

## Dear Educator and/or School Nurse,

Accidents are a rite of passage for most youngsters. This teaching kit, *Clean! Treat! Protect!*, is designed to help your students better understand how to care for the minor cuts and scrapes that kids encounter often. It also focuses on how the body works to repair itself when injuries occur. This free educational program is brought to you by the makers of NEOSPORIN® First Aid Antibiotic Ointment, BAND-AID® Brand Adhesive Bandages, and curriculum specialists Young Minds Inspired (YMI).

Through this material, students will learn how easy it is to follow proper wound care. They will understand first how to **clean** a minor wound, then **treat** it with a topical antibiotic ointment like NEOSPORIN® First Aid Antibiotic Ointment that helps fight germs and helps minimize the appearance of scars—and finally, to **protect** it with a BAND-AID® Brand Adhesive Bandage, because antibiotic and a bandage heal wounds faster than a bandage alone.

Students will also be introduced to important health and science concepts about how the circulatory system helps skin fight germs and bacteria in the body's healing process. Each of the first three classroom activities in this program introduces a central health theme that is supported by a variety of hands-on projects for an interactive learning approach. Activities 3 and 4 feature a parent component to engage parents and kids in a fun experiment and to promote important first aid awareness for minor emergencies at home. There is also a tear-off pad to let families know that NEOSPORIN® First Aid Antibiotic Ointment, the #1 doctor-recommended brand for infection protection, is an important part of proper wound care. Each tear-off sheet includes a coupon towards the purchase of NEOSPORIN® First Aid Antibiotic Ointment and BAND-AID® Brand Adhesive Bandages. Be sure to give each student one of the tear-off sheets to take home to his or her parents.

The activities and ideas in this program provide a year-round reminder about proper minor wound care. The program is sure to make your students think twice about their next cut or scrape, and it might even inspire them to learn more about health and health care professions! School nurses using this program may wish to consult with the classroom teacher on how they may help with program implementation and/or instruction.

These materials are copyrighted; however, you may make as many photocopies as necessary to suit the needs of your students. **We encourage you to share these materials with fellow school nurses and educators.**

Sincerely,

*Roberta Nusim*

Roberta Nusim

Publisher and former teacher

P.S. We hope you will remain on our mailing list for new free educational programs by returning the enclosed reply card or e-mailing us at [www.ymiteacher.com](http://www.ymiteacher.com). Your comments and suggestions are most appreciated, as they help us develop new programs.

# The Three Steps of Proper Wound Care



# 1 Clean!



# Treat!



# 2

# 3 Protect!



## Target Audience

These materials have been designed for students in grades 3-5; however, you may customize the activities to suit the needs and abilities of your students.

# Clean!

## Program Objectives

- To teach students how to care for minor cuts and scrapes
- To introduce students to the body's circulatory system and the concept of germs and bacteria
- To conduct, analyze and evaluate classroom experiments
- To promote student discussion and teamwork in reaching goals
- To involve parents in an awareness of wound care and the importance of a home first aid kit

## Program Components

- This six-page teacher's guide
- Three reproducible classroom activity masters
- One take-home activity master to share with parents
- One tear-off pad with additional information for parents
- One colorful wall poster
- A reply card for your comments
- This guide is also available online at [www.ymiteacher.com](http://www.ymiteacher.com)

# Treat!

## How To Use This Teacher's Guide

Review these materials and schedule the lessons to fit in with your existing lesson plans for your spring curriculum. Copy and give to each student both Activity 3 and 4, along with one of the tear-off sheets, to take home. School nurses may wish to consult with classroom teachers on ways to use additional resources to broaden the program's scope.

## Program Component and Recommended Number of Classroom Sessions (shown in parentheses)

- Program Introduction + Poster Activity (1)
- Activity 1 (2-3) + Poster Activity (1-2)
- Activity 2 (2) + Poster Activity (2-3)
- Activity 3 (1 week of experiment observation) + Poster Activity (1)
- Activity 4 (2)

Each activity requires one activity master per student as well as pencils or pens. Photocopy the masters and distribute one copy to each student as directed. Additional materials, both to complete the activity sheets and the poster activity, are listed within the program directions.

## How To Use the Wall Poster

The poster has been designed as an interactive tool to reinforce the program's concepts as developed around the theme of *Clean! Treat! Protect!* There is a poster activity associated with the Program Introduction as well as with each of the first three activity sheets (1-3). Instructions are found in the activity descriptions on the following pages.



## Program Introduction

Ask students to think about a time when they were injured and got a minor cut or a scrape. As children share, create and complete a graph on the chalkboard showing size and location of injury, treatment used, length of time it took to heal, and whether or not a scar formed. Can children draw conclusions? For example, which body areas were injured most often? Are some parts of the skin more vulnerable to injury than others? Why? Did various treatments make injuries heal more quickly or more slowly?

Then introduce the *Clean! Treat! Protect!* program by asking students what they think the steps of proper wound care might be. Have them suggest what action they might take with the first word—"Clean." How would they clean the wound and what would they use? Continue in this manner with the words "Treat" and "Protect."

# Protect!

## Poster



## Poster Activity

Show students the poster, reviewing the illustrations and information about proper wound care. Then explain how they will be learning more about how proper wound care, together with their bodies, works to heal the kinds of injuries they discussed.

# Activity 1

## The Skin You're In

**Skills/Concepts Covered:** Introduction to skin tissues, reading, unscrambling words, comprehension, sequencing, writing, coloring, and cutting

### Activity Materials

- Scissors
- Glue
- Markers
- Crayons and/or colored pencils
- Stapler

### Poster Materials

- Modeling clay in 3 different colors, enough for 4 or 5 groups of students to have one fist-sized lump of each color
- Mixed media (yarn, ribbon, thread, cut-up pieces of straw, beads, buttons, etc.)
- Plastic knives

**Part A.** Distribute the activity masters. Direct students to work independently or in groups with you to unscramble the words. Then share the following information.

