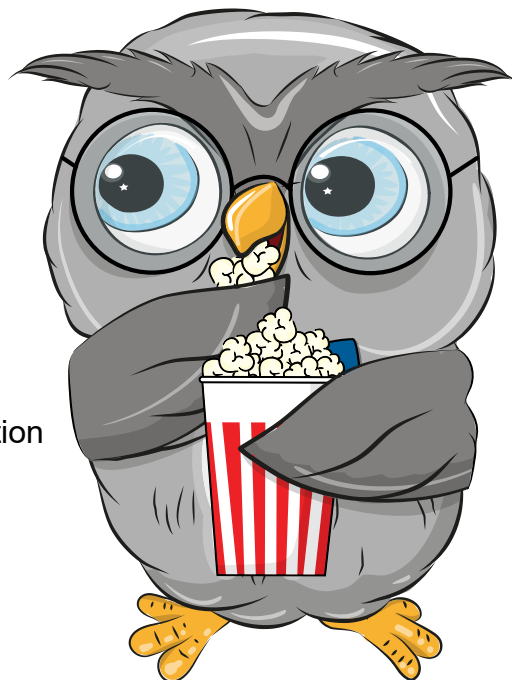
Objectives

The students should be able to:

- Use MyPlate to make healthy choices of foods and beverages

Materials Needed

- [“What’s On the Menu?” video](#)
- [MyPlate Template](#), page 33, 1 copy for demonstration
- [Menu for Your Day Template](#), page 30-31, 1 copy per student
- [Find Your New Favorites Handout](#), page 22, 1 copy per student



Introduction

Start by talking to your students about how eating a variety of nutritious foods is healthy for our body and teeth. We might get confused about what to choose when we have too many food and drink options. MyPlate is a guide we can use to make healthy choices at meals. If we have a plan about what we will eat or drink, we can be ready to make a healthy choice.

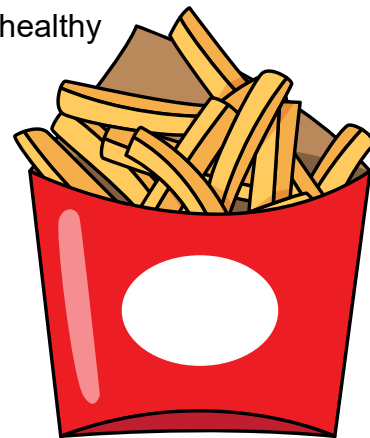
Class Discussion



Play the [“What’s On the Menu?” video](#) to help explain to your students what the MyPlate is and how to use it.

- Some foods are healthy, and we should eat healthy foods at every meal. What are some types of healthy foods? (*fruits, vegetables, meat, and dairy – or students may list specific foods from those categories*)
- Do you know what makes healthy foods healthy? They have nutrients that help our body do all the jobs it needs to do. They are also healthy for our teeth.

- There are other foods that have nutrients but also have not-so-healthy things like sugar and fat. These foods are okay sometimes, but we don't want to eat them at every meal. Do you know why? (*sugar and fat are not healthy for our body and teeth*)
- Can you think of any sometimes foods? (*answers will vary*)
Some examples are:
 - **Pizza** – it has dairy and vegetables, but also has fat
 - **Fruit juice** – it is from fruit but also has sugar
 - **Fried chicken** – it has protein but also has fat
 - **French fries** – they are from a vegetable, but also have fat
- Unhealthy foods don't have many nutrients and have lots of sugar and fat. These are foods you should rethink and choose a healthier option when you can.
- What are some unhealthy foods? (*examples: soda, candy, or donuts*)
- One way we can make sure our meals are full of healthy foods is to use MyPlate (show students the [MyPlate Template](#)). MyPlate shows us how much of our plate should be filled with different types of foods. About half of our plate should be fruits and vegetables. The other half should be grains (rice, bread, or pasta) and protein (meat, beans, or nuts). Don't forget the dairy! We should have some dairy (milk, milk alternatives, cheese, or yogurt) at every meal too.



