

## **Grade 1: Hygiene**

### **Lesson 9: Creating Healthy Habits - Neat and Clean**

#### **Objectives:**

- ✓ Students will identify why daily cleanliness is important for health.
- ✓ Students will identify basic daily cleanliness habits.
- ✓ Students will identify daily cleanliness routines.
- ✓ Students will identify consequences of not maintaining these habits.

#### **Materials:**

- Neat and Clean Kit: (Use a box labeled in colorful letters.)
- Suggested contents: Comb, Hairbrush, Toothpaste, Toothbrush, Dental Floss, Washcloth, Mirror, Facial Tissue, Bar of Soap, Brush, Shampoo, Conditioner, Kleenex, Ear Swabs, Hand Towel, Nail Clippers, Nail File, Sterile Bandages, Hand Wipes, Laundry Detergent, Lotion, Liquid Hand Soap, and a Mesh Shower Puff
- Stuffed animals and props for group Extend activity.
- Healthy Habits Homework- Parent Letter (**See Figure 1**)

#### **Children's Literature:**

- ❖ *Germs Make Me Sick* by Franklin Branley

#### **Activity Summary:**

In this lesson students will learn the importance of daily cleanliness for health, how to practice daily cleanliness, and relate this information to their own body.

#### **Background information for the teacher:**

Not necessary for this grade level information.

#### **Vocabulary:**

**Cleanliness** – keeping your body free from dirt and germs

**Grooming** – activities we do to help our body and clothes stay neat and clean

**Daily** – every day of the week

#### **Engage (15 minutes):**

Create a “Neat and Clean Kit” which includes as many personal care items as possible (materials list above.) Try to include enough items so that each student will have a different item. Otherwise, students may work with a partner and share items.

Without giving the students any preliminary information, pass the “Neat and Clean Kit” around, having each student take one personal care item. (While the students are choosing their items, write on the board the following categories:

**Face, Hair, Teeth and Other.**) Instruct each student to stand up, say what item they have, and demonstrate how to use it.

- **Caution your students, however, to just *pantomime* the grooming action; they should refrain from actually TOUCHING any items to their face, hair, etc.**

As the students share, ask questions such as, “**How often do we use this item? When? Why?**” Try to create an atmosphere of open discussion so that students do not feel pressured. Have them work together as a group to figure out which category on the board each item belongs.

**Explore** (20 minutes):

1. Ask: “**Why do we practice personal hygiene?**” (*To stay neat and clean.*)
2. Ask: “**Why is it important to stay neat and clean?**” (*We want to look our best, feel good, and avoid germs.*)
3. Ask: “**What happens if we touch too many germs?**” (*We might get sick.*)
4. Have students work in groups of two, giving each pair of students one item from the Neat and Clean Kit. In addition, give each pair a sheet of construction paper or large sheet of white paper. On the board write, “**If I Never...**” and have them copy this on their paper, then complete the rest of the phrase to fit their item. (For example: “If I Never Washed My Hair,” “If I Never Brushed My Teeth,” etc.)
5. Now have the students (as partners) draw pictures of EVERYTHING they can think of that would happen if they never brushed their teeth, washed their hair, etc. After everyone is finished, ask each pair to present their pictures to the rest of the group. Ask the class if they can add anything or have other ideas of what happens when you don’t practice neat and clean habits. (*Note: This activity can also be used with a large group if needed.*)

**Explain** (20-25 minutes):

It is important to know **what** to use to stay neat and clean, **how** to do it, and **when** to do it. Ask: “**Do you know how to stay neat and clean? That’s A LOT to know. Let’s learn HOW to do these things and WHEN to do them.**”

Using the “Neat and Clean Chart” to guide the discussion, use “Ask and Response” techniques to get the children to tell the class the important things to do (How) for each activity and the frequency (When) they should be done.

As you are telling “How”, pantomime each action and have the students pantomime the action also.

