Class Name: First Aid, Anatomy, and Healthy Living

Class description:
A class that integrates science, writing, and healthy living.

When and where class will be held:

Picture to go on Website:

Weekly Format:

1. Add body system to the butcher paper model & label parts.
2. Introduce a disease or injury by telling an emergency story (ex: one day your 2-year-old sister touched a pan that just came out of the oven).
3. Play with the idea – Do a project, play a game or lead and activity to reinforce the anatomy, science and/or history that relates to the disease or injury or ways to avoid the disease or injury
4. Do a project – practice first aid and/or prevention for the disease or injury
5. Complete and add pages to the student health guides that they create through the course of the class – keep these in a folder to bind and staple together on week 6

Materials List:

- Week 1
  - life size anatomy pieces – pages 13-19 or 20-26: http://shared.confessionsofahomeschooler.com/science/HumanAnatomy.pdf
  - butcher paper
  - markers
  - scissors
  - emergency stories – pages 6-9: https://docplayer.net/184954394-Survival-skill-mrs-brant.html
  - pencils
  - Body System pages
- Week 2
  - sheep brains: https://amzn.to/3p6H1Eo
  - protective aprons, gloves, goggles
  - trays
  - plastic knives
  - sheep brain dissection guide: https://learning-center.homesciencetools.com/article/brain-dissection-project/
- Week 3
  - glitter
  - peanut butter or "glo-germ"
  - soap
  - thermometer
- Week 4
  - oranges
  - bandages
- Week 5
  - triangular bandages or cloth scraps
  - sticks
- Week 6
  - Jeopardy quiz game
  - stapler
  - skeleton, print two sets and cut apart – pages 5-6: http://shared.confessionsofahomeschooler.com/science/HumanAnatomy.pdf
  - certificates of completion

Weeks:

1. Trace one student on the butcher paper to create an outline of a child.
   Immune system and circulatory system
   Draw lymph nodes, veins and arteries on the outline, add the heart from the anatomy pieces
   1. Identify dangerous plants & animals

    2. What to do about bites and stings

2. **Nervous system**
   Add the brain to outline.
   1. Discuss heat exhaustion and hypothermia, asphyxiation and poisoning (these don't fit with brain very well, but I wanted to include them!)
   2. Sheep brain dissection

3. D**igestive system & respiratory system**
   Add the stomach, intestines, and lungs to outline.
   1. Discuss cold & flu, including COVID.
   2. Tell the story about Semmelweis and germ theory.
   3. Do a hand washing experiment:
      1. Do a glitter germ experiment to show how germs spread
      2. Put either peanut butter or "glo-germ" on each person's hands and then take the class to wash their hands. Remind them to either sing to themselves or aloud while washing hands.
   4. How to take a temperature.

4. **Integumentary system**
   1. Discuss flesh wounds, nosebleeds, burns
      1. Owie oranges - these oranges have "wounds" that students can identify: abrasion, puncture, laceration, etc.
      2. How to apply bandages.
      3. How to treat severe bleeding.

5. **Skeletal system & muscular system**
   Add bones and muscles to outline
   1. Discuss sprains, fractures, and cramps
   2. Have students put splints and slings, etc. on one another.

6. **Celebrate!**
   1. Hold a Jeopardy-style review
   2. Assemble student health guides
   3. skeleton-builing relay game
   4. Present certificates to students

Other ideas
- Diseases, Injuries, and Conditions Lesson Plan: Raising Health Awareness - https://educators.brainpop.com/lesson-plan/diseases-injuries-conditions-lesson-plan-raising-health-awareness/
- Weekly vocabulary words: Sprain, fracture, asphyxiation, pressure, temperature, unconscious, nausea, vomiting, splint, ace bandage, elevate, heat exhaustion, cramp, spasm, seizure, faint, clammy, dizzy, wound, laceration, stitches, etc.
- Have a trainer come in that can do certification.

