

Reflect and Detect

Curriculum-Linked Education Program Teacher's Kit

This Teacher's Kit offers supplementary materials for the *Reflect and Detect* Education Program. It is designed to be used in your classroom before and after your program booking. We hope it will help you and your students make the most of your visit to the Museum of Health Care.

Please make use of the activities included in this kit as appropriate to your schedule and objectives. If you have any questions about the materials included here or the upcoming visit, please do not hesitate to contact the Museum.

Thank you very much, and we look forward to working with you and your class,

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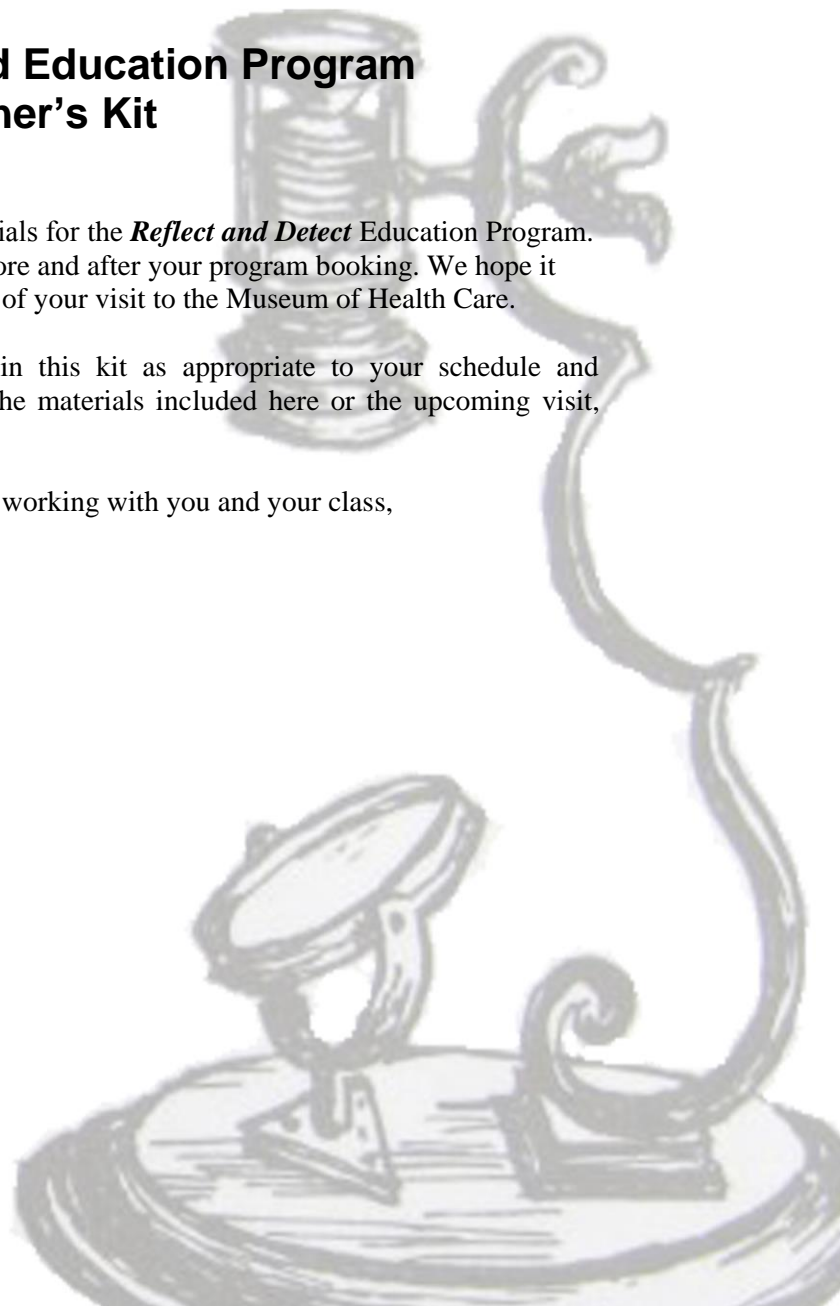


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Curriculum Links

Social Studies (2004 Curriculum)

Strand: Heritage and Citizenship

Topic: Relationship, Rules and Responsibilities

Overall Expectations

- Identify people with whom they have significant relationships, and the rules and responsibilities associated with people, places, and events in their lives and communities

Specific Expectations

- Describe significant people and places in their lives (e.g., parents, sports figures; bedroom, park, playground, community centre) and the rules associated with them;

Science and Technology (2007 Curriculum)

Strand: Understanding Structures and Mechanisms,

Topics: Form and Function

Fundamental Concepts: Structure and function

Big Ideas:

- Objects have observable characteristics and are made from materials
 - Materials have specific properties
 - The materials and structure of an object determine its purpose
 -

Overall Expectations

C1 Investigate structures that are built for a specific purpose to see how their design and materials suit the purpose;

C2-C3 demonstrate an understanding that objects and structures have observable characteristics and are made from materials with specific properties that determine how they are used.