Activity

- Hand each student a [Menu for Your Day Template](#). On the front side, they will be examining a sample menu plan and deciding which foods and drinks are healthy and which should be replaced with a healthier option.
- On the back side, students will create their own sample menu plan for a day and connect each food to where it belongs on the MyPlate.



If students are learning remotely, ask them to write down the things they eat and drink throughout a day. Then, the next day, have them reflect on which foods were healthy and which foods could have healthier options.

- Hand out the [Find Your New Favorites Handout](#) and encourage students to share it with their caregivers. This handout has a list of fruits and vegetables. It asks students to mark any of the foods they have tried before and to continue marking them off as they try new ones.

Alternatives/Extensions

- You can also have students work together in pairs or small groups as practice. Then, send home a copy of the [Menu for Your Day Template](#) for students to complete on their own, or with caregivers.

Mouth Wise

Grades 3 - 5

Appendix






















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Brushing & Flossing Chart

Remember to brush your teeth twice a day with fluoridated toothpaste!
Use this chart to keep track of your healthy toothbrushing habit.

1. Check each  when you brush in the morning.
2. Check each  when you brush before bed.
3. Check each  when you floss before bed.

Name: _____

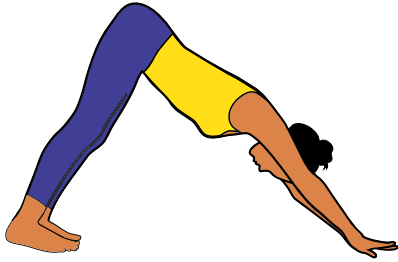
Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
						
						
						


Tip for Home
You only need a pea-sized amount of toothpaste to clean your teeth.

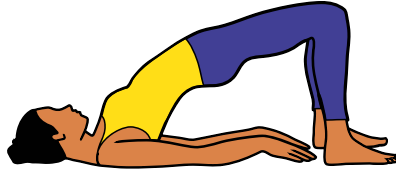
Chilling Out

With Yoga:

Hold each pose for 1 minutes and take deep, slow breaths



Downward Dog Pose



Bridge Pose



Child's Pose

With Belly Breathing:

Lie on your back and put your hands on your belly.

Take a slow deep breath in, counting slowly 1...2...3...4...5.

Hold your breath for a moment then slowly breathe out counting slowly 1...2...3...4...5.



Lie On Your Back



Breathe In



Breathe Out

Feel how your belly and hands rise when you breathe in.
Feel how your belly and hands lower when you breathe out.
Repeat a couple times.



Tip for Home: Write down 2 ways you like to relax. Use these ideas next time you feel upset.

1. _____ 2. _____

Name: _____

Find Your New Favorites

Mark any foods you have tried before. When you get the chance, try a new food from the list. The next one you try might be your new favorite!

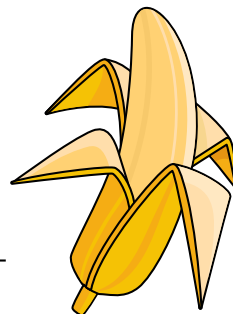
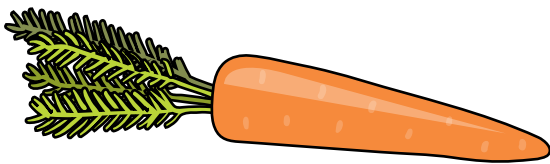