### Answers to Word Scramble

1. **Epidermis**, the outside layer of skin, is made of new skin cells that move from the bottom of the layer up to the top.
2. **Dermis**, the second layer of skin, contains many important tissues, such as nerve endings, blood vessels, and oil and sweat glands.
3. **Subcutaneous**, the third layer of skin, is made up mostly of fat that helps the body stay warm and absorb the shock from falls or other accidents.
4. **Sweat glands**—A small amount of sweat is continually created on the body from these glands.
5. **Oil glands** produce sebum, the body's own natural oil, to give moisture to the skin. Sweat and oil work together to keep the skin protected and moisturized.
6. **Nerve endings** work with the brain to let the body experience the sense of touch.
7. **Hair follicles** are tiny tubes that form the roots from which hairs grow all over the body.
8. **Blood vessels** bring oxygen and nutrients to the skin cells and take away waste.

**Part B.** First write the following words on the board: *clot*, *scab*, *blood*, *scar*, *platelets*, *multiply*, and *infection*.

Read the following paragraphs aloud to students, leaving out the underlined word. Help students choose the words that complete the sentences and then check them off on the board as you complete this part of the activity.

After you've had a minor cut or scrape, special cells in your blood called platelets begin making your body's own kind of glue to form a clot that stops the bleeding. If uncovered, the clot dries into a scab. You should never pick a scab. You might wind up with a scar!

Keeping a wound covered with an adhesive bandage will enhance the healing process. Under the adhesive bandage, new skin cells quickly start to multiply. Strong white fibers called collagen pull broken skin tissue back together. Topical

antibiotic ointment like NEOSPORIN® First Aid Antibiotic not only gives extra protection from germs and helps white blood cells keep infection away, but also helps minimize the appearance of scars.

Now review the pictures with students, then have them color, cut out, and glue them together in the proper sequence so they staple them to make a book. Challenge students to come up with creative titles for their book, such as *Once Upon a Bloodstream* or *The Bloody Truth*.

**Correct Picture Order:** e, b, d, a, f, c

### Poster

1 2

3 4

### Activity

### Poster Activity

Have students review the cross-sectional diagram of the skin on the poster. Ask them to read the **It's a Fact** statement on skin and find each of the skin tissues identified in **Part A** of the activity sheet. Then direct them to **The NEOSPORIN®**

**Challenge.** Explain that they will use three different colored fist-sized balls of modeling clay to represent the three layers of skin. Help them brainstorm the kinds of materials they might use to show nerve endings, blood vessels, oil glands, sweat

glands, and hair follicles within the clay layers. For example, students might suggest items such as threads, small pieces of straw, yarn, etc. Allow a day or two for students to collect and bring in mixed media materials from home for this activity.

Have students work in small groups to create a model of a cross-section of skin tissue as if it were on their knee, using the illustration on the poster to help determine the thickness of each skin layer and where to place the objects they chose to show skin tissues. After students place the layers on top of one another and gently push them together like a sandwich, they will use a plastic knife to make a cut that shows a cross-sectional view (have them use scissors for items such as straws or threads that may not otherwise cut easily). Create a special area near the poster display to highlight students' work.



**Be sure students understand that if a minor wound becomes red or swollen, it may be infected and they may need to see a doctor.**

# Activity 2

## Keep It Flowing!

**Skills/Concepts Covered:** Introduction to the circulatory system, research, listening, following directions, completing a diagram, and creative dramatics

### Activity Materials

- Resource materials about the circulatory system (books, encyclopedias, charts) from the school library and/or school nurse
- Dry pastas (rigatoni, penne, cappellini)
- Glue
- Tempera paint (red and blue)
- Red and purple crayons and/or colored pencils
- Yarn, ribbons, streamers, etc., in both red and purple

### Poster Materials

- Paper and pencils to conduct polls
- Books and/or websites for light and color experiments
- Posterboard (optional)

**Part A.** Students may continue to work in their small groups to complete their research on the organs of the circulatory system.

### Answers for Research

**Note:** The underlined words are the answers to the Part A chart on the activity sheet.

- **Arteries** are blood vessels that lead away from the heart, carrying oxygenated blood to all cells throughout the body. The blood in arteries is bright red. Arteries are the largest blood vessels, because their walls are thicker. They become smaller as they lead to the capillaries. On the chart, arteries are represented by rigatoni pasta.
  - **Veins** are blood vessels that lead to the heart, carrying deoxygenated blood coming from the body to the lungs. The blood in veins is purple. They are slightly smaller than arteries, because their walls are thinner. Veins are represented by penne pasta.
- (**Note:** Exceptions to the above are the pulmonary artery, which carries deoxygenated blood, and the pulmonary vein, which carries oxygenated blood.)
- **Capillaries** connect arteries to veins as they carry both oxygen and nutrients into the blood and tissues (and therefore have red blood), and send the waste of carbon dioxide and deoxygenated blood back through the body via the veins (and thus also have purple blood). Capillaries are the smallest of blood vessels. They are represented by cappellini pasta.

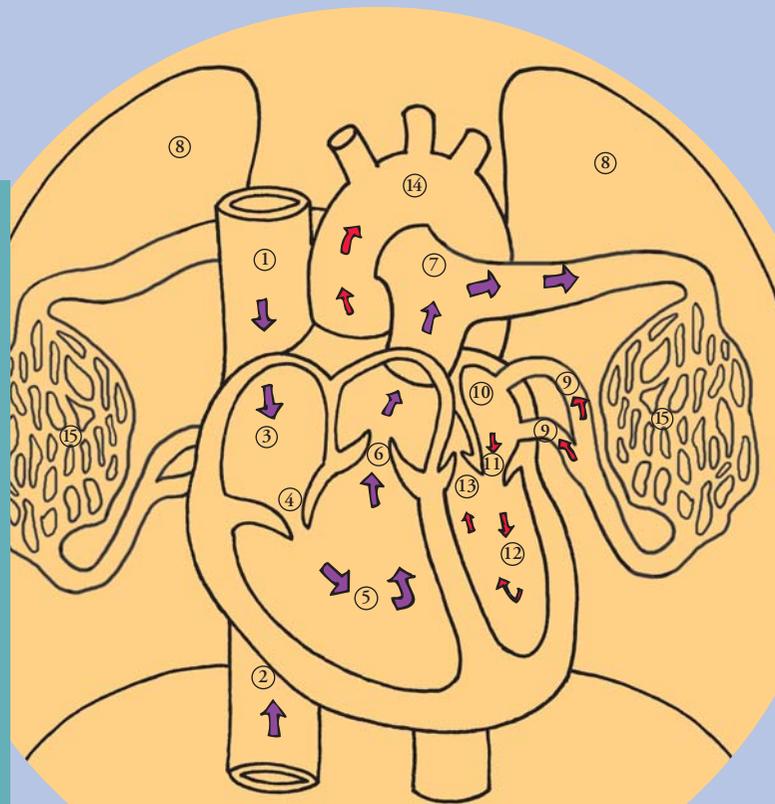
As students complete the chart in Part A, show them the rigatoni, penne, and cappellini and ask them to identify which pasta will represent each of the three types of blood vessels. Students will paint the rigatoni red to show **arteries**. They will mix red and blue tempera to create a purple color for the penne, representing the

The **superior vena cava** (1) brings blood from the upper body while the **inferior vena cava** (2) delivers blood from the lower body. The smaller upper chamber, or **right atrium** (3), located on the right side of the heart, receives this blood as it comes in through your veins. This blood is dark red, almost purplish in color, because it has delivered oxygen to your body's cells and is now returning with carbon dioxide, or waste, from those cells. Blood then travels through the **tricuspid valve** (4) into the larger chamber called the **right ventricle** (5). The walls of the right ventricle contract and squeeze the blood through the **pulmonary valve** (6) and into the **pulmonary artery** (7).

veins. They should paint half of a piece of capellini bright red and half purple to indicate how both oxygenated and deoxygenated blood travel through the **capillaries**. After the pastas have dried, students may glue them onto their papers in the space provided. Encourage students to paint several pieces of pasta if they wish.

**Part B.** Read aloud the following text. Have students point to the labeled areas on the activity sheet as you read about them (the labeled areas correspond to the terms shown below in **boldface** and are numbered to correspond with both the diagram of the circulatory system and student positions in the classroom as they play the Living Heart Game, described on the next page). Then have students use purple and red colored pencils or crayons to color and mark with arrows the path of the deoxygenated (purple) and oxygenated (red) blood.

**Your heart is roughly the size of your clenched fist. It is divided into two pumps. Each pump has two areas, or chambers. There are also special valves in each chamber that keep the blood flowing in the right direction.**



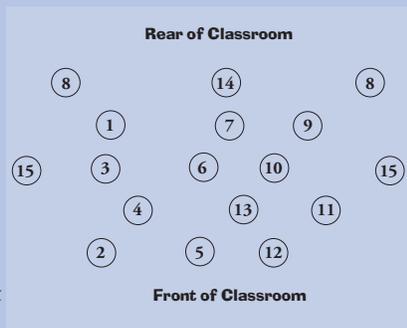
- ① superior vena cava
- ② inferior vena cava
- ③ right atrium
- ④ tricuspid valve
- ⑤ right ventricle
- ⑥ pulmonary valve
- ⑦ pulmonary artery
- ⑧ lungs
- ⑨ pulmonary veins
- ⑩ left atrium
- ⑪ mitral valve
- ⑫ left ventricle
- ⑬ aortic valve
- ⑭ aorta
- ⑮ capillaries

The pulmonary artery sends the blood to your **lungs** (8). It is here that blood gets its scarlet red color as your lungs supply it with fresh oxygen. Blood now makes its way through the **pulmonary veins** (9) and into the **left atrium** (10), the left upper chamber of the heart. The **mitral valve** (11) sends the blood into the **left ventricle** (12), then through the **aortic valve** (13) and on to your body's largest artery, the **aorta** (14). The arteries gradually divide into **capillaries** (15), the tiniest of your body's blood vessels. Here blood releases food and oxygen to your body's cells. This release creates carbon dioxide and other waste that is sent back through the bloodstream to the right atrium of your heart. Your heart never skips a beat as it continues this pumping process over and over again!

## The Living Heart Game

Assign different students to create a living portrait of the circulatory system by “play-acting” the role of each part of the heart as labeled on their activity sheet. For example, the student representing the right atrium (3) could stand on the left side of the classroom, holding his or her arms out to receive deoxygenated blood (purple yarn or other material) from students performing the function of the superior (1) and inferior (2) venae cavae. Another student could stand next to them and act as the tricuspid valve (4). He or she might push their hands together to show how the blood moves in one direction only as it proceeds to the students assigned to be the right ventricle (5), the pulmonary valve (6), and pulmonary artery (7).

Assign two students to be the lungs (8). They would use red yarn or other materials to pass the “blood” back through the pulmonary veins (9), into the left atrium (10), and eventually to the aorta (14) as described above. Have students try to work “in rhythm” as they pass the material back and forth. The rest of the class can make the sound of a heartbeat to really get things moving! Use this activity to have students discuss what a finely tuned machine the heart is to be able to accomplish such an incredible process. Approximate student positions are shown at right:



blood proteins like antibodies (part of the body’s immune system), hormones, and proteins that help form blood clots. **Blood cells**, the solid part of blood, include red and white blood cells, as well as platelets. The red blood cells carry oxygen. The white blood cells find foreign substances that enter the body, such as bacteria and viruses, and then destroy them. Explain that NEOSPORIN® First Aid Antibiotic Ointment is the #1 doctor-recommended antibiotic ointment for infection protection. It works to kill bacteria to prevent infection.

Direct students to **The NEOSPORIN® Challenge**. Have them share their ideas about the appearance of blue veins. Then help them conduct the polls among classmates and family members to ask what they think and report the results back to the class. They can use books and the Internet to find experiments about light and color to conduct in class that will help lead them to explain the blue vein phenomenon. Some websites for light and color experiments can be found at [www.exploratorium.edu/snacks/glue\\_stick/index.html](http://www.exploratorium.edu/snacks/glue_stick/index.html), or [www.opticsforkids.org](http://www.opticsforkids.org). Next, have students apply what they have learned to help explain the mystery of blue veins.

If time permits, they can make posters for display outside the classroom door for poll participants at school and share the information with family members.

### Brief Explanation of the Blue Vein Phenomenon

Blood from a cut is red in appearance because it gets added oxygen when it reaches the skin surface. Veins in the underside of the wrist carry deoxygenated blood back to the heart. This blood is already purplish-red in color. The veins look blue, however—especially in people with fair skin—because to see the vein at all, light must travel through the skin and to the blood in the vein. Blue light is reflected in the surface layers of the skin while red light is absorbed. Since purple is a combination of red and blue, the dark red of the blood “disappears,” leaving the bluish tint that we see.

**Poster** **Poster Activity**  
1 2  
3 4  
**Activity**

Read the **It’s a Fact** statement about blood. Tell students that the first picture shows how blood is made of plasma and blood cells. **Plasma** is a clear, yellowish liquid made up mostly of water and dissolved solids like glucose, amino acids, minerals, vitamins, and carbon dioxide. Plasma also contains

## Activity 3

# A World of Bacteria

**Skills/Concepts Covered:** Introduction to bacteria and germs, conducting, evaluating and analyzing experiments, and playing a game

### Activity Materials

- Several sheets of blank paper for each group
- Glass dishes (enough for each group to have one)
- Measuring cup
- 3 large cans of tomato paste
- Construction paper
- Scissors
- Markers or crayons

### Poster Materials

- 3 red signs for germ taggers, labeled: *infection, bad bacteria, and virus*
- 4 green signs for germ fighters, labeled: *NEOSPORIN® First Aid Antibiotic Ointment, antibodies, white blood cells, and good bacteria*

Have students look around the room. Where do they think they might find bacteria and why? After students share their ideas, explain that bacteria are everywhere. They can live in any environment, and they multiply very quickly. Now ask if students have looked in their refrigerator or cupboards and found food that was too old to eat. What did it look like? Did it smell? What do they think happened to this food? Explain that germs such as bacteria and mold caused these effects. Now distribute the activity sheet.

**Part A.** Have students continue to work in their small groups to conduct the experiment. First, explain how each group will pour one-half cup of tomato paste into a dish to create what is called a culture. They will observe their cultures over the course of the week and record their observations. Then help each group determine the conditions under which they wish to grow their cultures by explaining that factors like temperature and light can affect growth. Possible testing sites might include inside or outside the classroom,

in the refrigerator, near a window, under a shelf, etc. Make sure groups create labels for their experiments and place the experiment materials inside boxes or trays for safety. Then have students complete the experiment set-up and description section on the activity master. They should use a separate sheet of paper to record daily observations of their cultures and include drawings with a short written caption.

At the end of the week have students analyze and compare what happened to the cultures. Which conditions encouraged and which discouraged the growth of bacteria and mold? Are the groups' cultures different in color and/or shape? How long did it take for mold to appear and how quickly did it grow?

**Part B.** Tell students they will conduct a bacteria experiment at home with their parents. Have them review the directions for the at-home activity, including the comments about safety. Help them devise an experiment set-up and observation chart for home use. Be sure students understand that parents must sign the paper on the line indicated and that it is to be returned to school to show parents have read the material and are supervising the experiment.

Students can have a "Cool Cultures" Awards Ceremony after they complete their home experiments, with creative awards categories and ribbons to be given to the "winning" cultures. Create a student judges' panel by drawing student names from a hat. (You might also wish to include yourself and/or the school nurse.) You might invite children from other classes as well as parents to attend the ceremony.

### Poster Activity

Have students read the **It's a Fact** statement about bacteria. Point out the three different bacteria shapes. Then help students complete **The NEOSPORIN® Challenge**. First have them share ideas about the answers to the questions. Help them understand how bacteria can be kept in check—they run out of food or space, they poison themselves with their own waste, and they are attacked by the antibodies our body

creates to fight bacteria. Remind them that coating a surface wound with an antibiotic ointment like NEOSPORIN® First Aid Antibiotic Ointment is an important way to fight the growth of bacteria.

Now help students play Bacteria Tag. First, assign two children to be germ "taggers" (*infection* and *bad bacteria*). These players will carry the red labeled signs. Then assign four students to be the germ fighters (*NEOSPORIN® First Aid Antibiotic Ointment*, *antibodies*, *white blood cells*, and *good bacteria*). These players will carry the green labeled signs.

Make sure students understand the roles NEOSPORIN® First Aid Antibiotic Ointment, antibodies, white blood cells, and good bacteria play in fighting infections and bad bacteria. "Good bacteria" is bacteria living in or on your body that does not make you sick. Antibodies are chemicals made by white blood cells to attack and destroy or weaken bad bacteria. (Students should already know how NEOSPORIN® First Aid Antibiotic Ointment and white blood cells work to fight germs.)

Define the playing space and determine the manner of movement you wish students to make (hop, skip, slow or quick walk, etc.) On your direction, game play will begin. Students will move around the play space. When tagged by a red germ sign tagger, a student must sit or lay on the floor or at their desk. They must think about which germ tagger attacked their body and call out for a green germ fighter to fight off the bacteria. For example, a student tagged by "infection" could call out for "NEOSPORIN® First Aid Antibiotic Ointment" or "white blood cells" to tag them before returning to the game action. A student tagged by "bad bacteria" could call out for "antibodies" or "white blood cells." Be sure to select new taggers after a few minutes of play.

## Activity 4

# Doctor Mom and Doctor Dad

**Skills/Concepts Covered:** Writing and performing a skit, synthesizing information and working with a checklist

### Activity Materials

School first aid kit

Before distributing the activity sheets, show students a school first aid kit. Explain its contents and the locations of school first aid kits. Make sure the kit contains NEOSPORIN® First Aid Antibiotic Ointment and BAND-AID® Brand Adhesive Bandages.

Have students review the three steps of proper wound care as shown on the poster.

Instruct student groups to create a skit to perform in the classroom in which a pretend injury occurs. Each group should include the first aid kit as a prop. As they create their skits, students must incorporate the idea behind the steps but leave out an important step in the process, or do something they shouldn't do that would hinder the healing process. For example, as part of their skit, perhaps one group purposely leaves out the step of washing their hands before cleaning the wound. Or, perhaps another group has the "injured" individual pretending to pick at a scab. Work with each group to create the scenarios. When groups perform their play, the rest of the class must identify the missing or incorrect step.

Now distribute the activity masters. Ask students if their family has a first aid kit at home. Let them know that a well-stocked kit will help their parents be "doctors" at home when it comes to minor injuries. Review the information on the activity sheet with students and tell them to use it to help their parents make or update their family's home first aid kit.



### Internet References

[www.neosporin.com](http://www.neosporin.com)

[www.band-aid.com](http://www.band-aid.com)

[www.exploratorium.edu/snacks/glue\\_stick/index.html](http://www.exploratorium.edu/snacks/glue_stick/index.html)

[www.opticsforkids.org](http://www.opticsforkids.org)

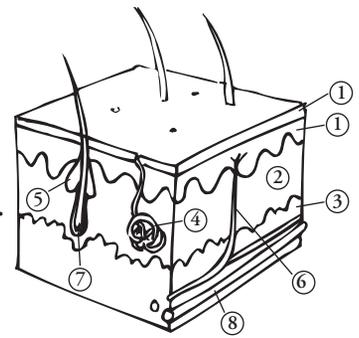
[www.madsci.org/posts/archives/apr2001/987619789.Gb.r.html](http://www.madsci.org/posts/archives/apr2001/987619789.Gb.r.html)  
(teacher reference for blue vein experiment)

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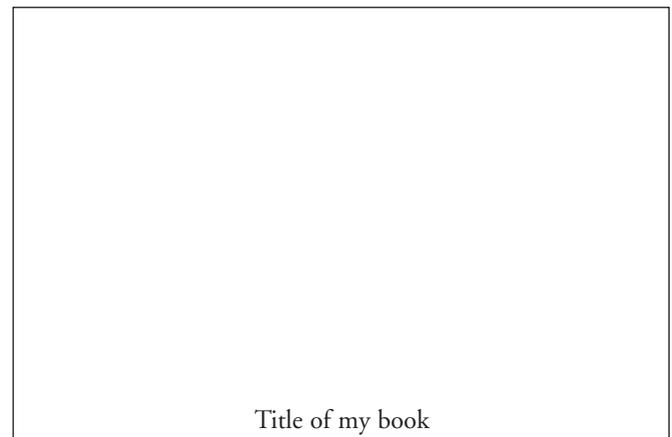
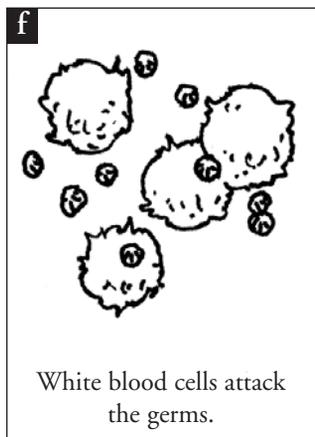
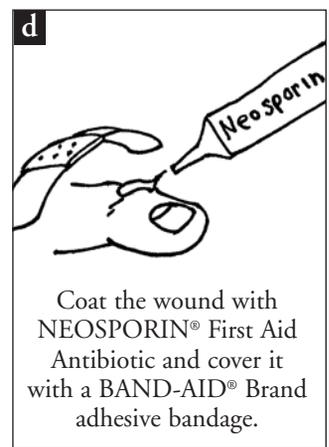
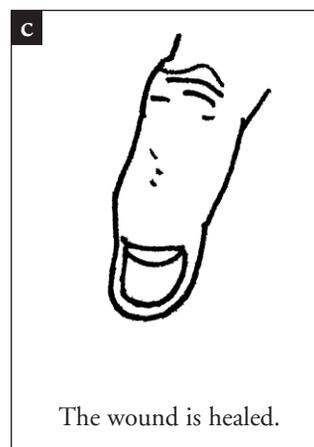
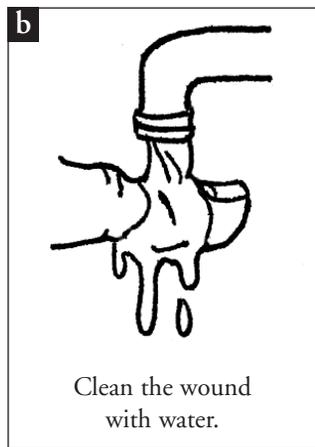
# The Skin You're In



**Part A.** Unscramble these words to name the layers and tissues of the skin.

- |                          |                             |   |
|--------------------------|-----------------------------|---|
| <b>1. iepmderis</b>      | e _ _ d _ _ _ _ s           | Oops, it's showing and you can't cover it up!   |
| <b>2. rmside</b>         | d _ _ m _ _                 | Without this, your nerve endings, blood vessels, oil and sweat glands would have no place to call home.   |
| <b>3. cusutbnasoue</b>   | s _ b c _ _ a n _ _ u _     | This fatty part of the skin keeps you warm and protects your insides when you fall.   |
| <b>4. waest dnalgs</b>   | s _ _ _ t _ _ l _ n _ _     | Did you know you're sweating right now? And these make it happen!   |
| <b>5. lio sgdlna</b>     | _ _ _ _ g _ a _ _ _         | Cars need it and so does your skin. These glands produce it.  |
| <b>6. venre dinegns</b>  | _ _ r _ e _ _ n _ _ _ g _   | "Ouch, that hurt!" is the message these tissues send to your brain.   |
| <b>7. iarh oililcsef</b> | _ a _ _ _ f _ _ l _ c _ _ _ | There are more than 100,000 of these just on your head alone!   |
| <b>8. bolod sevsesl</b>  | _ _ o _ _ _ e _ _ e _ _     | They aren't sailing ships but a kind of transportation that brings oxygen and nutrients to your skin cells and takes away the waste that's left over. |

**Part B.** Uh-oh! You made that corner a little too fast with your bike and you cut your finger when you fell. Listen as your teacher reads about how your skin repairs itself and fights germs at the same time. Then color these pictures, cut them out, and make a book by stapling them together in the correct order to show your skin's healing process. Don't forget to create a fun title for the cover of your book!



# Keep It Flowing!

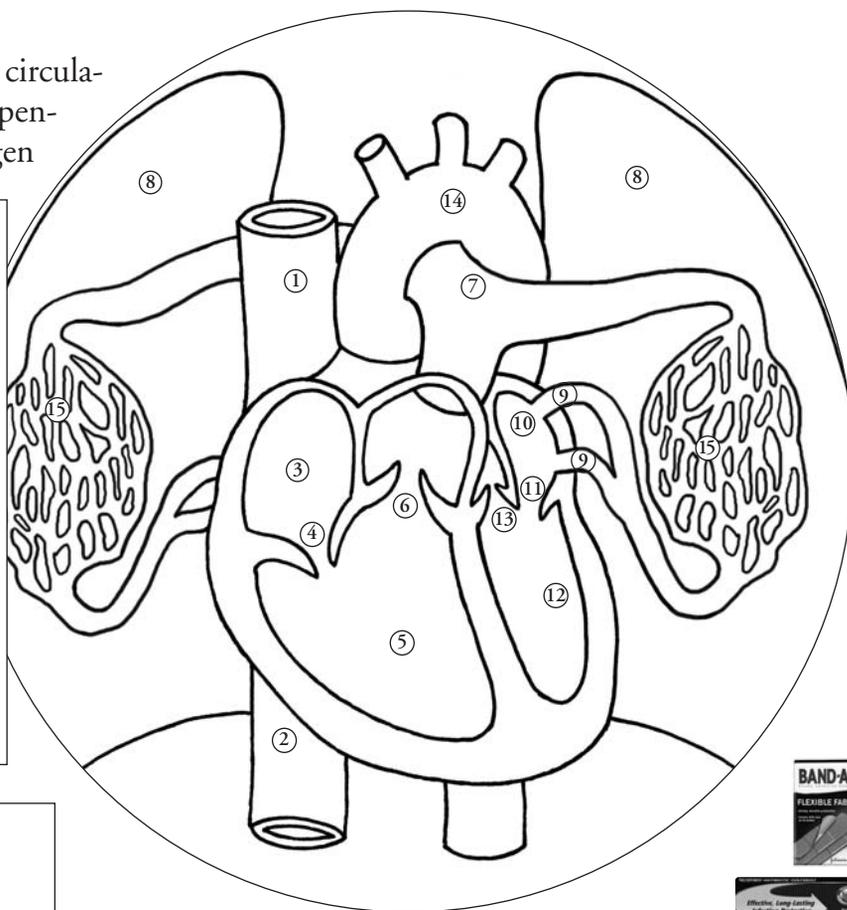
**Part A.** The circulatory system is your body's superhighway. It moves the blood to all your cells and also removes waste from them. Research the three types of blood vessels shown in the chart below and fill in the blank line for each one. Follow your teacher's direction to show how they look.

<b>This is what I do:</b>	I'm a blood vessel that leads away from the heart. I carry fresh oxygen to all the cells in your body.	I'm a blood vessel that leads towards the heart. I carry blood back to the lungs so it can get an oxygen "refill."	I connect the arteries to the veins. I carry blood that has fresh oxygen and also blood that needs oxygen because it has carbon dioxide and other waste.
<b>I carry this color blood:</b>	Bright red	_____	Red and purple
<b>My size is:</b>	large	smaller	_____
<b>I am called:</b>	_____	veins	capillaries
<b>If I were a piece of pasta, I would look like this:</b>			

## Part B.

Listen as your teacher reads about the circulatory system. Then use purple colored pencils to show the blood that needs oxygen (*deoxygenated blood*) and red colored pencils to show the blood that has oxygen (*oxygenated blood*) as it flows in and out of your heart and lungs.

- ① superior vena cava
- ② inferior vena cava
- ③ right atrium
- ④ tricuspid valve
- ⑤ right ventricle
- ⑥ pulmonary valve
- ⑦ pulmonary artery
- ⑧ lungs
- ⑨ pulmonary veins
- ⑩ left atrium
- ⑪ mitral valve
- ⑫ left ventricle
- ⑬ aortic valve
- ⑭ aorta
- ⑮ capillaries



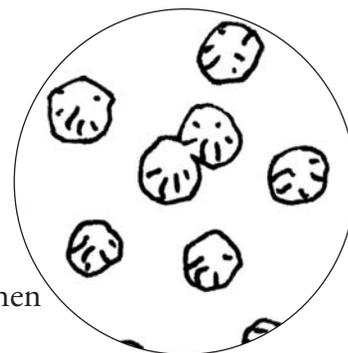
### Light and Color Experiments For Poster Activity

- [www.exploratorium.edu/snacks/glue\\_stick/index.html](http://www.exploratorium.edu/snacks/glue_stick/index.html)
- [www.opticsforkids.org](http://www.opticsforkids.org)



# A World of Bacteria

**M**icrobiologists study microbes, or tiny organisms that can only be seen with a microscope. Bacteria, a type of microbe, are everywhere, even on and in your body. These germs can multiply faster than you can blink! That's why NEOSPORIN® First Aid Antibiotic Ointment can help your body's white blood cells fight bacteria and keep infection away when you get a cut or a scrape.



**Part A.** After you do your experiment, record your observations below over the course of the week. Include the size, shape, color, and growth pattern of what you see.

**Our experiment set-up:**

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**Our materials:**

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**What we think will happen:**

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**Results:**

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**What we learned:**

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## Part B. DO Try This at Home!

**Dear Parent or Caregiver,**

Your child is learning about bacteria and germs through a special educational program sponsored by the manufacturers of NEOSPORIN® First Aid Antibiotic Ointment—the #1 doctor-recommended brand for infection protection—BAND-AID® Brand Adhesive Bandages, and curriculum specialists Young Minds Inspired (YMI). Ask your child to tell you about the bacteria experiment above that he or she conducted in class. Then help your child conduct a bacteria experiment with another kind of food at home.

Have your child use the same headings as shown above to keep a record of your home experiment.

Help him or her organize the set-up, observe, and record the experiment for one week, and include daily drawings of the bacterial culture. At the end of the week, cultures are to be brought to school for a special “Cool Cultures” Awards Ceremony!

**Suggested Food List:** bread, chicken broth, deli meats, muffin, apple, banana, etc.

I have read the “Cool Cultures” experiment directions with my child. We are conducting the experiment together at home.

Parent Signature \_\_\_\_\_

Date \_\_\_\_\_

**A note about safety: Be sure to keep the experiment away from young children and pets. Place it inside a labeled box so no one makes the mistake of eating it! Also, should the experiment begin to produce mold, be sure not to smell it to keep it from getting into the lungs.**



# Doctor Mom and Doctor Dad

**P**icture this—your child just got a minor cut. It may not look like much, but do you know what to do to prevent infection and to minimize the appearance of scars? Your child does after having completed the **Clean! Treat! Protect!** program sponsored by the makers of NEOSPORIN® First Aid



Antibiotic Ointment, BAND-AID® Brand Adhesive Bandages, and curriculum specialists Young Minds Inspired (YMI). Look at the treatment plan below with your child. Be sure to check out [www.neosporin.com](http://www.neosporin.com) and [www.band-aid.com](http://www.band-aid.com) for more tips on treating minor wounds or cuts.

In the **Clean! Treat! Protect!** program, your child has studied a variety of health- and science-related topics, including the skin and how it heals after an injury, the circulatory system, and bacteria. Ask your child to share some of what he or she has learned, including the results of the “Cool Cultures” Awards Ceremony from the bacteria experiment you completed at home together.



## Proper Care of Minor Wounds

Follow these steps for proper wound care:

- **Clean!** Wash your hands first, then clean the wound with water.
- **Treat!** Apply NEOSPORIN® First Aid Antibiotic Ointment to the injury one to three times daily to help prevent infection and to help minimize the appearance of scars.
- **Protect!** Keep the wound covered with a BAND-AID® Brand Adhesive Bandage to create an optimum healing environment. Change the bandage daily and continue to apply the antibacterial ointment.

**D**o you have a well-stocked first aid kit in your home? Use the following checklist as a guideline to put your kit together. Why not make this a family project and enlist your child’s help? Start with a plastic box with a snap-on lid and have your child create a special label for the kit. Most supplies can be found at your local drugstore.

## Recommended First Aid Supplies

### Essential Items

- Adhesive tape (or cloth—1" width)
- Alcohol or antiseptic wound wipes
- BAND-AID® Brand Adhesive Bandages (assorted)
- BAND-AID® Brand Anti-Itch Gel
- BAND-AID® Brand HURT-FREE® Antiseptic Wash
- Burn cream for minor burns
- COACH® Self Adhering Elastic Bandage
- CORTAID® Hydrocortisone Anti-Itch Cream
- Eye wash kit
- JOHNSON & JOHNSON cleansing wipes



- JOHNSON & JOHNSON swabs
- NEOSPORIN® First Aid Antibiotic Ointment
- PURELL® Instant Hand Sanitizer
- RED CROSS® Brand JOHNSON & JOHNSON Sterile First Aid Gauze Pads (large and small sizes)
- Scissors
- Sterile eye pads
- Triangular bandage that could be used for a sling
- Tweezers (and matches for sterilizing tweezers)
- 1 bottle acetaminophen or other anti-inflammatory pain reliever



- 1 cold pack
- 1 blanket to keep with the kit

### Important Additions

- Book on first aid
- Card with all family medicine allergies
- Emergency medications (for allergies or diabetic family members)
- List of important names and phone numbers (doctors, hospitals, poison control centers, etc.)

Don't forget to check all medications and sterile items for expiration dates and restock your kit after supplies have been used. And be sure to read product directions before use.



# Clean! Treat! Protect!



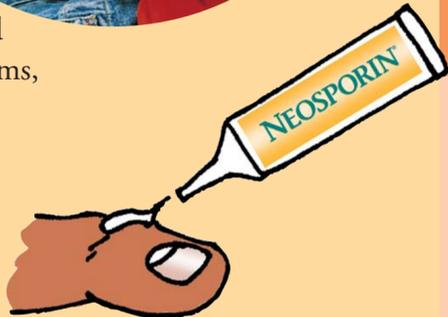
## 1. Clean



Wash your hands thoroughly before treating the wound. Clean the wound with water to remove germs, dirt, and small stones.

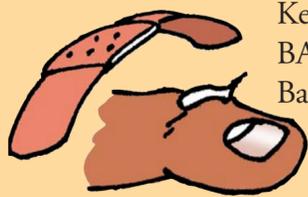
## 2. Treat

Apply an antibiotic like NEOSPORIN® First Aid Antibiotic Ointment to the wound one to three times daily to help prevent infection and to help minimize the appearance of scars.

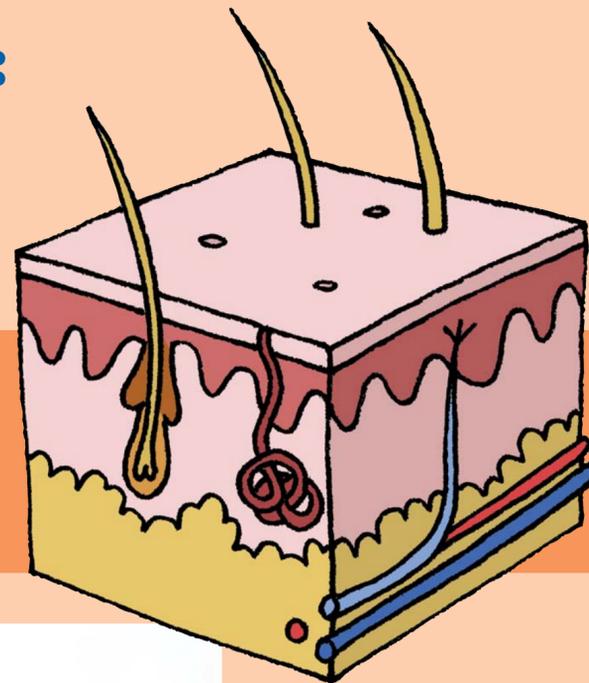


## 3. Protect

Keep the wound covered with a BAND-AID® Brand Adhesive Bandage to create an optimum healing environment. Check the wound daily to monitor healing.



**It's a Fact:**  
The skin is the largest body organ.



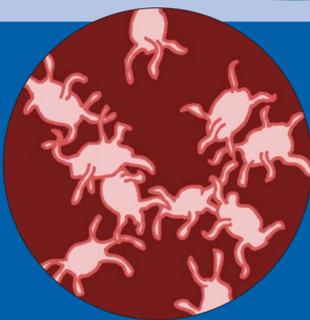
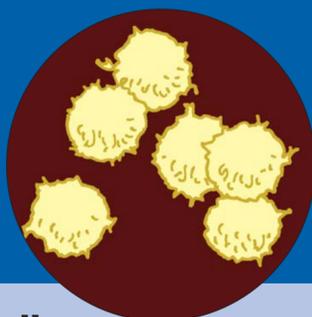
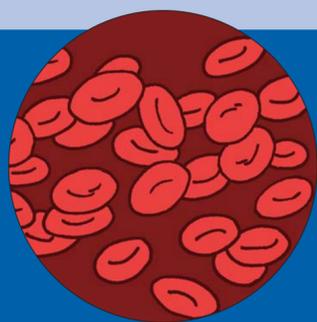
### The NEOSPORIN® Challenge:

Can you mold clay into skin?  
Try making a sandwich of your own knee!

# Take the NEOSPORIN® Challenge!

Read these facts and take the challenge if you dare!

**It's a Fact:**  
Blood is made of plasma and blood cells.



**It's a Fact:**

There are thousands of species of bacteria but there are only three basic shapes. Most bacteria can divide every 20 minutes and can multiply 32 times in 100 minutes.

### The NEOSPORIN® Challenge:

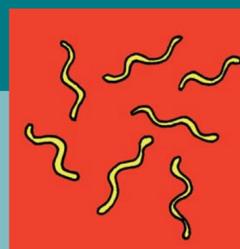
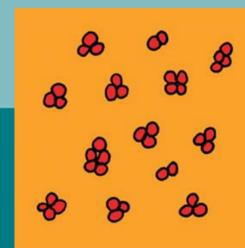
Are all bacteria bad? If bacteria are everywhere, how come we aren't sick all the time? And the big question: Can *you* survive the bacteria taggers? Grab your NEOSPORIN® First Aid Antibiotic, and good luck!



### The NEOSPORIN® Challenge:

If blood is red, why are your veins blue? Find out why you're so colorful! (Use these websites about light and color to give you some clues: [www.exploratorium.edu/snacks/glue\\_stick/index.html](http://www.exploratorium.edu/snacks/glue_stick/index.html), or [www.opticsforkids.org](http://www.opticsforkids.org))

**Infection has set in if your wound starts to look red and swollen. If this happens, ask an adult for help. You may need to see a doctor!**



## Dear Parent or Caregiver,

Your child has participated in a special educational program called **Clean! Treat! Protect!**, designed to introduce young children to important health and science concepts about how the circulatory system helps skin fight germs and bacteria in the body's healing process. **Clean! Treat! Protect!** is an easy step-by-step process of proper wound care for minor cuts and scrapes. Check out the quick quiz on the other side of this sheet to find out what your child learned, and see how well you do at meeting **The NEOSPORIN® Home Classroom Challenge!**

NEOSPORIN® First Aid Antibiotic Ointment, the #1 doctor-recommended antibiotic ointment for long-lasting infection protection, is an important part of proper wound care for your family. Treat all minor wounds with Original NEOSPORIN® First Aid Antibiotic Ointment to prevent infection while helping to minimize the appearance of unwanted scars. NEOSPORIN® First Aid Antibiotic Ointment effectively kills bacteria and promotes healing of minor cuts and scrapes. In fact, NEOSPORIN® First Aid Antibiotic Ointment helps heal minor wounds four days faster than just using a bandage alone.



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**Clean! Treat! Protect!** is as easy as 1-2-3! Review the steps below with your child, then follow them when a family member gets a cut or a scrape.

- 1. Clean** Wash your hands thoroughly before treating the wound. Clean the wound with water to remove germs, dirt and small stones.
- 2. Treat** Apply NEOSPORIN® First Aid Antibiotic Ointment to the wound one to three times daily to help prevent infection while helping to minimize the appearance of scars.
- 3. Protect** Keep the wound covered with a BAND-AID® Brand Adhesive Bandage to create an optimum healing environment. Check the wound daily to monitor healing.

To protect your family's health, take advantage of the coupon below to make sure that NEOSPORIN® First Aid Antibiotic Ointment is available when and where you need it. And don't forget to **Clean! Treat! Protect!**

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# SAVE \$2.00

When you buy one  
NEOSPORIN® First Aid  
Antibiotic Ointment or  
Cream 1/2 OZ or larger  
and one BAND-AID®  
Brand Adhesive Bandages

Offer excludes trial and travel size.



Use all products as directed.

Only original of coupon can be redeemed; no photocopies allowed.



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## DO Try This At Home!

This program includes a series of special challenges designed for your child's interactive learning fun. Now it's your turn! Try the quick and fun activities below with your child to test your knowledge at home. Let your child read the questions and sentences aloud as you work on this quiz together. Can *you* rise to the challenge?

### The NEOSPORIN® Home Classroom Challenge

- Unscramble this word: When you get a cut, the first layer of skin to feel it is the mdrepieis \_\_\_\_\_. (*Hint:* Part of the word comes from the name for a skin doctor.)
- Fill in the blanks: Coating a minor wound with NEOSPORIN® First Aid Antibiotic and covering it with a BAND-AID® Brand Adhesive Bandage helps prevent \_\_\_\_\_ to help minimize \_\_\_\_\_.
- Ask your child to complete this: In class, we made models showing the different layers of skin tissue. I used \_\_\_\_\_ at school and turned it into the \_\_\_\_\_ in my knee.
- Ask your child to match these pasta shapes to the parts of the circulatory system that they represented in class:
 

capellini _____	_____	arteries
rigatoni _____		veins
penne _____		capillaries
- Which shapes show bacteria?
 

			
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Answers: 1. Epidermis—the outside layer of skin, made of new skin cells that move from the bottom of the layer up to the top for hair follicles, etc. 2. Infection, scars 3. Answers will vary but may include items such as clay for the epidermis, yarn for sweat glands, toothpicks for hair follicles, etc. 4. capellini = capillaries, rigatoni = arteries, penne = veins 5. Bacteria come in three different shapes. The third image shown is the only one that does not represent bacteria.

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Offer excludes trial and travel size.

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