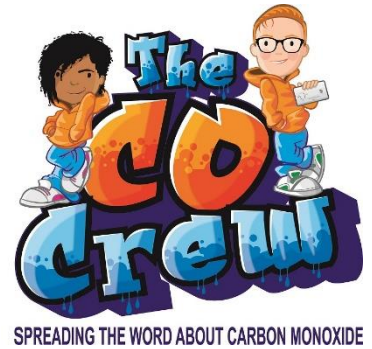


# Teacher Guidance Notes



Hello and welcome,

This CO Crew lesson plan will tell you everything you need to know about facilitating the activities throughout this session.

All you will need to run the sessions is

- A smart board
- This website open, where you will be working your way through the various elements of the session
- 1 sheet of plain A4 paper per child in the class, plus 6 sheets of flipchart paper
- Some coloured felt tip pens or pencils
- A tablet or mobile device to take some pics (optional)

The lesson is made up of 5 parts. Each part will include a video followed by an activity designed to reinforce the learning.

## Part 1 – The CO Crew – Introduction

The introduction to the topic is done for you in the first video so other than telling the children that they will be learning about something called 'CO' or 'carbon monoxide' you can begin by playing the 1<sup>st</sup> video.

As you'll see, this provides an introduction, explains that many people don't know very much about carbon monoxide and prompts the children to think about what it might be?

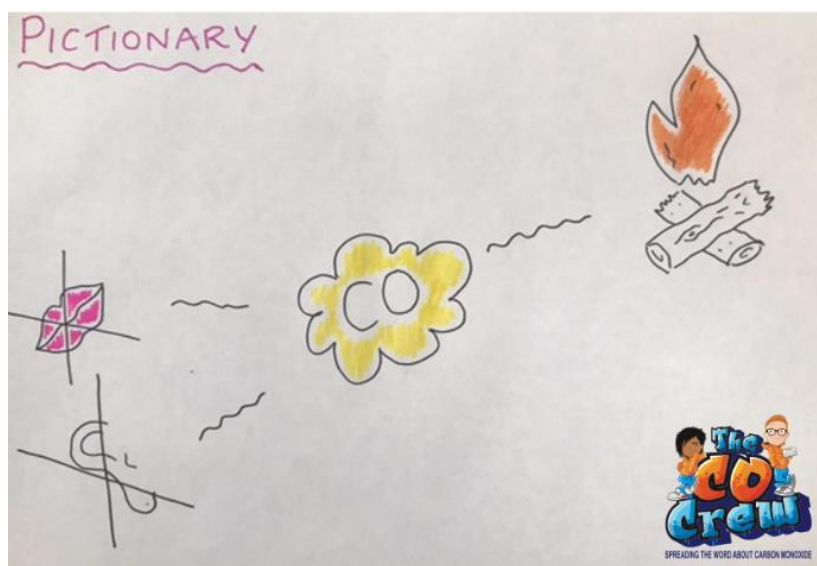
At the end of this video is our first activity:

### Activity 1 – Pictionary

We would suggest the children are split into groups of 5 or 6. Each group will then be given 1 sheet of flip chart paper and some coloured pencils.

If this is not possible due to COVID-19 restrictions, they can complete this in pairs or individually on A4 paper.

As shown here, ask them to write 'CO' in the middle of the page, then ask them to DRAW what they know or think they might know about carbon monoxide.



Give them 5-10 minutes to complete this activity

When they're ready, ask each group to hold up their sheet and feedback what they have drawn and why to the rest of the class.

Remember - there are no wrong answers! This is just an opportunity to explore and think about what they associate with CO now

## Part 2 – What is CO?

Our next film and activity focus on the fact that we can't see, hear, smell, taste and touch CO and we will reinforce this learning with dance moves!

### Play Video 2 - 'What is CO?'

#### Activity 2 - CO Dance

Your class will create their very own dance.

Let the class know that they will be creating their own CO dance and show them the example video to provide a little inspiration!

Play the CO Crew dance video from the activity link

After the video ask if they are up to the challenge of creating something like that?

It's quite technical so you can reassure them that they won't be expected to be quite so polished! 😊

Okay, so for this activity you will explain that the class need to come up with 1 move for each of the senses that are unable to detect CO.

'you can't see it'  
'You can't hear it'  
'you can't smell it'  
'you can't taste it'  
'you can't touch it'

Starting with 'you can't see it' ask the class to put their hand up if they have an idea for a move.

Choose three or four and ask them to stand up.

Next, one at a time, let them pitch their move to the rest of the class. Once all of the moves have been pitched it's time to vote. Get them, in turn again to show their move but this time get the rest of the class to vote on their favourite by putting their hand up.

The move with the most votes is the winner. Ask the child with the winning move to go up to the front of the class. Now they will teach the rest of the class that move. Once they have got it, you will repeat the process with the next move for 'you can't hear it'.

You should finish with five pupils at the front of the class, one for each move.

Now it's time to bring it all together!

Doing the moves as they go, get the children to say...

'you can't see it'  
'You can't hear it'  
'you can't smell it'  
'you can't taste it'  
'you can't touch it'

Finally repeat the process but this time playing the CO crew dance video so that they can add their moves to the music.

Do this twice as it usually takes a little practice to get the timing right! You could even record it on a class tablet to show the class and maybe even share it with us on twitter @thecocrew as we'd love to see your moves 😊

## Part 3 – The effects on the body?

### Play Video 3 – The effects on the body?

After the video, it would be good to do a quick recap with the class on the following points. These are listed in the downloadable lesson plan for you. See who knows the answer.