- | | | |
|--|---------------------------------------|---------------------------------------|
| <input type="radio"/> Acorn Squash | <input type="radio"/> Cranberry | <input type="radio"/> Parsnips |
| <input type="radio"/> Apple | <input type="radio"/> Daikon Radish | <input type="radio"/> Pineapple |
| <input type="radio"/> Apricot | <input type="radio"/> Eggplant | <input type="radio"/> Plum |
| <input type="radio"/> Asparagus | <input type="radio"/> Fennel | <input type="radio"/> Radishes |
| <input type="radio"/> Avocado | <input type="radio"/> Garlic | <input type="radio"/> Rainbow Carrots |
| <input type="radio"/> Bamboo Shoots | <input type="radio"/> Honeydew Melon | <input type="radio"/> Raspberries |
| <input type="radio"/> Banana | <input type="radio"/> Jalapeno Pepper | <input type="radio"/> Red Potatoes |
| <input type="radio"/> Bell Pepper | <input type="radio"/> Jicama | <input type="radio"/> Rutabaga |
| <input type="radio"/> Blackberries | <input type="radio"/> Kale | <input type="radio"/> Spinach |
| <input type="radio"/> Bok Choy | <input type="radio"/> Kiwi | <input type="radio"/> Tomatillos |
| <input type="radio"/> Broccoli | <input type="radio"/> Leeks | <input type="radio"/> Tomatoes |
| <input type="radio"/> Brussels Sprouts | <input type="radio"/> Lime | <input type="radio"/> Turnips |
| <input type="radio"/> Cabbage | <input type="radio"/> Mango | <input type="radio"/> Turnip Greens |
| <input type="radio"/> Carrots | <input type="radio"/> Medjool Dates | <input type="radio"/> Yams |
| <input type="radio"/> Cauliflower | <input type="radio"/> Mushrooms | |
| <input type="radio"/> Celery | <input type="radio"/> Onion | |
| <input type="radio"/> Cherries | <input type="radio"/> Okra | |
| <input type="radio"/> Collards | <input type="radio"/> Passion Fruit | |

I tried _____ and loved it!

I tried _____ and it was weird.

I tried _____, but I did not like it.



Name: _____



Tip for Home

Clean and cut produce when you get home from the grocery. This makes them easier to grab and snack on.

Health Journal Answer Key

Below is a journal from a boy named Caleb. Caleb wrote about his day and some of the decisions he had to make. **Can you help fill in Caleb's journal with healthy choices?**

This morning, I had a cereal bar (donut / cereal bar) for breakfast. Having a full (full / empty) stomach helps me pay attention in school.

Today, I played soccer (video games / soccer) for an hour after school. I was at my friend's house. They offered me a answers will vary (You pick a drink!), which I know is water or plain milk = healthy; other drinks = unhealthy (healthy / unhealthy) for my teeth. I decided to healthy = drink it; unhealthy = say "No thank you!" (drink it / say "No thank you!").

After that, it was time to go home and eat dinner (eat cake / eat dinner). It was my favorite! We ate chicken, broccoli, and milk (chicken, broccoli, and milk / soda and potato chips).

At bedtime, I was really tired because I played hard today (played hard today / stayed up late last night). I wanted to skip brushing and flossing my teeth, but I did it anyway (so I didn't do it / but I did it anyway). Now, I'm going to sleep. Good night!

Health Journal

Below is a journal from a boy named Caleb. Caleb wrote about his day and some of the decisions he had to make. **Can you help fill in Caleb's journal with healthy choices?**

This morning, I had a _____ (donut / cereal bar) for breakfast. Having a _____ (full / empty) stomach helps me pay attention in school.

Today, I played _____ (video games / soccer) for an hour after school. I was at my friend's house. They offered me a _____ (You pick a drink!), which I know is _____ (healthy / unhealthy) for my teeth. I decided to _____ (drink it / say "No thank you!").

After that, it was time to go home and _____ (eat cake / eat dinner). It was my favorite! We ate _____ (chicken, broccoli, and milk / soda and potato chips).

At bedtime, I was really tired because I _____ (played hard today / stayed up late last night). I wanted to skip brushing and flossing my teeth, _____ (so I didn't do it / but I did it anyway). Now, I'm going to sleep. Good night!

Name: _____

Health Journal

Now it's time for you to make your own healthy choices. Fill in the circles below to keep track of the things you do for a healthy mouth and body this week.



	Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
Toothbrushing	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Flossing	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Balanced Breakfast	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Balanced Lunch	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Balanced Dinner	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
1 Hour of Exercise	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Played Safely (did not get injured)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Name: _____

Healthy Choices

Healthy, Easy Snack Recipes

Whole Grain Cracker Nachos

Ingredients:

- Whole grain crackers
- Low fat cheese
- Your choice of toppings:
 - Refried beans
 - Low fat sour cream
 - Salsa
 - Cherry tomato
 - Lettuce
 - Rice
 - Guacamole

To Make:

- Place whole grain crackers on microwave-safe plate
- Sprinkle with low fat cheese
- Microwave for 10 seconds
- If cheese is not melted, microwave an additional 10 seconds
- Add toppings and eat!