### Neat and Clean Chart

What	How	When
<p><b><u>General Cleansing</u></b></p> <p>Hands, face and body</p>	<p>Use soap, warm water and a washcloth to clean away all the dirt and germs. Use a hand towel or bath towel to dry completely so you don't get cold. Washing means <b>always</b> using soap, not just water.</p>	<p>Hands and face: before meals, after playing, and whenever necessary.</p> <p>Body: bath or shower once a day or at least every other day.</p>
<p><b><u>Hair Care</u></b></p> <p>Washing hair</p> <p>Grooming hair</p>	<p>Wet hair and scalp, then lather with shampoo. Rinse thoroughly with warm water, towel dry and comb through. (Use detangling spray.) Dry completely and brush or comb thoroughly.</p>	<p>Once a day or every other day. (May be done in conjunction with bath or shower.</p> <p>In the morning before school, after playing, before meals, and as necessary.</p>
<p><b><u>Oral Care</u></b></p> <p>Brushing teeth</p> <p>Flossing Teeth</p>	<p>Using only a pea-sized drop of toothpaste, brush teeth with short, gentle strokes, paying special attention to the gumline and hard-to-reach back teeth. Proper brushing should take a full TWO MINUTES.</p> <p>Holding floss tightly between the thumb and index finger, slide floss up and down teeth, using clean sections of floss as you go from tooth to tooth.</p>	<p>BRUSH AT LEAST two times each day – in the morning after breakfast, and before going to bed. You should also brush after eating any sticky or sugary foods. For fresher breath, brush your TONGUE, too!</p> <p>Floss at least once daily. (Do this BEFORE brushing.)</p>

## SPECIAL NOTES:

- **FLOSSING:** While flossing is a part of good healthcare for teeth, each child's family should consult their dentist regarding when their child should begin having their teeth flossed.
- **ENLIST THE HELP OF A PROFESSIONAL!** It may be beneficial to have a guest speaker (a local dentist or dental hygienist) visit the classroom.

## THINK & DISCUSS:

1. Ask students: ***“Which ‘Neat and Clean’ activities are you able to do all by yourself right now?”*** Discuss answers, then ask: ***“What do you need help doing?”*** Encourage the children to ask their parents (or caregivers) for help whenever they need assistance or have questions about keeping themselves neat and clean.
2. Tell students you want them to think about some situations, then tell you what they think would be the best thing to do in each situation:

Ask: ***“If you go to a sleepover and forget your toothbrush, should you borrow your friend’s toothbrush?”*** (No, because you don’t want to get their germs. You should NEVER share your toothbrush with anyone else!)

Ask: ***“How often should you get a new toothbrush?”*** (Every three months, or whenever it begins to show wear, and it’s IMPORTANT to replace your toothbrush after you’ve had a cold, a sore throat or the flu, since bristles may collect germs that can lead to reinfection.)

Ask: ***“What should you do when you sneeze?”*** (Cover your nose and mouth by sneezing into the inside of your elbow. This keeps your hands germ-free.)

Ask: ***“What should you do with dirty Kleenex (facial tissues)?”*** (Throw them into a trash receptacle. NEVER leave used tissues lying around for somebody ELSE to pick up.)

Ask: ***“What do you do if you have a runny nose and need a tissue? If your friend offers you one that he/she has used, should you take it?”*** (No. You don’t want to catch more germs.)

Ask: ***“If it is picture day at school and you don’t have a brush or a comb, should you borrow one from a friend?”*** (No, because you shouldn’t share personal care items with other people. Head lice can easily be spread from person to person, particularly in group settings.)

**Washing Field Trip:** Note: If Glo Germ and a black light are available, begin by putting a little Glo Germ on the students' hands. Have them rub it in, just like lotion, then wash their hands in the bathroom. After they have washed, have students put their hands under the black light so they can see where they haven't washed well enough. Talk about the places that are really hard to get clean. Continue with the following activity:

The teacher may want to take the students to the bathroom to practice proper hand washing.

1. Divide students into a girls' group and a boys' group. Take one group at a time into the bathroom and demonstrate the proper method for washing hands.
2. Have students practice washing their hands. Provide feedback as necessary to ensure correct technique.
3. It may be valuable for the teacher to mention how long hand washing should last. (Many children dip their hands under the water and think that is washing their hands.) Teach them to sing a song (like "Mary Had a Little Lamb") to themselves as they wash their hands. This will help them know how long they should keep washing—15 to 20 seconds.
4. After both groups have practiced, ask the students how they feel.