Specific Expectations

C2.2 Students will investigate characteristics of various objects and structures, using their senses

Pre-Visit Class Discussion

1. Who takes care of us when we are sick? How do they make us feel better?

Parents and Family Members: Giving us medicine, making us soup, taking care of us, etc.

Doctors: Give us medicine, write down how we are feeling, look at us if we are sick or injured, takes our temperature, etc.

2. Discussion of the different types of doctors we have in our society. What are their different responsibilities?

Answers can include: nurses, family doctors, dentists, eye doctors, veterinarians, hospital and ambulance workers, etc.

Reflect and Detect In-Museum Program

Description

This activity consists of a shortened tour of the “When Medicine Met Science” gallery and a craft. It can be used as one section of a school group or day camp visit.

Educational Outcome

At the end of the visit, participants will be able to:

- ❖ Describe some of the changes in health care over the last 200 years
- ❖ Identify various tools used by doctors in the 19th Century and beyond
- ❖ Explain how and why reflectors were used by doctors

Length

- ❖ 20 minutes

Vocabulary List

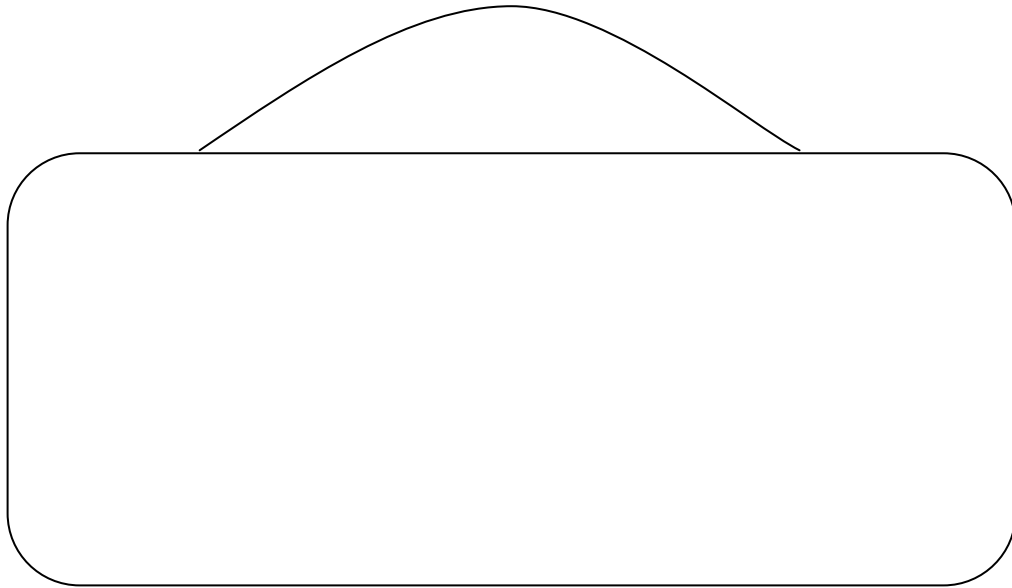
Word	Definition
Stethoscope	Tool that allows medical practitioner to hear the patient's heartbeat
Ophthalmoscope	Tool used by medical professionals to look closely at a patient's retina (eye).
Reflector Headband	Worn by some doctors to shine a light at the patient, took look closely into the patient's mouth or eyes.
Artefact	An object made or used by humans.

Post-Visit Activity Ideas

1. Write a story pretending you are a doctor. What did you do at your work today? What tools did you use?
2. Write down a reflection about what it was like when you went to the doctor or dentist. Why did you have to go to the doctor? How did you feel when you arrived there? What did the doctor say to you?
3. "Going to the Doctor" Word Search and colouring pages, see attached.
4. Doctor's Bag Drawing Activity, see attached.
5. Group students into groups of three or four. What new tools will there be in 100 years? Have each student invent a new futuristic tool and present it to their group. How is the tool used? Are there existing tools that have a similar function?

Activity Sheets: the Doctor's Bag

When you visited the Museum of Health Care, you learned about different types of tools that doctors use. Draw the tools and supplies that you think you might find in a doctor's bag.