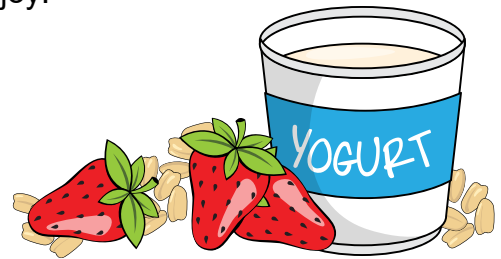
Easy Fruit Parfait

Ingredients:

- Yogurt
- Granola or whole grain cereal
- Berries (fresh or frozen)

To Make:

- In bowl, add a layer of yogurt
- Add a layer of berries on top
- Add another layer of yogurt
- Sprinkle granola or cereal on top
- Enjoy!



Tip for Home

Improve sleep by:

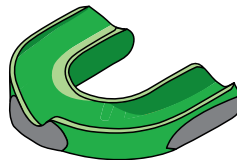
Unplugging electronics in your room
Stop using screens 1 hour before bed



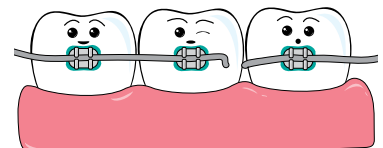
Tips to Keep Teeth Safe



Don't use your teeth as a tool



Use a mouthguard
for all sports activities



Call orthodontist if braces
are broken or wires loose

Healthy Drinks Guide

Use these nutrition labels to help you decide if the drink is healthy or unhealthy for your teeth. Remember that sugary drinks can create acid, which is unhealthy for your teeth!




Nutrition Facts	
1 servings per container	
Serving size	1 Bottle (591ml)
Amount Per Serving	
Calories	140
% Daily Value*	
Total Fat 0g	0%
Saturated Fat 0g	0%
Trans Fat 0g	
Sodium 270mg	12%
Total Carbohydrate 36g	13%
Dietary Fiber 0g	0%
Total Sugars 34g	
Includes 34g Added Sugars	68%
Protein 0g	0%




Look! There's no added sugar in water.

Nutrition Facts	
Serving size	8 fl oz (240ml)
Amount Per Serving	
Calories	0
% Daily Value*	
Total Fat 0g	0%
Saturated Fat 0g	0%
Trans Fat 0g	
Sodium 0mg	0%
Total Carbohydrate 0g	0%
Dietary Fiber 0g	0%
Total Sugars 0g	
Includes 0g Added Sugars	0%
Protein 0g	0%


Not a significant source of cholesterol, vitamin D, calcium, potassium



Nutrition Facts	
8 servings per container	
Serving size	1 Cup (240ml)
Amount Per Serving	
Calories	150
% Daily Value*	
Total Fat 8g	10%
Saturated Fat 5g	25%
Trans Fat 0g	
Cholesterol 35mg	12%
Sodium 120mg	5%
Total Carbohydrate 12g	4%
Dietary Fiber 0g	0%
Total Sugars 12g	
Includes 0g Added Sugars	0%
Protein 8g	16%




Nutrition Facts	
8 servings per container	
Serving size	1 Cup (240ml)
Amount Per Serving	
Calories	210
% Daily Value*	
Total Fat 8g	10%
Saturated Fat 4.5g	23%
Trans Fat 0g	
Cholesterol 25mg	8%
Sodium 180mg	8%
Total Carbohydrate 27g	10%
Dietary Fiber 1g	4%
Total Sugars 26g	
Includes 15g Added Sugars	30%
Protein 8g	16%