**Extend:**

Hold a "Healthy Habits Fair" (Similar to a Science Fair). Have the students form groups of three and assign each group a "Neat and Clean" activity that they will present at the Fair.

Give each group of students a poster board or a large piece of paper. On the poster have the students draw pictures to demonstrate their healthy habit. Each poster **MUST** include information that shows **what** their healthy habit is, **how** to do it, **how often** to do it and **why**. Ask the students to also include which Body System their healthy habit helps. (For example, brushing your teeth helps your Digestive System.)

Explain to students that this "Healthy Habits Fair" will be like a Science Fair. The students may push their desks together to make a "stations" on which to exhibit their posters. Supply each group with the appropriate props (toothbrush, combs, soap, washcloth, etc...) that are associated with their healthy habit.

Students will be the "teachers" at this fair. They will need to "teach" others who visit their station their healthy habit and why it is important. They will "teach" others by displaying an attractive poster, talking, and demonstrating (on stuffed

animals or dolls) personal hygiene techniques. If time allows and you have access to extra supplies, have students decorate their stations with yarn, tissue paper, etc.

Have students take turns walking around to visit the other stations. If possible, invite another class to the “Healthy Habits Fair” so that they can teach others about what they learned. Parents may also be invited.

**Evaluate:**

Use the Extend activity as an assessment. You may also choose to do the optional enrichment activity as an assessment.

**Optional Enrichment Activity: “My Healthy Habits” Book**

Each student will create a “My Healthy Habits” book that shows what healthy habits they are going to practice. (This book will also include habits from the Exercise, Nutrition, and Self-Esteem lessons in this unit.)

Give each student two sheets of 8 ½ X 11” paper. Across the top of the two sheets have the students print “Neat and Clean” and Have the draw pictures of themselves practicing each of the following activities: Washing, Brushing Teeth, and Hair Care.

These pages should be kept in a folder during the course of this entire unit so that more pages can be added from the other lessons. Upon completion of all the pages the students can bind them together with ribbon or yarn.

**Home Activity:**

Have students teach a parent, caregiver or older sibling about a Healthy Habit, including **HOW** the habit should be done, **WHEN** it should be done and **WHY**. The student will have their family member write down what the child told them (if the child is unable to do so) and sign the paper, returning it to school. **(See Figure 1)**

**Additional Web Resources:**

[www.colgate.com](http://www.colgate.com) – Includes information about proper brushing and flossing, along with interactive games, coloring pages etc.

[www.adha.org/kidstuff](http://www.adha.org/kidstuff) - Good information on dental health from the American Dental Association. Includes games (and even songs!) about dental care.

[www.cyh.com](http://www.cyh.com) – General personal hygiene information especially for children.

[www.keepkidshealthy.com](http://www.keepkidshealthy.com) – Valuable information and advice regarding personal health care.

<http://health.kaboose.com> – Includes a Hygiene Guide for Kids.

**Missouri Standards:**

**Frameworks: Health and Physical Education**

## II. Health Maintenance and Enhancement

### A. Personal and Family Health

#### What All Students Should Know:

1. Personal Health is enhanced by behaviors that include care of the skin, hair, gums, eyes, nose, ears, and nails.

#### What All Students Should Be Able To Do:

- a. Identify and discuss how personal behaviors can enhance the health of an individual and reduce the chances of disease, including hygiene, etc...

## III. Risk Assessment and Reduction

### A. Disease Prevention and Control

#### What All Students Should Know:

3. There are certain conditions and behaviors that enhance both the growth and spread of germs.
4. There are health behaviors and practices that can speed recovery, reduce diseases and prevent illnesses. Behaviors include good hand washing, covering mouth when sneezing, etc.

#### What All Students Should Be Able to Do:

- a. Identify and apply practices that reduce their risk of communicable disease and speed recovery from illness.

**Figure 1:**

**Healthy Habits**

Name: \_\_\_\_\_

Directions: Teach a parent, caregiver, or older sibling about a Healthy Habit you've learned about. First choose a Healthy Habit. Next, tell and show how the habit is done correctly, when to do it, and why. Have your parent, caregiver, or older sibling write in the space below what they learned, sign it, and return it to class.

\_\_\_\_\_  
*Signature of Parent, Guardian or Older Sibling (Circle One)*