

Grade: Kindergarten – Hygiene

Lesson 7: Creating Healthful Habits- -Washing My Face and Hands

Objectives:

- ✓ Students will identify the importance of having healthful habits.
- ✓ Students will identify why face and hand washing is important for good health.
- ✓ Students will demonstrate skill for face and hand washing.

Materials:

- Vocabulary Book pages (**See Figure 1 and 2**)
- Hand towel and small soap in a bag (students can bring these items from home)
- Props: comb, towel, soap, tooth brush, toothpaste, dental floss, glitter
- *Glo Germ* and black light (In **Kit** – if the kit is not available this step is optional)
- Poster paper

Children’s Literature:

Those Mean Nasty Downright Disgusting but . . . Invisible Germs by Judith Rice (optional)

Activity Summary:

In this lesson students learn the importance of creating healthful habits for themselves and the most important things to do when washing their hands and face.

Background information for the teacher:

Not necessary for this instruction level.

Vocabulary:

Healthful – something that is good for your body

Habit – an activity we do often

Hygiene – ways we keep ourselves clean and neat

Germ – a very small, living organism that can make us sick

Engage (5-7 minutes):

Before you address the students, put some glitter in the palms of your hands. Ask the students to gather around you. Fake a large and noisy “sneeze” into your hands. Take a moment to organize the students into a half-circle. As you do so, make contact with the hands, wrists or lower arms of several students.

Students may comment that glitter is on their hands or arms. If not, ask them to look at their hands. Ask: **“What is that?”** After the students respond, ask: **“How did you get glitter on your hands?”**

After students respond, tell them you used glitter to show what happens when you sneeze into your hand and then touch people and things. Next, put glitter on an object (ball) and have the students pass it around.

This glitter simulates what it is like when you have **germs** on your hands and how other people get your germs when you touch them. Demonstrate to the students how germs spread on door handles and other objects around the room. Finally, have a student with clean hands open the door.

Ask the students: **“What happened? How and where do we pick up germs? Why is it important to wash our hands before we eat?”**

Explore (20 minutes):

Begin by reading a book that illustrates the importance of good hygiene, including washing hands. Use the story to get the children thinking about cleanliness.

Suggested Reading: *Those Mean Nasty Downright Disgusting but . . . Invisible Germs* by Judith Rice.

Put students in pairs. Give each pair a poster paper. Assign one student in each pair as the writer/reporter, then give each pair the task of drawing a picture(s) about how to perform one of the **healthy habits** (washing your face, washing your hands, combing your hair, brushing your teeth.) They will need to write or draw a picture about why it is important to practice that habit.

Have students answer the following question: **“When you _____ (fill in the blank with a healthful habit) it is important to _____.”**

First, demonstrate for the class, in order to show the children how to proceed: **“Draw a picture of a brush. It is important to _____ (not share your brush, etc. . .).”**

Groups should double up on topics. (This will give more variety to their answers; if one group doesn't think of something, the other group might.) Have the groups that were assigned the same topics share at the same time. Discuss as they share. Expand on what the groups came up with.

Explain (15-20 minutes):

Demonstrate good personal hygiene for the students by performing a pantomime of washing your face/washing your hands/combing your hair/brushing and

flossing your teeth. Have a bag of your hygiene “props” already in it: **comb, washcloth, soap, toothbrush, toothpaste, dental floss**, and a **towel**.

Open the bag and bring out the props one by one. As you do so, ask the students: **“What is this?”** (*Comb, toothbrush, etc.*) Place all items on a towel.

“Mime” each hygiene action. As you do, ask the students, **“What am I doing?”** (*You are combing your hair, flossing your teeth, etc.*)

Ask the following questions and have students name each hygiene step as you are “miming” it. Get the students involved in explaining (and reinforcing) what they already know, correcting any misinformation they may have.