Nutrition Facts	
Serving size	8 fl oz (240ml)
Amount Per Serving	
Calories	140
% Daily Value*	
Total Fat 0g	0%
Saturated Fat 0g	0%
Trans Fat 0g	
Sodium 0mg	0%
Total Carbohydrate 9g	3%
Dietary Fiber 0g	0%
Total Sugars 22g	
Includes 0g Added Sugars	0%
Protein 2g	4%

Not a significant source of cholesterol, vitamin D, calcium

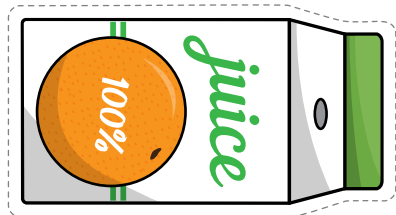
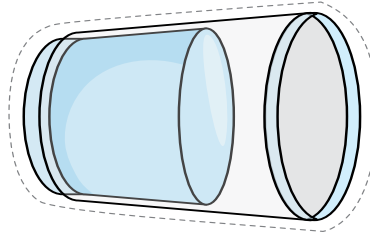
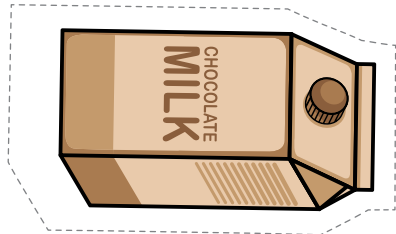
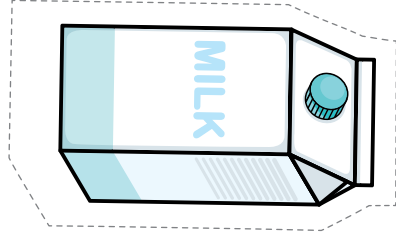
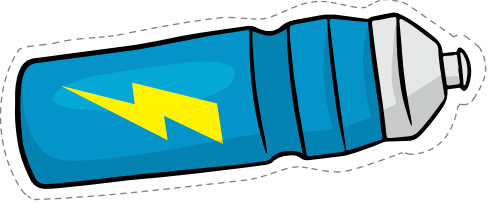


Nutrition Facts	
Serving size	1 Can (355ml)
Amount Per Serving	
Calories	140
% Daily Value*	
Total Fat 0g	0%
Saturated Fat 0g	0%
Trans Fat 0g	
Sodium 45mg	2%
Total Carbohydrate 39g	14%
Dietary Fiber 0g	0%
Total Sugars 39g	
Includes 39g Added Sugars	78%
Protein 0g	0%

Not a significant source of cholesterol, vitamin D, calcium

Healthy Drinks

Cut out these 6 drinks and decide where they belong on the Healthy to Unhealthy bar below.
Use the Healthy Drinks Guide to help you decide.



Name: _____

Healthy For Your Teeth



Unhealthy For Your Teeth

I'll Have Water Please!

Remember, water is healthy for your body and teeth! You should drink at least 8 cups a day.

For every glass of water you drink each day, check off a bubble!



Tip for Home
Re-hydrate after a night's sleep. Drink a glass of water in the morning.

Name: _____

Monday	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Tuesday	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Wednesday	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Thursday	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Friday	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Saturday	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Sunday	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Healthy vs. Unhealthy Drinks Quick Reference

Healthy



Sometimes



Unhealthy



Menu for Your Day

Look at the foods and drinks below. For each one, decide if it is **healthy**, okay **sometimes**, or if it is **unhealthy**. Then, circle the correct check mark.

Healthy: These have nutrients and not much sugar or fat. Good for your teeth and your body!

Sometimes: These have some nutrients, but also a lot of sugar or fat. Don't have too much!

Unhealthy: These don't have many nutrients and have lots of sugar or fat. Rethink this food or drink and choose a healthier option when you can.