What do we breathe in?	Oxygen
What do we breathe out?	Carbon Dioxide
Where does the oxygen go next?	Lungs
It then gets picked up by what?	Red blood cells
And is transported through our what?	Veins & arteries
And feeds the organs in our body. Name some organs?	Brain, heart, lungs, liver, kidneys, small / large intestine
What does CO do to the body?	Starves the body of oxygen

### Activity 3 – Symptoms – Create a Still Image

Firstly, split the class into 5 groups. Each group be given a different symptom such as headache, dizziness, nausea, blurred vision or loss of consciousness. They will be asked to use their imagination to create a still image of their symptom. Everyone in the group must feature in the image.

So, if they had headache for example, they may all be holding onto their heads with an expression of pain on their face like Loz in this picture!



They must keep their symptom a secret from the other groups as when all groups are ready, they will take it in turns to present their symptom to rest of the class who will need to try and guess which symptom they represent.

When ready, ask the groups to return to their seats and then ask one group at a time to come up to the front of the class to present their image.

They will freeze in position and you can take a picture using a tablet / device to capture their still image. Then ask the class to guess what they are.

Repeat the process until all groups have presented back.

## Part 4 – Where is it found?

### Play video 4 – Where is it found?

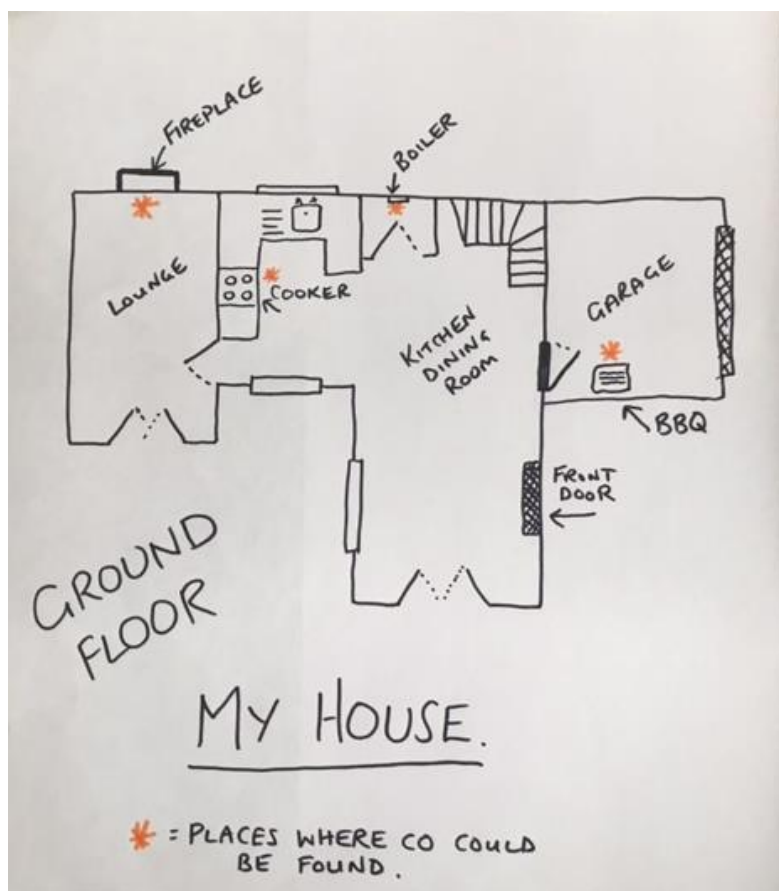
Firstly, re-cap the places where carbon monoxide could come from – cooker, boiler, fireplace and BBQ's

### Activity 4 – My House

Next, it's time to get the class thinking about the places in their home that carbon monoxide may be found

Using a sheet of plain A4 paper, ask them to draw a bird's eye view of their house, adding in all the places where they might find a flame.

Show them this image as an example:



Allow 10 mins for this activity. You may also want to ask a few of the children to present back what they have drawn.

## **Part 5 – How to Stay Safe**

### **Play Video 5 – How to stay safe**

Following this video, it would be great to re-enforce the importance of having a CO alarm in our homes. Suggest that they go home and check if they have one and if not, recommend to their parent or adult at home, that they get one.

### **Explain that...**

- 1) CO alarms within the home should be tested regularly and that they should be fitted around three metres from an appliance at door height. This would ideally be in each room where there's a gas appliance fitted.
- 2) CO alarms can be purchased from DIY stores for around £15 but the batteries last between 5-10 years these days, so they are a really good investment to keep their home safe.

### **Activity 5 – Spreading the Word**

Cadent also run a great creative competition, allowing the children to use their imagination, finding creative ways to spread the word and educate others about the dangers of CO.

Dependant on time available to you, this could be done as an additional activity in school or, alternatively when the children are at home.

They could work as a class, in small groups, pairs or individually to create anything from a short film, poster, leaflet, poem, dance, play..... it's up to them!

The main objective is to create something that is engaging, factually correct, warning others of the dangers of carbon monoxide and how they can stay safe.

And the prizes are great too, rewarding both the school and the children for their efforts. You can find further detail of this on our competition page.

We hope you get involved, have some fun along the way and we look forward to seeing your entries!

**Finally, we hope you enjoy the session and would really love to hear how you got on.**

**If you could take a few minutes after the session to complete our teacher's questionnaire it would be really appreciated.**

**This allows us to assess and improve the programme, ensuring we are increasing awareness in a way that is fun, effective and working well in schools.**

**Thank you for taking part.**