Ask: **“What are two ways that you can practice good hygiene?”**
(*Washing our face and hands.*)

Ask: **“What are the most important things to do when you wash your face?”** (*Wet your face with warm water; put soap on a washcloth and scrub your face, being careful not to get soap in your eyes; rinse all the soap off with warm water.*)

Ask: **“What are the most important things to do when you wash your hands?”** (*Wet your hands with warm water; soap your hands--front and back--up to the wrists; rinse hands with warm water.*)

Explain that these are all **healthful habits**. When we practice these healthful habits we are practicing **good personal hygiene**. Good personal hygiene helps **prevent the spread of germs**. Explain: **“Today we are going to practice ways to maintain our health and make sure we don’t spread any harmful germs.”**

Ask: **“What are germs, anyway?”** (*Germs are very small organisms that are alive. Some, although not ALL, germs can make us sick.*)

Ask: **“How do we get germs?”** (*If we sneeze, cough, or have a runny nose and we touch our nose or mouth with our hands we get germs on them. And like the glitter, we spread those germs to other people. Germs are something we DON’T want to share.*)

Ask: **“What happens when we get germs?”** (*We can get sick, and then give our germs to other people.*)

Ask: **“How do we keep germs from spreading?”** (*By practicing ways to stay clean and healthy. This is called PERSONAL HYGIENE.*)

Extend: Washing Field Trip

Take *Glo Germ* and squirt a little on each student's hands, instructing them to rub it in like hand cream. Advise them NOT to touch their clothing. (**Note: it is advisable that students wear protective smocks over their clothing.**)

Dividing students into a girls' group and a boys' group, take one group at a time into the bathroom and have the students wash their hands. As the students return to the classroom, check their hands under the **black light**. Point out to them any problem areas that need to be washed more thoroughly.

Review proper hand-washing techniques with the whole class. Return to the bathroom to wash their hands again, and let the students re-check their hands under the black light.

After both groups have practiced, ask the students how they feel.

Remind the students that these are **two ways** of practicing **healthful habits** for **good hygiene**.

Ask: ***“What would happen if you NEVER or RARELY washed your hands?”***
(*Your hands would look dirty, and you might get sick more often from germs.*)

Ask: ***“When is it a good time to wash your hands?”*** (*After playing, before meals, any time your hands feel or look dirty, and ESPECIALLY after using the bathroom!)* Emphasize the importance of washing after using the bathroom.

Ask: ***“What would happen if you NEVER or RARELY took a bath or shower?”*** (*You'd smell and look dirty.*)

Ask: ***“How often should you take a bath or shower?”*** (*Daily or every other day.*) Explain “every other day” as necessary.

Ask: ***“When is a good time to wash your face?”*** (*Every morning before school, after playing outside, and when you get ready for bed.*)

The “Proper” Way to Sneeze: Tell the students you are going to teach them a special way to sneeze which will help to keep germs from getting on their hands so those germs won't be spread to other people. (Demonstrate as you give instructions to the students):

- 1) Ask the students to use one arm and bring it up to their face, just under the nose, bending the arm so the elbow joint is covering the nose.)
- 2) Now have everybody make a great, big, loud, FAKE SNEEZE into their elbow!

Evaluate:

The Washing Field trip can be used as an assessment. You may also use the Vocabulary Picture Book as an assessment tool:

Vocabulary Picture Book (Builds on the Vocabulary Book begun in the Body Systems lesson.) Give each child the pages for each of the vocabulary words: **HEALTHFUL, HABIT, HYGIENE & GERM. (See Figures 1 and 2)**

For each vocabulary word, have the child do a drawing or paste a picture from a magazine or newspaper.

Each page should be three-hole punched. When the Vocabulary Book is completed for all the unit lessons, it can be assembled by tying yarn or colored ribbon through the holes.

Additional Web Resources:

<http://www.glogerms.com> Glo Germ kits, refills.

Standards:**Science: Grade Level Expectations**

Strand 7: Scientific Inquiry

1. Science understanding is developed through the use of science process skills, scientific knowledge, investigation, reasoning, and critical thinking.
 - B. Scientific inquiry relies upon gathering evidence from qualitative and quantitative observations.
 - a. Make qualitative observations using the five senses.

Strand 8: Impact of Science, Technology and Human Activity

3. Science and technology affect, and are affected by, society
 - A. People, alone or in groups, are always making discoveries about nature and inventing new ways to solve problems and get work done
 - b. Work with a group to solve a problem, giving due credit to the ideas and contributions of each group member (assess locally.)

Health and Physical Education: Frameworks**II. Health Maintenance/Enhancement**

A. Personal and Family Health

What all students should know:

1. Personal Health is enhanced by behaviors that include care of skin, teeth, gums, nose, eyes, 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.

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.

Exercise

Healthy

Hygiene

Germ