Name: _____

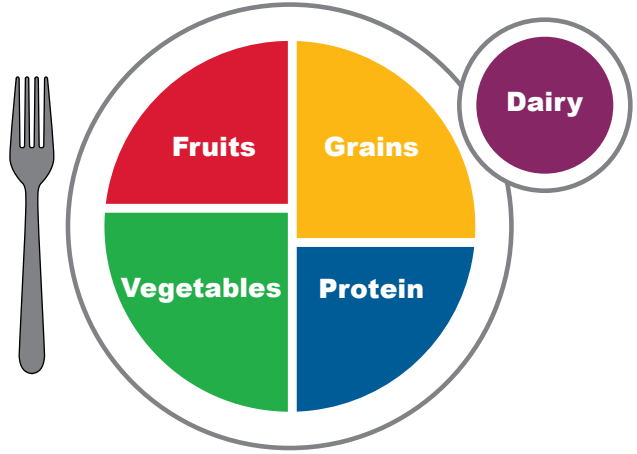
Breakfast		Healthy	Sometimes	Unhealthy
Apple Juice		<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Donut	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Banana		<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Lunch		Healthy	Sometimes	Unhealthy
	Plain Milk	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Pizza		<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Candy	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Dinner		Healthy	Sometimes	Unhealthy
Soda		<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Chicken	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
French Fries		<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

(front)

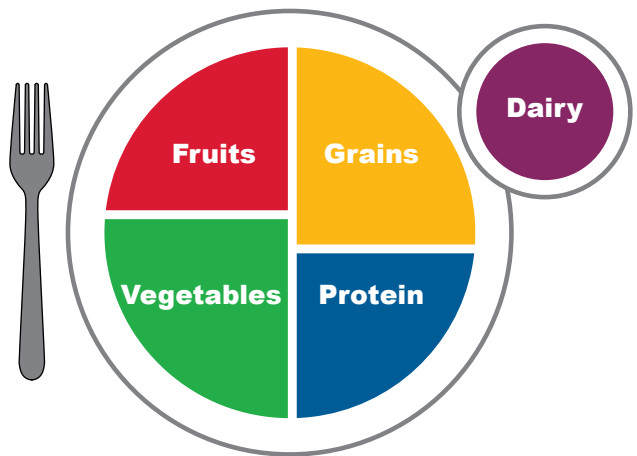
Menu for Your Day

Now, create your own menu plan for a day. Think about foods you can eat that are **healthy** options. Draw a line from each food to the place where it goes in the MyPlate. Remember, **sometimes** foods and drinks are okay, but don't have too many!

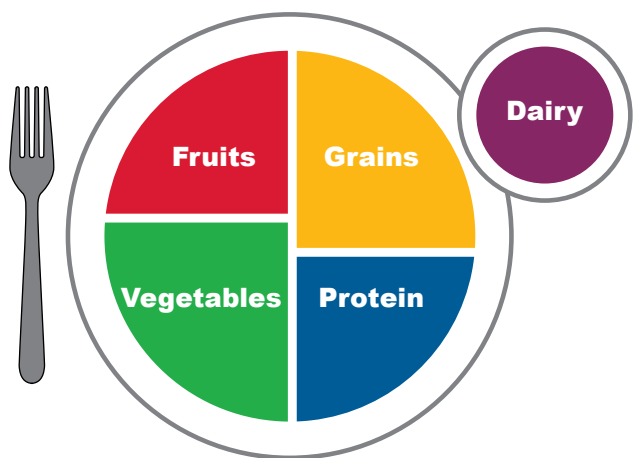
Breakfast



Lunch



Dinner



(back)

My Dentist

My dentist's name is _____.

My dentist's phone number is _____.

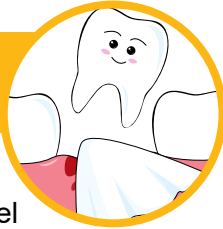
My next dentist appointment is _____.

(You should visit your dentist at least two times a year.)



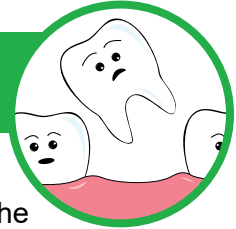
In case of emergency...

