



## Dr Pepper

### Learning Outcome:

Explore different ways germs can be spread and how to prevent.

### Resources:

- Bowl
- Cold water
- Cotton bud
- Black ground pepper
- Dishwasher soap

### What to do:

1. Explain that the pepper represents germs and the soap soaked cotton bud represents clean hands.
2. Fill a bowl with cold water.
3. Pour some pepper into the bowl and ensure it floats.
4. Take the cotton bud and put into the pepper, floating in the water, slowly.
5. What do you notice? What happens to the pepper? Why do you think this is?



## Dr Pepper

I know the symptoms of some common diseases caused by germs. I can explain how they are spread and discuss how some methods of preventing and treating disease benefit society. **SCN 1-13a**

- *Describes the symptoms of some common diseases including colds, mumps, measles, chicken pox and flu.*
- *Provides explanations, supported by evidence, of how some diseases spread and discusses ways in which some diseases can be prevented through good hygiene and vaccination.*

I am becoming aware of how cleanliness, hygiene and safety can affect health and wellbeing and I apply this knowledge in my everyday routines such as taking care of my teeth. **HWB 1-33a**



## Don't let 'atchoo' turn into the flu!

### Learning Outcome:

Explore different ways germs can be spread and how to prevent.

### Resources:

- Spoons
- Ping Pong Balls
- Bubbles
- Tissues
- Soft foam balls

### Activities:

1. Direct Contact
2. Indirect contact
3. Airborne contact



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I am developing my understanding of the human body and can use this knowledge to maintain and improve my wellbeing and health. **HWB 1-15a**



## Don't let 'atchoo' turn into the flu!

### Direct Contact

**In this game, children are asked to wander around the room shaking hands with various students.**

Select one child to secretly pretend to be 'infected' by a disease. Instruct the child to squeeze the other participants hand while shaking hands.

Once your hand is squeezed, you are also infected with the disease and must squeeze others hands when you shake their hand.

This can be done quickly, even with a 30 second or one-minute time limit. After about 30 seconds, ask the students if they had their hand squeezed, if so they have been infected by the disease.

Discuss how long it took for the disease to be spread and everyone to be 'infected'.

To conclude, relate this game to other situations such as public places where washing hands is important or on farms with animals. Animals on a farm may be contained in close quarters and can spread disease through direct contact. This occurs even when an animal does not yet show symptoms. If the animal showed symptoms, it would be separated from the herd or flock for treatment.



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### **Indirect Contact**

**In this game the children race with ping pong balls on spoons to show diseases can be shared with indirect contact to the disease.**

Divide into two or more groups. Create a race course, perhaps in the gym hall or even around the classroom.

Give each child a spoon. Each group must race around the outlined course one at a time in a relay with their ball on the spoon. If the ball falls they may pick it up, but at that point they are considered "sick" and must walk slowly the rest of the course.

Once the child gets to the end of the outlined course, they must transfer the ball to the next team member's spoon without directly touching the ball or they will be "sick". If this occurs, they will become "sick" and need to walk slowly. Once each person has completed the course they are done. Depending on how many became infected the game will take different amounts of time.

This is an example of pathogens being transferred from one person or animal to another through indirect contact to the pathogen. The children did not have to directly touch one another in order for the pathogen to be transferred (the ping pong ball is the pathogen). Not all of the disease carriers displayed symptoms. Diseases or pathogens can be transferred without animals or people coming into contact directly, they can be carried on equipment, surfaces, boots etc



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### **Airborne**

**In this activity the teacher will blow bubbles at the group of children to demonstrate how some diseases can be airborne.**

Tell the children that each time a bubble lands on them they have become infected with an airborne pathogen. This shows the students how some diseases are passed through the air.

A healthy living element can be added by giving each child a tissue and have them stop the bubbles from touching them using the tissues. This could be used as a good way to encourage use of tissues when sneezing.

Another version of this game can be played as a simple dodge ball game using soft balls as the disease spreading pathogen. Once someone is hit with the ball they have been infected with the pathogen.



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## Reebops

### Learning Outcome:

Explore how characteristics are inherited and can vary in families.

### Resources:

- Characteristic cards
- Plastiscine
- Pipe cleaners
- Googly eyes

### What to do:

1. From you set of cards choose your set of characteristics.
2. Choose a partner.
3. With your partner decide on what the dominant characteristics are going to be.
4. Create your Reebop based on these characteristics.
5. Give your Reebop a name.



## Reebops

By comparing generations of families of humans, plants and animals, I can begin to understand how characteristics are inherited. **SCN 1-14a**

- *Uses their own experiences to illustrate how inherited characteristics are passed from one generation to the next.*
- *Knows that genetic information determines characteristics such as colour of eyes and shape of petals.*
- *Demonstrates understanding of the variations within family groups.*

By exploring the characteristics offspring inherit when living things reproduce, I can distinguish between inherited and non-inherited characteristics. **SCN 2-14b**

- *Knows that genetics is the study of inherited characteristics and that inherited characteristics are carried on genes and can sometime skip a generation.*
- *Explores and categorises characteristics into inherited (eye and hair colour, height and right/left handedness) and non-inherited (native language spoken and favourite colour).*
- *Describes how every living thing has its own DNA fingerprint.*



## Double Helix

### Learning Outcome:

Understand how characteristics are inherited.

### Resources:

- 4 different coloured jelly sweets
- Sweet laces
- Toothpicks
- Characteristic cards

### What to do:

1. Choose a characteristic card and the 2 matching coloured sweet for each characteristic.
2. Lay out the sweets in pairs with each set underneath each other.
3. Lay the laces alongside either side, like a ladder.
4. Use the toothpicks to secure into place.
5. Hold the top and bottom of your ladder and twist.
6. Remove the characteristic card and use a walking gallery to see if you can find the same character card as yours.



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## Who's Who?

### Learning Outcome:

Identify offspring based on characteristics of parents.

### Resources:

- Offspring cards
- Parent cards
- Guess Who? (optional)

### What to do:

1. Ensure that the offspring and parent cards are separated into the 2 distinctive groups.
2. By asking questions eliminate those not holding the same characteristics in order to find the parent of the offspring.



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## Be the GP

### Learning Outcome:

Match the symptoms to the common disease.

### Resources:

- Symptom cards
- Common disease information cards
- Headbands

### What to do:

1. Taking it in turns each player wears the headband with a common disease.
2. The player with the headband then asks the other players questions about the symptoms which they can only answer yes or no.
3. The other players can use the information cards to help them if they are not sure about a common disease.



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