

Lesson 1 – English writing

	Content	Resources
Introduction	<ul style="list-style-type: none"> DISCUSS what makes a narrative. (Characters, setting, fiction, problems, resolution, ...) Give students their story prompt and ask them to jot down everything they know about the spread of bacteria and how to prevent the spread. Story prompt - <i>The Mysterious Case of the Germ</i> QUESTION: How will you and your friends stop the bacteria from infecting the classroom, the school, your suburb, the city? 	<ul style="list-style-type: none"> blank paper narrative planner lined paper
Main	<ul style="list-style-type: none"> Today's goal is to write a narrative using your knowledge of how germs spread and how to help prevent the spread of germs. REMINDE students of what happened in the AYF video with the PDI (Protect Don't Infect) germ fighters. Students may wish to use one of the scenarios from the video to help them develop their main characters and setting. https://www.youtube.com/watch?v=UIUgT08uExg Use the narrative planner to plan story. Students start writing after their planning is complete. After writing give students time to edit their work for correct punctuation and the use of action verbs and adjectives. <p>Collect, mark and record.</p>	
Review and Conclusion	Ask for volunteers to read their sizzling start or a section of their story to the class.	
Differentiation	<p>Allow more capable students to go on and write their narrative.</p> <p>Allow any students who are finding the activity challenging to work in a small group with a teacher or Education assistant.</p>	

Lesson 2 – Mathematics Measurement

	Content	Resources
Introduction	<p>Students will use scaled instruments to measure and compare lengths</p> <ul style="list-style-type: none">• Recap the students' knowledge of centimetre and metre measurements.• Remind students how to line up a ruler correctly, starting with the 0 not the 1.• DISCUSS the language of the lesson - estimation, compare and order.• VIEW the video, "How long is a metre?"• VIEW the AYF video presentation of the length of a sneeze.	<ul style="list-style-type: none">- Various objects to be measured – books, chairs, desk- Several metre rulers- Student ruler- Ribbons of various lengths and colours- Activity card set (3) one set for each student
Main	<ul style="list-style-type: none">• EXPLAIN to students that there are different activities. Each activity has questions to be answered.• Hand out worksheet and read through with students.• Allocate students into groups.• Allocate each group an activity.• Set a timer so that each group rotates through activities every 15 minutes.	
Review and Conclusion	<p>As a whole class students reflect on their learning and share a learning experience.</p>	
Differentiation	<p>Select mixed ability groups so that students who are having difficulties are supported by more capable peers.</p>	

Lesson 3 – English Writing poetry

	Content	Resources
Introduction	<ul style="list-style-type: none">• READ the poem “Five Nasty Germs” to the class.• DISCUSS the humour, funny parts. What type of poem is this? <i>Rhyming</i>. In what way does it rhyme?• ASK students to name any other poems that they know that have a rhyming pattern.	- <i>Five Nasty Germs</i> poem
Main	<ul style="list-style-type: none">• DISCUSS the rhyming pattern and the term couplets.• Guide students through the poem – what is the pattern.• As a class write a poem for the teacher to blackboard.• Students start writing down key phrases to do with staying healthy, bacteria, viruses, ...• Students brainstorm to find rhyming words to key words.• Students write their own poem. Trying to have ten lines – five sets of two lines.	
Review and Conclusion	Students volunteer to read out their poem.	
Differentiation	Less able students could write two sets of two lines. As extension students could research other rhyming patterns and apply that to create a new poem. For example: ABAB, ABCB, ...	