Bleeding After Losing a Baby Tooth



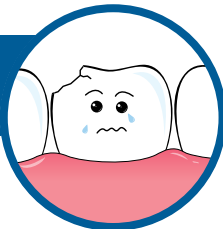
- Place a clean, gauze pad, cloth, or paper towel over the bleeding area.
- Bite on the gauze with pressure for at least 15 minutes.
- Do not rinse your mouth.
- **If bleeding does not stop, see a dentist.**

Knocked Out Permanent Tooth



- Find the tooth. Handle the tooth by the top of the tooth, not the root.
- Gently replace the tooth in its socket and hold the tooth in place.
- If the tooth cannot be reinserted into the socket, put the tooth into a cup of fresh milk. Do not put the tooth into tap water.
- **See a dentist immediately.** A tooth that is quickly reimplanted has a good chance of being saved.

Broken, Chipped, or Cracked Tooth

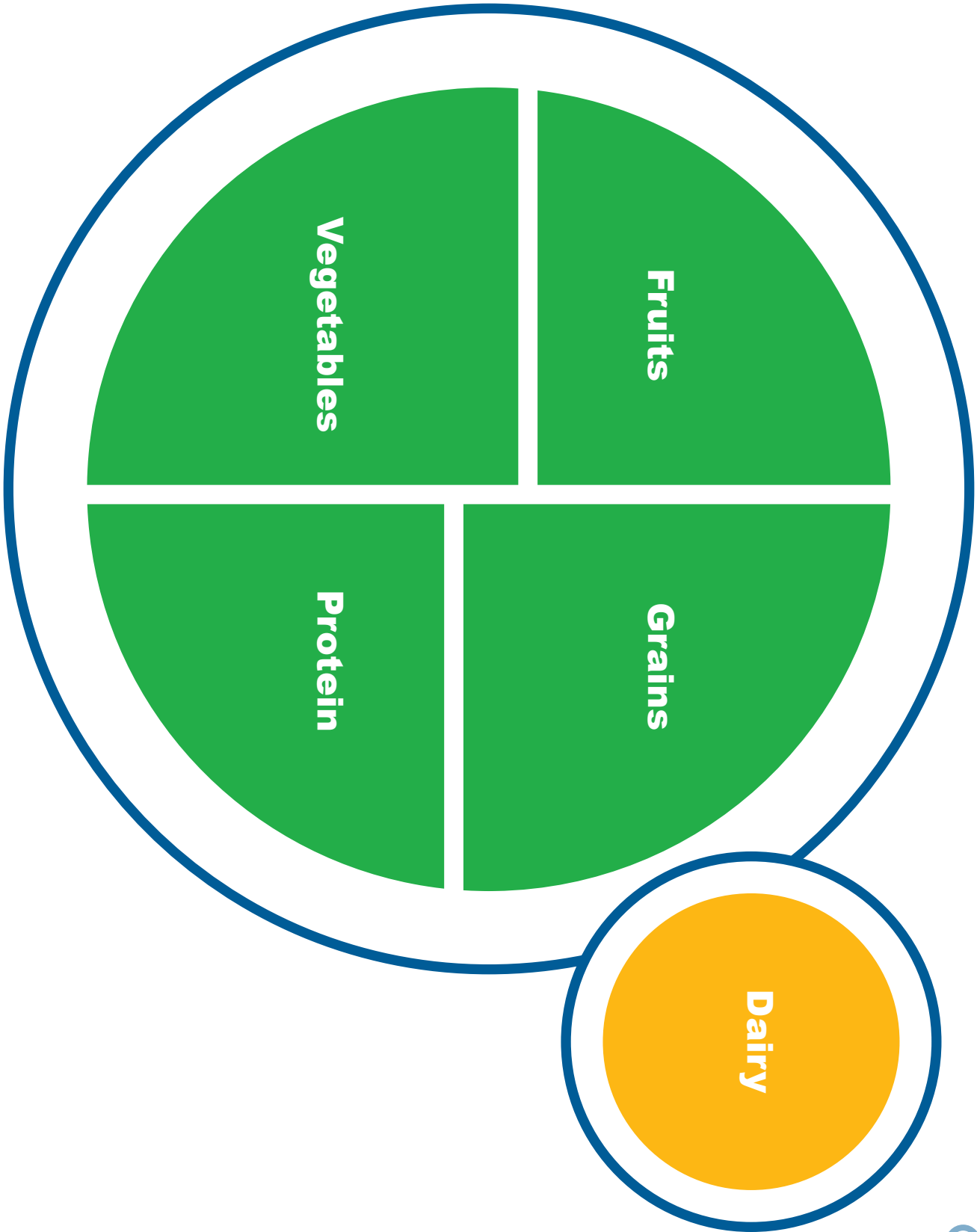
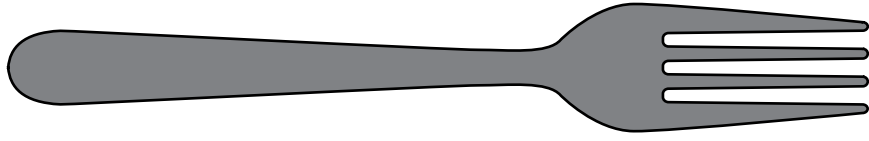


