

Community in the Classroom Presentation Plan

Lesson Name Germs and Your Body

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Grade Level: Kindergarten Standards Connection(s) Observing objects with senses, describing objects, comparing and sorting objects based on size and weight, and communicating observations orally.

Abstract:

Your opportunity to tell teachers and kids what's going to be fun and interesting about your visit!

Did you know that germs are very, very small and that when they grow together you can see them? There are different kinds of germs – good and bad, and different germs do different things. Some types of germs are good for you and help you stay well, others can make you sick, so your body has ways to fight germs to keep you healthy. Through several hands-on activities, students will use their senses and observation skills to learn how your body fights germs. Students will compare “gak” to mucus, learn how tears keep germs out of your eyes, and how nose hair keeps germs out of your body.

Vocabulary/Definitions:

3 – 6 important (new) words

germs – tiny living things

mucus – slimy material that keeps your nose wet and traps germs and dirt

health – when your body feels good and not sick

scientist – someone likes to learn about how things work and how to understand things

repetition – doing something over and over

guess – choose an answer without knowing what the right answer is

Materials:

What you'll bring with you

Foil plate, Foil plate with brush, 2 baggies with 50 beans, 3 containers with gak, Baggie with 60 beans, Bowl, Towel, Bucket, Lacrosse ball, Baggie with glitter, Hand lotion, Paper towels, Bacterial terrariums, Agar plates, Kimwipes and sterile toothpicks

What students should have ready (pencils, paper, scissors)

Classroom Set-up:

Student grouping, Power/Water, A/V, Light/Dark, set-up/clean-up time needed

Set up three stations with materials for demos when the introduction is done.

Classroom Visit

1. Personal Introduction:

4 Minutes

Who are you? What do you want to share with students and why? How will you connect this with students' interests?

My name is _____ and I am a scientist that studies germs. [Scientist defined] In my spare time, I like to swim and play games with my friends like Terry. [Put cornstarch in hand before shaking hands] Hi Terry, how are you doing today?

Terry: I'm very well thanks. Wow, what just got all over the place?

Well Terry, today we are going to learn about germs [define germ]. As you can see from the this white powder, they easily move from one person to the next. Germs are very, very small and alive, but you can't see them unless lots of them grow together. [Pick up and show bacterial terrarium.]



Topic Introduction:

5 Minutes

Big Idea(s), vocabulary, assessing prior knowledge. What questions will you ask to learn from students?

What colors can we see in here [refer to bacterial terrarium]? Each different color you can see is a different type of germ. There are many types of germs and some can help you and some can make you sick. Have any of you ever been sick? [engage kids] What did it feel like? How did you get better?

Our body has many ways to keep us healthy. [Health defined]

One way your body fights off germs is by producing mucus. Does anyone know what mucus is? Mucus is a slimy material that keeps your nose wet and traps germs or dirt. How does mucus actually protect you from germs? You are going to figure that out using pretend mucus!

The inside of your nose, **windpipe**, and lungs are lined with tiny little hairs. These hairs help filter out dirt and germs that enter your body and also collect mucus. Do these hairs really make a difference? You are going to make guesses as you compare two pretend nostrils—one lined with tiny hairs and one without. [Guess defined] We will also look at why scientists repeat experiments to make sure they are getting the same answers multiple times. [Repeat defined: doing the same thing again]

Your body also produces tears to protect your eyes from germs. Has anyone ever gotten some dirt in their eye? What happened? You are going to use a pretend eyeball (tennis ball) and pretend germs (red glitter) and figure out the best way to get rid of the germs – tears or wiping your eyes?

Now, I am going to divide you into three groups and each group will go to a different station. Then after you have been to all three stations, we will come back together and talk about what we have learned.

2. Learning Experience(s):

20 Minutes

Demonstrations, hands-on activities, images, games, discussion, writing, measuring... What will you do, what will kids do? Describe in order, including instructions to kids.

See attached lesson plans: mucus, nose hair and tears

3. Wrap-up: Sharing Experiences and Building Connections 5 Minutes

Putting the pieces together – how will students share learning, interpret experience, build vocabulary?

What have we learned about germs? (small and invisible, unless there are a lot of them. There are good and bad germs and sometimes they can make you sick)

How do our bodies prevent sickness? (nose hair, mucus, tears)

How do we help our bodies when we are sick? (handwashing, nose blowing, medicine, resting)

4. Close:

5 Minutes

How can kids learn more? Thanks and good-bye! Clean-up.

Germs are all around us and we are going to take some samples from you guys and your classroom so that you can see the germs grow. [We are going to take swabs from a doorknob, sink, inside of mouth and desk and plate them on agar plates.]

TOTAL 30-40 Minutes

Follow-up – After Presentation

Suggest students write a letter explaining “How we learned about _____?”

List or attach examples of activities, websites, connections for additional learning.

Attach worksheets, hand-outs, visuals used in classroom presentation.

Ask Teacher and kids to write a letter about what they learned and use drawings.

Things to be aware of in the future: washing hands after playing in dirt, throwing away tissues into which you have blown your nose, exercising and eating veggies to stay in good health

