



NATIONAL ASSOCIATION OF
Museum Schools

School:	Normal Park Museum Magnet	Author(s):	Beth McCoy, Megan Methvin, Amanda Lafferty, Heather O'Brien, and Jennifer Zeigler
Lesson Title:	"Body Lab" An introduction to the Human Body module	Grade Level(s):	1 st grade
Standard:	GLE 0107.Inq.1, GLE 0107.Inq.2, GLE 0107.1.1, GLE0107.1.2	State:	Tennessee
Content Area:	Science	Time Duration:	1 hour
Learning Target:	Students will discover, explore, and learn from real experts using authentic materials about the human body.	Materials:	Animal body parts (butcher), microscopes, animal blood (vets office), adult white button up shirts, name badges, hair nets, scrub masks, gloves, life size skeleton
Key Vocabulary:	Doctor, heart, lungs, liver, blood cell, ambulance, skeleton, stethoscope, microscope	Technology Connection:	Cameras and video cameras to record experience. We use pictures and video in our nine-week exhibit.

Engage Now: <i>Opening</i>	The teacher will explain to students that they are being inducted into Norm L. Park Medical Academy as intern doctors. Students will be dressed in "Lab Coats," (adult sized white button-up shirts) caps and masks. They will also be given a badge with their name to help them look official.
Teach Now: <i>Mini Lesson</i>	<p>The teacher will do a brief introduction of each station that students will be visiting. There are 9 stations in all. Each station has a real doctor, nurse, or medical professional to teach that station. All of these are parent volunteers or people from the community who have students at our school. We also have real animal parts so that students can see what a real heart, lung, eye, etc. looks like.</p> <p>The stations we have had are:</p> <ol style="list-style-type: none"> 1. Ambulance – Students actually sit inside an ambulance and hear from paramedics what their job is. 2. Heart 3. Lungs 4. Eyes and tongue 5. Microscope looking at real animal's blood 6. Skeleton model and real chicken bones 7. Surgeon – We have a parent that is a surgeon and he brought a robotic arm and camera to show how some surgeries are done using a computer. 8. Liver 9. Heart Rate- exploring stethoscopes
Explore Now: <i>Independent</i>	Students are split into small groups and they rotate around each station. Each station lasts approximately 5 minutes. Students are shown the items at each station and then they may ask

<i>Practice</i>	any questions they have. If it is a station with animal parts, they are given gloves so that they can touch and explore each part after they are given information and explanations.
Closing:	After visiting each station, students will come back to the classroom and share some of the things that they learned about the human body.
Show me Now: <i>Assessment</i>	The students will complete a page in the travel journal. They will make a list of some of the things they saw and did while exploring the Body Lab. They will also answer the following prompt: One thing I learned about the human body is _____.
Differentiation Opportunities:	During the Body Lab experience, students are able to learn in various styles: auditory, visual, modeling, tactile, and exploratory. We feel that all learning styles are experienced during this lesson.
Class/Home Extensions	Students will write "I wonders" about the human body. These questions will act as a guide of the things that we can cover during this module. We will put these in the students' travel journals. They will have an opportunity to answer these "I wonders" at the end of the 9 week unit.
Expedition Opportunities:	The Creative Discovery Museum has a doctor's office for children to explore and role play. Students also are taught about healthy foods and they cook a healthy snack in the museum's kitchen.