

Lesson Plan Prepared by: Amanda Dennis
Lesson: Introduction to Why Does my Body Smell?
Length: 30-40 minutes
Age or Grade Intended: 4th grade
Source: Original

Academic Standard:

4.4.10 Explain that if germs are able to get inside the body, they may keep it from working properly. Understand that for defense against germs, the human body has tears, saliva, skin, some blood cells, and stomach secretions. Also note that a healthy body can fight most germs that invade it. Recognize, however, that there are some germs that interfere with the body's defenses.

Objective:

After class demonstration, students will understand how some germs can be spread and the importance of hygiene.

Assessment:

Teacher will read over students KWL charts, as well as assess answers that are given in class discussion.

Advanced Preparation by Teacher:

Materials Needed:

- Balloon
- Confetti
- Glitter
- Construction paper
- Scissors
- Newspapers

Teacher will need to fill a balloon with confetti and blow it up before class. She will also need to cover an area of the floor with newspaper.

Teacher will also need to create and make copies of KWL chart.

Introduction/Motivation:

Teacher will pass out KWL chart. Explain the chart to the class. Then tell students to write down anything they know about germs and hygiene in the "K" column, and anything they want to know in the "W" column. Give students about 5 minutes to do this. Then explain that you are going to collect them and when we finish the unit they will have a chance to fill in the "L" column. (Teacher will use items in the "W" column to help enhance the lessons in the unit.)

Step-by-Step Procedure:

- By show of hands how many of you cover your mouth when you sneeze (when you cough, use Kleenex when sneezing or coughing)? What do you think happens when you sneeze in your hand and then go and touch a desk or a

- doorknob or shake somebody's hand (Bloom's Knowledge)? Exactly, germs spread, and today we are going to see just how easy it is to spread germs.
- Explain to students that the balloon is filled with confetti, and that the confetti represents germs. Also explain that the popping of the balloon represents a sneeze.
 - Teacher will stand in center of newspapered area.
 - Teacher will then pop the balloon.
 - Have students observe how far the confetti (germs) spread. (Spatial Intelligence)
 - Next put glitter on hands, and select 4 other students to put glitter on hands.
 - Now have everyone in the room shake hands (Bodily Kinesthetic)
 - When everyone has shook hands examine the glitter on hands
 - Explain that the glitter represents germs
 - Now have everyone hold up there hands so that students can see the transfer of glitter. (Bodily Kinesthetic)

Closure:

What just happened in these two demonstrations(Bloom's Comprehension)?
What are some things we can do to prevent the spread of germs (Bloom's Knowledge)?

Accommodations/Enrichments:

The teacher could use powder instead of glitter for the hand shaking demonstration.

Reflection:

Were students able to answer questions?

Did they enjoy the lesson?