

**Topic:** Health, personal hygiene

### **Overview**

A statistic from [www.shroomery.org](http://www.shroomery.org) says that only 68% of the population washes their hands after using the bathroom. This lesson teaches students that their personal hygienic behavior affects the prevention and transmission of illnesses. Students will differentiate good and bad hand washing. Playing a simple hand toss ball game, students will see why proper hand washing is important. Students will be online answering questions about hand washing. Using all gathered information, students will create posters advertising proper hand washing.

**Grades** 3 - 4

### **Time Allotment**

Three 45 minute class periods including one computer lab period

### **Learning Objectives**

On completion of this lesson students will be able to:

- identify the four kinds of germs.
- identify ways hand washing prevents or transmits illnesses.
- model good hand washing skills at school.

This lesson addresses Va. SOLs Health K.2, 1.2, 2.3, 3.1, and 4.4.

Even though fourth grade is the highest-grade level where this SOL is covered, this aspect of hygiene should be continually covered.

### **Media Components**

- Videostreaming: Primary Health and Safety: Feeling Good with Good Hygiene. 1999 United Learning. April, 2006. <http://unitedstreaming.com/index.cfm>. Segments: What is Good Hygiene? (4:36) and Benefits of Hand washing (:50).

- Computer with internet access
- Multimedia projector
- Computer lab with internet access
- Websites:

<http://www.sickkids.ca/kidshealth/spring03vol4issue1/washhands.asp>

This site addresses why it is important to wash hands correctly. It is published by The Hospital for Sick Children.

<http://www.scrubclub.org/home.php>

This is an interactive site where kids can play games to learn the proper way of hand washing.

<http://www.wendywakefieldferrin.com/>

This site advertises the sale of Ms. Ferrin's multicultural books about personal growth.

<http://www.shroomery.org/index/par/23666>

This site addresses the importance of proper hand washing using a flow chart.

<http://www.henrythehand.com/>

This is an interactive music site teaching kids about proper hand washing. One song is sung to the tune of *Hand Jive*.

## Materials and Student Handouts

- Small rubber ball
- Doctor or nurse garb
- Vaseline or some form of greasy hand cream
- Glitter
- paper towels
- antibacterial hand gel
- Hand-outs for the web search - one per student (attached)
- 8X10 or larger sheet of plain paper or poster board
- Pencil for sketching
- Rulers
- Colored pencils or markers
- Rubric-one per student (sample attached)

## Teacher Preparations

- Download and preview video from Unitedstreaming. Download the second segment separately since only 30 seconds of the first segment will be used.
- Copy necessary materials for web search information (one per student)
- Reserve lab, if necessary
- Prepare ball for game
- Bookmark or use teacher PortaPortal for the websites.
- Create rubric - the one included was created using Rubistar-or use the attached
- Obtain doctor/nurse garb for Introductory Activity

## Introductory Activity

1. **Focus:** (Dressed as a doctor or nurse) How many of you have ever been sick? How do you think you may have gotten sick? (Accept all reasonable answers. )How many of you wash your hands before you eat? Before you prepare something to eat? After you use the bathroom? After you have been outside? After you have played with your pet? After you have been around someone that is sick?

You are going to watch a clip about worried germs. I would like for you to be able to name the four kinds of germs.

**Play:** the segment “What is Good Hygiene?” from the beginning.

**Stop:** Time: 0:30

Visual: germs sitting in auditorium

Audio: “We won’t be able to make them sick anymore.” and the germs gasp.

**Follow-up:** Who can name the four kinds of germs? (*Parasites, bacteria, viruses, fungi*)

Note: If students do not pick up on the answers verbally, have them look at the paused picture and read each germ’s hat.

2. **Focus:** You are going to watch another clip. This time I want you to be able to tell where germs do their dirty work.

**Play:** the segment “Benefits of Hand Washing” in its entirety (0:50).

**Stop:** at the end.

**Follow-up:** How many of you saw where germs like to do their dirty work? (*a show of hands*) Who can name these ways? (*Using the bathroom, outside on a jungle gym, in the sand and dirt, eating*)

## Learning Activities

1. **Focus:** You are going to play a simple Hot Potato game to see why proper hand washing to rid your hands of germs is important. The ball will be covered with a slime and glitter. Be very careful to hand the ball to the person so that they may easily grab it and hold it away from your clothes to keep from messing up your clothes. We do not want any ruined clothes.