Lesson 4 – Mathematics *location and transformation*

	Content	Resources
Introduction	<p>Microorganism symmetry.</p> <ul style="list-style-type: none">• Gain students' knowledge of what is symmetry.• Students to give examples of vertical symmetry.• Use mirrors to show vertical symmetry of items at their desk.• SHOW the Video <i><u>Intro to Symmetry: All About Symmetry for Kids</u></i> from FreeSchool	<p>- Microorganism symmetry page, one per student</p> <p>- mirrors</p>
Main	<p>Shapes that are mirrored or reflected across a line are symmetrical.</p> <ul style="list-style-type: none">• Pose the question. If you wanted to create a symmetrical painting, how might you go about it?• Using the activity sheet, students complete the picture so that it is an example of symmetry on a vertical line. Students to colour the microorganism.	
Review and Conclusion	<p>Discuss difficulties students may have encountered creating their symmetrical work.</p>	
Differentiation	<p>More able students to look for rotational symmetry in things around the room.</p>	


Lesson 5 - Health

	Content	Resources
Introduction	DISCUSS AYF video and presentation. QUESTION: On your whiteboards list five (5) things you remember for staying healthy and preventing meningococcal disease.	- Quiz questions teacher's page - Sheet of paper for answer page - Prizes for winning group
Main	Place students into groups to answer the quiz. Teacher calls out questions. Students work together for a correct answer. Complete answer sheet Swap answer sheets for marking Winning group, each student receives a water bottle or a health promoting prize	
Review and Conclusion	REVISE and DISCUSS AYF motto Be Aware Do Not Share anything from your mouth What does that look like, feel like?	
Differentiation	Students can make up a question at the end to be answered if there is a tie in the scores.	

Lesson 6 – Health and The Arts - Drama

	Content	Resources
Introduction	<p>Roleplay Game</p> <ul style="list-style-type: none"> • Pose the question, “How do we know when we are sick?” Students respond with various answers – headache, sneezing, coughing, rash, high temperature ... • Introduce students to the illness cards. • READ and discuss each card. 	- Enough sets of <i>Illness cards</i> to have one set per pair of students
Main	<ul style="list-style-type: none"> • DISCUSS with the students that they are going to play a role play game using their health knowledge of various diseases. • INSTRUCT students that when they are in the role of the patient they must not speak, they just have to act out the symptoms. <p>Instructions</p> <ul style="list-style-type: none"> • In this game one student plays the role of a doctor and the other the role of a patient. • The <i>patient</i> takes an illness card, reads it to themselves and then acts as if they have that illness. • The <i>doctor</i> must ask the <i>patient</i> questions about how they are feeling and what are their symptoms. • The <i>doctor</i> will give a diagnosis of what illness they think the <i>patient</i> is suffering. • The <i>patient</i> will then reveal their card to let the <i>doctor</i> know if they made the correct diagnosis. • Players then reverse their roles and start again. 	
Review and Conclusion	<p>DISCUSS the similarities and differences between the diseases –</p> <ul style="list-style-type: none"> - why it is often hard for an adult to know what illness you have - the importance of getting to a doctor straight away - not waiting to see if you have other symptoms - not going to bed and resting until you have a diagnosis. 	
Differentiation	<p><i>Doctors</i> that diagnose correctly play against each other in a competition.</p> <p>Students can research and write up new illness cards to be added to the game.</p> <p>Students could choose two diseases and complete a Venn diagram of the similarities and differences.</p>	

Lesson 7 – The Arts *Visual*

	Content	Resources
Introduction	<ul style="list-style-type: none"> • Klari Reis inspired art work. <p><i>Tiny things become more interesting when magnified.</i></p> 	<ul style="list-style-type: none"> - paper - paint - paint brushes - lead pencils - IWB
Main	<ul style="list-style-type: none"> • VIEW examples of viruses and bacteria under the microscope. (Copy the address into the address bar if it does not open immediately. Enlarge picture one and then click through the other pictures.) https://weather.com/health/cold-flu/news/2019-01-30-stunning-microscopic-images-viruses-bacteria#1 • SHOW students examples of Klari Reis from under the microscope artworks. http://www.medinart.eu/works/klari-reis-2/ • DISCUSS the use of colour and shape. • Students draw their own interpretation of bacteria and viruses from under a microscope. • Complete work by painting their sketch. • Work to be mounted on card and displayed. 	
Review and Conclusion	<p>ASK - Before today's lesson did you imagine that bacteria and viruses would be able to be used for an Art lesson? Students show their finished art work.</p>	
Differentiation	<p>Research Klari Reis artworks. Write a report on Klari Reis.</p>	