- Gently clean dirt from the injured area with warm water.
- Place a cold compress on the face over the injured area.
- Locate and save any broken tooth fragments if possible.
- **See a dentist immediately.**



Tips for Home

Remember, in all cases to **stay calm**; wear gloves if blood is present; and do not give pain relievers **unless a parent gives consent.**





Science Journal Sample

Follow the steps below to conduct your experiment.

Question

What do you want to know?

How does yeast react to sugar?

Hypothesis

What do you predict will happen?

The yeast with the sugar added will expand out of the cup.

Experiment

Test your hypothesis.

*Add yeast to two different cups of warm water.
Then, add sugar to just one of those cups.*

Observe

What happened?

The cup with the sugar added had a foamy layer appear after a few minutes. Then, that foam started to expand to a big bubble. The cup with no sugar didn't change at all.

Conclusion

Was your hypothesis correct? Why or why not?

Yes! The yeast grew a lot when sugar was added. It took a while, but it eventually grew out of the cup.



Science Journal

Follow the steps below to conduct your experiment.

Question

What do you want to know?

Hypothesis

What do you predict will happen?

Experiment

Test your hypothesis.

Observe

What happened?

Conclusion

Was your hypothesis correct? Why or why not?

Grade 3-5 State Standards Alignment

North Carolina Essential Standards: Health Education

Lesson 1	3.PCH.2.1
Lesson 2	3.PCH.2.2
Lesson 3	5.PCH.3.1
Lesson 4	3.NPA.2.2
Lesson 5	4.ATOD.1.1
Lesson 6	5.NPA.1.1

Indiana Academic Standards for Health & Wellness

Lesson 1	5.1.4, 5.7.1
Lesson 2	5.5.5, 5.7.2
Lesson 3	5.1.4, 5.7.1, 5.7.2
Lesson 4	5.5.1, 5.5.2
Lesson 5	5.1.1, 5.5.3, 5.5.5
Lesson 6	5.6.6, 5.8.7

Michigan Health Education Expectations

Lesson 1 .	4th 7.7
Lesson 2 .	4th 7.7
Lesson 3	3rd 1.1, 1.2, 1.5, 1.6 4th 1.6 5th 1.3, 4.7
Lesson 4	3rd 1.1 4th 1.5 5th 1.5
Lesson 5	3rd 2.2 4th 2.1 5th 2.2, 2.3, 2.8
Lesson 6	3rd 1.1 5th 1.2, 1.5

Georgia Standards of Excellence for Health Education

Lesson 1	HE3.7.a HE4.1.g HE5.5.f
Lesson 2	HE3.7.c HE4.7.b HE5.7.c
Lesson 3	HE3.6.a HE4.6.b HE5.7.b
Lesson 4	HE3.1.b HE4.5.a HE5.5.e
Lesson 5	HE3.1.d HE4.1.e HE5.1.e
Lesson 6	HE3.6.b HE4.3.b HE5.6.b

Ohio Health Education

Ohio state law does not allow the State Board of Education to adopt Health Education Standards. As such, please refer to the National Standards for Health Education given in each lesson.



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