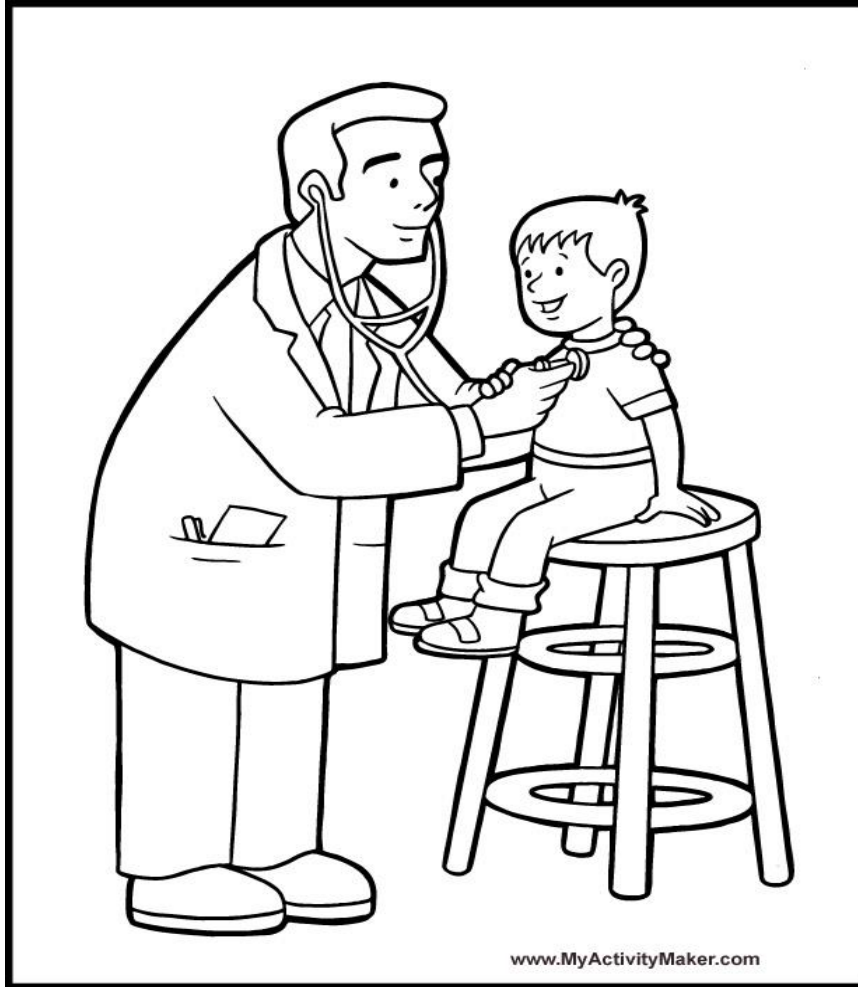
In My Doctor's Bag, you will find :

"Visiting the Doctor" Word Search

u o c t e t r l e a o y o
 c p w t t e e a e n e p e
 h i a r l a t c c a t d i
 e n i c i d e m s h o y t
 c i t r e o m b a c h h c
 k t i e s e o l t r c t c
 u m n f r c m o s r i l d
 p r g l p o r h t r a a g
 s g r e s s e n l l i e e
 e p o c s o h t e t s h h
 i t o t r r t c t o d n o
 h p m o o d u r r m r c u
 e f p r m o e n e a o s e

WORDS:
 checkup
 stethoscope
 illness
 ophthalmoscope
 thermometer
 healthy
 reflector
 heartbeat
 nurse
 medicine
 doctor
 waiting room

Doctor Colouring Page



<http://www.myactivitymaker.com/ColoringBook/Doctor.jpg>

Self Evaluation and Reflection

Name: _____

Learning Skills

N - need improvement S - satisfactory work G - good work E - excellent work

Independent Work

- | | | | | |
|--|---|---|---|---|
| <input type="checkbox"/> worked well without supervision | N | S | G | E |
| <input type="checkbox"/> followed rules and instructions independently | N | S | G | E |

Initiative

- | | | | | |
|---|---|---|---|---|
| <input type="checkbox"/> responded to a new situation or challenge | N | S | G | E |
| <input type="checkbox"/> showed interest in the activity and a willingness to learn | N | S | G | E |

Use of Information

- | | | | | |
|--|---|---|---|---|
| <input type="checkbox"/> asked questions to clarify meaning and ensure understanding | N | S | G | E |
|--|---|---|---|---|

Cooperation

- | | | | | |
|--|---|---|---|---|
| <input type="checkbox"/> showed positive relationships with other students | N | S | G | E |
| <input type="checkbox"/> helped others | N | S | G | E |
| <input type="checkbox"/> shared in cleaning duties after an activity | N | S | G | E |

Conflict Resolution

- | | | | | |
|---|---|---|---|---|
| <input type="checkbox"/> resolved conflicts in socially accepted ways | N | S | G | E |
| <input type="checkbox"/> assisted others to resolve conflicts appropriately | N | S | G | E |

Class Participation

- | | | | | |
|---|---|---|---|---|
| <input type="checkbox"/> willingly worked with a new grouping | N | S | G | E |
| <input type="checkbox"/> took responsibility for my share of the work | N | S | G | E |
| <input type="checkbox"/> encouraged others to participate | N | S | G | E |

Problem Solving

- | | | | | |
|--|---|---|---|---|
| <input type="checkbox"/> applied successful strategies to new problem situations | N | S | G | E |
|--|---|---|---|---|

What I did best during this activity	What I need to improve on and how I will achieve that goal
What I liked best about the activity and why I liked it	What I would change about the activity if given the opportunity
Something new I learned	What I would like to learn more about

Teacher Resources

Going to the Doctor's Office – Kid's Health

http://kidshealth.org/kid/feel_better/people/going_to_dr.html

Information about the doctor's office, checkups, and vaccinations.

Going to the Doctor's – For Kids

<http://www.healthcommunities.com/just-for-kids/children/doctor-visit.shtml>

Information about the roles of different staff in a doctor's office, and descriptions of basic medical tools they may use.

Doctor Craft Ideas for the Classroom

http://www.ehow.com/list_6755300_doctor-crafts-kids.html

Simple doctor-themed crafts and activities for classroom use.