Lesson 8 – English Reading

	Content	Resources
Introduction	<ul style="list-style-type: none">• DISCUSS ways to keep germs away and prevent diseases. Remind students what they saw in the AYF video and heard in the presentation.• READ the passage to the students.	- "Germs Beware" text and question sheet
Main	<ul style="list-style-type: none">• Students re-read the passage "Germs Beware" highlighting key words.• READ through the questions. Ask if there are any queries.• Students complete the activity.• Mark questions together for a class discussion on the answers.	
Review and Conclusion	DISCUSS answers as you mark together as a class. Ask students to list what other diseases they know.	
Differentiation	Students with reading difficulties work in a group with the teacher.	

Lesson 9 – Mathematics Time

	Content	Resources
Introduction	<p>ASK students to say what <i>time</i> sayings they know. Eg., <i>Time flies when you are having fun.</i> <i>Time waits for no one.</i> <i>The trouble is you think you have time.</i></p> <p>REFLECT Ask students to reflect on AYF video and presentation and recall the time facts they were given in relation to good health habits and meningococcal disease.</p> <p style="text-align: center;">20 seconds for healthy handwashing Every 30 minutes the disease progresses Can be fatal in 24 hours</p>	<ul style="list-style-type: none"> - clocks - timers - worksheet
Main	<p>REVISE – seconds in a minute - minutes in an hour</p> <p>How long we should wash our hands? How do we know how long is 20 seconds? Songs, rhymes, AYF song, ...</p> <p>Discuss the quote, "<i>The trouble is you think you have time</i>" in relation to meningococcal disease. It progresses rapidly with symptoms increasing every 30 minutes. (Teachers the depth of this discussion will depend on the age of your students and their emotional maturity.)</p> <p>"Today's lesson will involve you and your partner timing each other through a variety of tasks.</p> <p>REMIND students that if they are instructed to go slowly then they must. This is not a race it is a timing activity.</p>	
Review and Conclusion	<p>Have students demonstrate their knowledge of an amount of time, with their partner. Compare results.</p>	
Differentiation	<p>For older students they could calculate the difference in the two times for each activity.</p>	

Lesson 10 – Science Chemical

	Content	Resources
Introduction	<p>'Why soap works?' experiment</p> <p>DISCUSS – in this experiment we will find out why soap works and why it is better than just water when washing hands.</p> <p><i>[Teachers - In the experiment the surface of the water represents hands, the pepper the harmful dirt and germs.]</i></p>	<ul style="list-style-type: none"> - bowls - water - black pepper - liquid hand soap - paper towel - recording sheets - PowerPoint of experiment -IWB
Main	<ul style="list-style-type: none"> • Hand out record sheets. Read through questions. • ASK students to <u>predict</u> what will happen when they put their finger in the bowl of water and pepper. • Put the PowerPoint presentation on the IWB <p>Experiment instructions.</p> <ul style="list-style-type: none"> • Fill the bowl with water but not all the way to the top. • Sprinkle some black pepper on the surface of the water. • Dip your finger into the centre of the bowl. Watch what happens to the pepper and record. • Dry your hand then dip your finger into the liquid hand soap. • Dip your soapy finger in to the centre of the bowl of water and pepper. Watch what happens to the pepper and record. • Students to complete record sheet as they progress through the experiment. <p>Explanation</p> <p>In the experiment, the surface of the water represents the skin on our hands. The pepper represents germs and dirt. The natural oil on our hands traps dirt so we need soap to remove the dirt. Without soap, the dirt and germs stay trapped in the natural oils found on our hands.</p>	 <p>Why Soap Works ppt.zip</p>
Review and Conclusion	<p>Class discussion and students to read out answers from questions on record sheet. Explain why soap works and is better than just water to keep us healthy from dirt and germs.</p>	
Differentiation	<p>For extension students may wish to photograph each step of the experiment and then produce a PowerPoint presentation.</p>	