

Snot and Whatnot

Curriculum-Linked Education Program Teacher's Kit

This Teacher's Kit offers supplementary materials for the *Snot and Whatnot* 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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Curriculum Links

Health and Physical Education:

Strand: Healthy Living

Topics: Understanding Health Concepts, Making Connections to Healthy Living

Overall Expectations

C1 Demonstrate an understanding of factors that contribute to healthy development;

C2 Demonstrate the ability to apply health knowledge and living skills to make reasoned decisions and take appropriate actions relating to their personal health and well-being;

C3 Demonstrate the ability to make connections that relate to health and well-being – how their choices and behaviours affect both themselves and others, and how factors in the world around them affect their own and others' health and well-being.

Specific Expectations

C3.1 Demonstrate an understanding of how to stay safe and avoid injuries to themselves and others in a variety of situations, using knowledge about potential risks at home, in the community, and outdoors

C3.2 Identify habits and behaviours that can be detrimental to health, and explain how people can be encouraged to adopt healthier alternatives.

Pre- Museum Visit Activities

1. Draw a Brainstorming Web on the board/chart paper with the heading “Staying Healthy!” Begin a class discussion on the steps we can take to leading healthy lives.

Answers may include:

Healthy Eating:

- Balanced diet featuring all four food groups
- Limited treats
- Lots of fruits and vegetables
- Making sure we are getting our vitamins

Healthy Living:

- Exercise! (running, sports, swimming, stretching, etc)
- Making sure we are safe when we exercise (helmets, proper equipment, obeying game and safety rules)
- Washing our hands and staying clean to prevent illness.

Vocabulary List

Vocabulary Word	Definition
Mucus	A slippery substance produced by the human body
Four Humours	Early understanding of the human body, which suggests that humans are made up of four humours: phlegm, black bile, yellow bile, and blood.
Proteins	Builds and maintains the structures in your body, made of groups of amino acids.

Snot and Whatnot In-Museum Program

Description

After learning about the four humours (with an emphasis on mucus/phlegm), what happens to the air we breathe, and how we can control the spread of germs, participants mix up a batch of “snot” (and receive a “snot sample” to take home!).

Educational Outcome

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

- ❖ Understand the concept of the four humours
- ❖ Understand what mucus is, what it is made of (i.e. proteins and sugars), and how it works inside our nose
- ❖ Understand what happens to the air we breathe
- ❖ Learn how to take personal measures to control the spread of germs

Length

- ❖ Approximately 30 minutes (suggestion for shortening the program: omit the four humours section, and focus on the facts about mucus and germ control)

Potential Audiences

- ❖ This activity could be used with school groups, summer camp groups or families
- ❖ This activity is appropriate for participants aged 6-12

Post-Museum Visit Activities

1. Class discussion on the history of the Four Humours. Provide students with a chart of the Four Humours personality traits (an example is included below) and encourage them to figure out which humour best describes them. The students can research online what the Ancient Greeks would have suggested they eat in order to keep their particular humour in balance (i.e. choleric people, who have an excess of yellow bile and were thought to have been quick tempered, were encouraged to stay away from excessively spicy or sour foods).

A chart listing the qualities of each of the four humours can be found at kheper.net/topics/typology/eysenck_chart.gif

2. Students can complete a research project on another weird and wacky body phenomenon. Encourage children to find out and report on what causes:
 - Fingernail growth
 - Blushing
 - Sneezing
 - Tasting
 - Goosebumps
 - Hiccups
 - Burping
 - Blinking
3. Snails are one of many creatures that produce mucus for a specific function. Students can be asked to complete a report on the role of mucus in the environment, or a single creature's use of mucus to prevent infection, for transportation, to regulate temperature or as a defence mechanism.

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 |
|--|---|---|---|---|

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

Teacher Resources

Government of Canada: Canada's Food Guide

http://www.hc-sc.gc.ca/fn-an/alt_formats/hpfb-dgpsa/pdf/food-guide-aliment/view_eatwell_vue_bienmang-eng.pdf

A detailed colour copy of the Government of Canada's official food guide.

Psychology Charts: Chart of the Four Humours

<http://www.psychologycharts.com/the-four-humours-chart.html>

A chart of the traditional four humours and their properties.

KidsHealth: What's a Booger?

<http://kidshealth.org/kid/talk/yucky/booger.html>

How `boogers` are produced and their role in the human body. Includes a short quiz activity. Available in English audio (with read-along notation), and written Spanish.

Kids' Health – Your Nose

<http://kidshealth.org/kid/htbw/nose.html>

Parts of the respiratory passage and their functions (includes a simple diagram).