Name:

Body System:
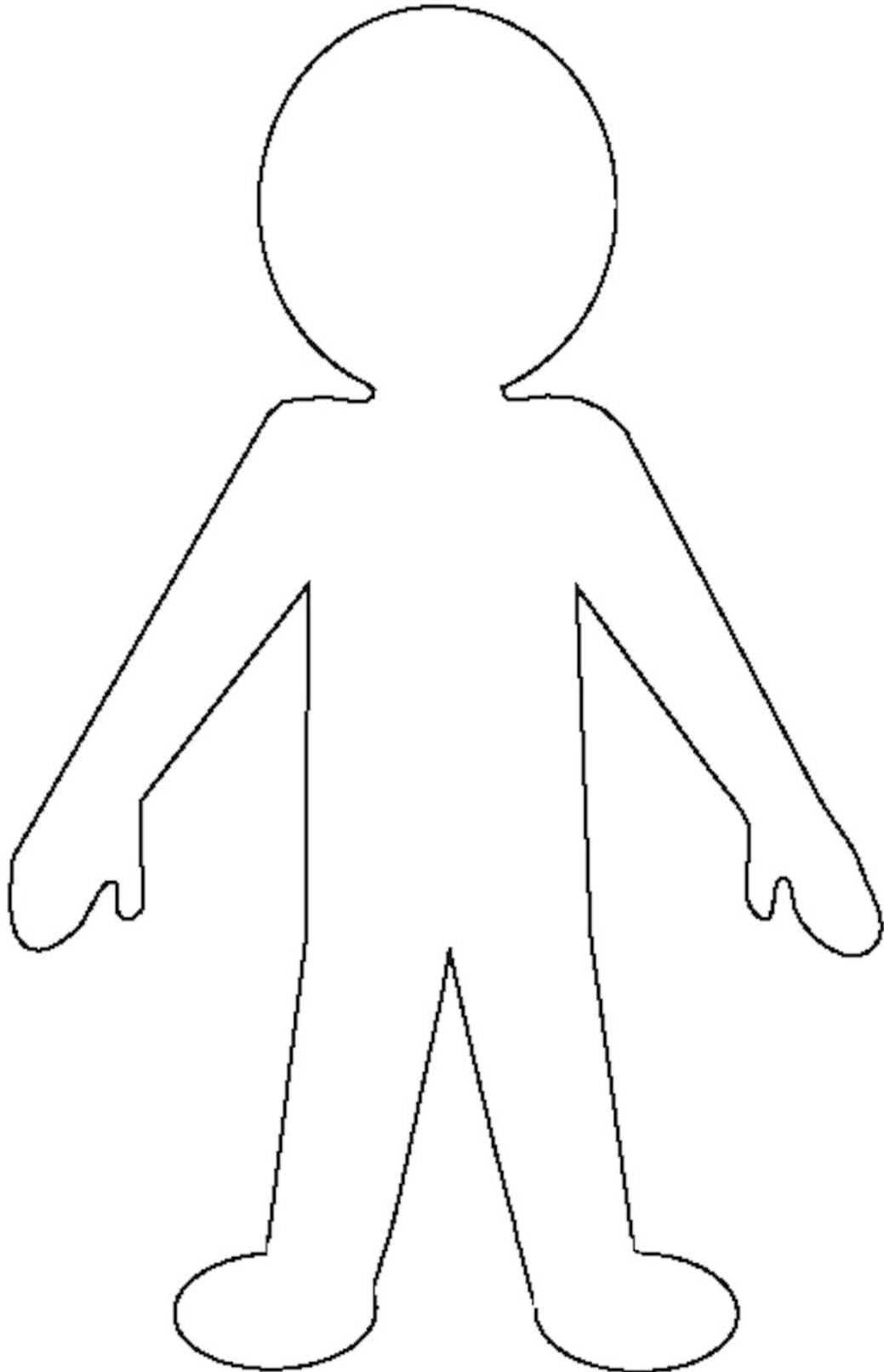
What this system does:	How we can keep this system healthy:
Illness or injury: Symptoms:	First aid: