

MOLDY ADVICE

Life Skills

- ◆ Critical Thinking
- ◆ Communication Skills ~ Giving and Receiving Advice



KEY CONCEPT:

Students learn basic knowledge of mold growth and prevention by playing memory. They will then answer hypothetical mold questions from “readers” for their newspaper.

SUBJECT MATTER OUTCOME:

Students will be able to identify different problems mold can cause as well as ways to detect and eliminate mold problems.

TARGETED AGE: 5th Grade

TIME NEEDED: 45-60 minutes

MATERIALS NEEDED:

- Memory Card Set - see below (1 set per PAIR of students)
- Large container

ADVANCE PREPARATION:

Review Project Overview and Background Basics

Copy **Memory Card Sets** on cardstock. Cut out cards and place them into small Ziploc sandwich baggies.

FLORIDA'S SUNSHINE STATE STANDARDS:



- | | |
|------------|------------|
| HE.A.1.2.2 | LA.B.2.2.6 |
| HE.A.1.2.5 | LA.D.1.2.2 |
| HE.B.3.2.2 | LA.D.2.2.3 |
| HE.C.2.2.1 | SC.G.1.2.4 |
| LA.B.1.2.1 | SC.G.1.2.6 |
| LA.B.1.2.2 | SC.G.1.2.7 |
| LA.B.1.2.3 | SC.G.2.2.3 |
| LA.B.2.2.3 | |

FAST FACTS

Molds carry their stomachs on the outside, unlike people, who digest food on the inside.

did you know?

LET'S BEGIN

How many of you have ever played the game “Memory”? Today, we are going to play **Moldy Memory!** Everyone choose a partner. Students may also know this game as *Concentration*.

After students choose their partners, have them set up their memory boards. **Shuffle your cards upside-down and then place in a 4 x 6 grid.** Give a brief overview of the game if the students are not familiar with how to play. You may even want to play a *Sample Round*. Now, let's play. Make sure you don't just match the pictures, but look at the information on the cards. This will be important in the next step of our game. Allow students to play 1 or 2 rounds.

Once they have finished...Now that you have played **Moldy Memory**, flip all the cards face-up. I want you and your partner to figure out how these cards can be put into groups. Arrange your cards into their groups. Once everyone is finished, we will compare the groups we came up with. Though students may come up with other possibilities, three major groups exist: health problems caused by mold, how to detect or predict mold growth, and how to prevent or get rid of mold growth. Discuss the information on the cards as you list the possible groupings on the board.

Remember, for mold to grow, three things must be present. What are they? (*Warmth, moisture, and food.*) **Mold spores live and reproduce in wet, damp places. Let's review the things we learned about mold.**

1. How can we tell mold might be growing in an area?
 - Musty or moldy orders, water stains or discolorations, standing water, water stains, or mold
2. How can we prevent or get rid of mold?
 - Clean and dry any damp or wet materials and furnishings within 24 - 48 hours of getting wet.
 - Fix the source of the water problem or leak.
 - Clean mold off hard surfaces with water and detergent; dry surface completely.
 - Absorbent materials such as ceiling tiles, carpets, or wallpapers that are moldy may need to be replaced.
3. What are some possible health effects from mold growth?
 - Headaches, breathing issues, allergic reactions, and asthma attacks.

After students have reviewed the facts about mold and how to get rid of it... **Each student is going to write a question for our Healthy Homes column.**

Now, each student is going to write a question for the Healthy Homes column. You are a reader who wants some advice on a mold problem that you are having at home. Maybe you've noticed something growing that looks fuzzy and green, or maybe you feel strange. Maybe there's a leak that's causing a lot of moisture, or there's a strange smell coming from under the sink. Pick a problem to solve and then write a question for a columnist to answer.

After everyone has written a question, put all of them into a large container and mix them up. One by one have students reach into the container and pull out a question.

Now you have another question to add to the HEALTHY HOMES column in your newspaper. Write your answer the way an advice columnist would. Include what you think the problem is and how to go about getting rid of it. Show students examples of advice columns from the paper if necessary. Allow students to complete writing their responses.



EXTRA! EXTRA! THINK ALL ABOUT IT!

LET'S REFLECT

1. Did you and your partner agree on how to categorize the Moldy Memory cards? If not, how did you come to your final answer?
2. Did grouping the information about mold into categories make it easier to understand and remember?
3. Was it easier to make up the *Healthy Homes* question or respond to it? Why?
4. What are some practical tips you can provide to family and friends to help them avoid mold growth?

LET'S APPLY

1. Anybody can give advice. Have you ever given advice to someone else?
 - Do people follow the advice you give them?
 - What type of person must you be for people to listen?
 - Is everyone's advice worth listening to?
 - How can you figure out if advice is GOOD advice?
2. Think of different places or products that are categorized in order to help people make choices or find information. Why are categories helpful? (Examples: grocery stores, libraries, textbooks.)

FAST FACTS

The first advice column in the U.S., called Dear Beatrice Fairfax, appeared on July 20, 1898.

did you know?



IN TODAY'S EDITION...

FROM THE
EDITOR'S DESK



This assignment is part of a series of newspaper-related pieces that each student will include in his/her own Children's Environmental Health Newspaper. At the conclusion of this unit, students will bring the newspapers home to educate parents and other family members about the possible dangers in their own environments.



Have students add their question and answer to their HEALTHY HOMES Column (see Lesson 1, Activity 1.) They should add the graphic they created in the activity for "What's Growing On?" to complement their recommendations for creating a mold-free environment.

To aid students in creating the above newspaper pieces, refer them back to the Editor's TIP SHEET on "Creating a Column."

Need more ideas? Below are activities that can be integrated into this lesson for a challenge or to provide variety.

- *Each student can be given a specific mold problem to write about, rather than having youth randomly choose a question.*
- *Using the Internet, students can look for mold-advice problems to see if they can identify where the mold is coming from and how to get rid of it.*



NOTES:

Odors

Moldy or
musty smells



Odors

Moldy or
musty smells



Water Stains



Water Stains

Visible Mold



Visible Mold



Standing Water



Standing Water



**Moldy
Memory**



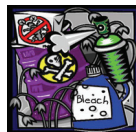
**Moldy
Memory**



**Moldy
Memory**



**Moldy
Memory**



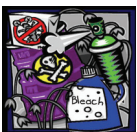
**Moldy
Memory**



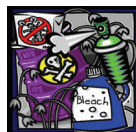
**Moldy
Memory**



**Moldy
Memory**



**Moldy
Memory**



Headaches



Headaches



Breathing Issues



Breathing Issues



Allergic Reactions



Allergic Reactions

Asthma



Asthma



**Moldy
Memory**



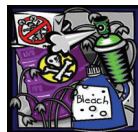
**Moldy
Memory**



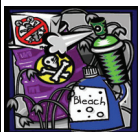
**Moldy
Memory**



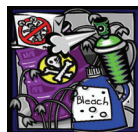
**Moldy
Memory**



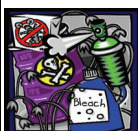
**Moldy
Memory**



**Moldy
Memory**



**Moldy
Memory**



**Moldy
Memory**



Trash

Absorbent materials that are moldy may need to be replaced.



Trash

Absorbent materials that are moldy may need to be replaced.



Clean & Dry



damp or wet materials within 24-48 hours of getting wet.

Clean & Dry



damp or wet materials within 24-48 hours of getting wet.

Hard Surfaces



Use detergent and water to clean mold off of hard surfaces, then dry completely.

Hard Surfaces



Use detergent and water to clean mold off of hard surfaces, then dry completely.

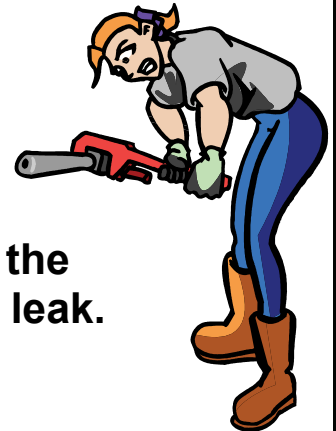
Fix It!

Fix the source of the water problem or leak.



Fix It!

Fix the source of the water problem or leak.



**Moldy
Memory**



**Moldy
Memory**



**Moldy
Memory**



**Moldy
Memory**



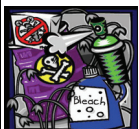
**Moldy
Memory**



**Moldy
Memory**



**Moldy
Memory**



**Moldy
Memory**