### Activity:

- Coat a small rubber ball with Vaseline or a thick greasy hand cream and sprinkle heavily with glitter.
- Pre-divide the class into fourths so your groups will be established for easier hand cleaning when students are instructed to do so.
- 1/4 of the class wipes their hands with a dry paper towel; 1/4 washes their hands with cold water; 1/4 washes their hands with antibacterial gel; and 1/4 washes their hands with warm, soapy water
- Pass the ball around making sure that each child has a chance to receive it.
- Before students are instructed to clean their hands, **ask: You have been placed in a group to clean your hands. Which way do you think will work best to remove the glitter and slime? Why?**
- Let each group clean its hands the assigned way and discuss within the group the effectiveness of its method.
- Then all students should wash their hands with warm, soapy water.

**Follow-up:** What happened when you tried to wipe the glitter from your hands? (*It was hard to get the glitter and the Vaseline off.*)

What happened when you washed your hands in cold water? (*The Vaseline and glitter just smeared around.*)

What happened when you washed your hands with the antibacterial gel? (*Some of the glitter and Vaseline came off.*)

Do you think it would make a difference if the gel were warm? (*Accept a discussion with support for student answers*)

What happened when you washed your hands in warm, soapy water? (*The Vaseline and glitter were easier to take off.*)

Why is it important to wash with warm, soapy water? (*To get rid of all the germs.*)

How do you know which germs are good and which are bad? (*You don't.*)

When is it important to wash your hands? (*Accept all reasonable answers.*)

2. **Focus:** In the lab, you are going online to several sites to answer questions about proper hand washing. Take time to read the information, look at the pictures, and listen to the music.

**Activity:** Using the sites that have been provided for you, answer the questions on your worksheet. (These can be created and hyperlinked on a word document, put on a portal, or put on a handout for the kids to type in the address.)

**Follow-up:** Go over the questions from the worksheet and discuss anything the students found interesting.

### **Culminating Activities**

**Focus:** You have learned some very important facts about proper hand washing.

Who can tell me how many kinds of germs there are? (*There are four kinds.*)

Who can name these four kinds of germs? (*parasites, bacteria, viruses, fungi*)

Where are germs? (*every where*)

How can you make sure that they do not cause you to get sick? (*Wash your hands*)

What is the proper way to wash your hands? (*Use warm, soapy water, wash for 1-20 seconds, get under finger nails, under rings, and between fingers*)

I would like someone to volunteer to show us how to wash hands correctly. (*This is a role-play.*)

Using all of the information you have learned, you are going to create a poster to advertise proper hand washing. I will give you a copy of the rubric I will use to assess and evaluate your posters.

**Activity:** Provide students with a copy of the rubric. Decide if this will be an in-class or at-home project. If in-class, provide time and supplies. If at-home, be specific about when the project is due.

**Follow-up:** Share posters and display in the hallway or classroom.

### **Assessment**

- Use the included rubric for assessing the posters.

### **Community Connections**

- Health nurse could come in and talk about hand washing.
- Cafeteria manager can tell students about the regulations governing hand washing in the school kitchen.

### **Cross-Curricular Extensions**

- Technology: If this lesson were done in an upper grade, students could watch bathrooms and record data regarding how many people wash their hands. Male and female could be compared and all data could be used to create Excel spreadsheets.
- Language Arts: Students could write a paper from the different perspectives of germs, water, and towels.  
Students could write persuasion papers, encouraging people to wash hands..  
Students could create cartoon strips.



**And We Thought They Were Clean**  
Sherry Alexander  
Shenandoah County Public Schools



- Reading: Students create picture books for younger students.
- Science: Students could culture germs.
- Health: Students could watch the remainder of the “What is Good Hygiene?” video, noting that the “Benefits of Hand Washing” is a part of it.

### **About the Author**

Sherry Alexander is currently a computer technology teacher at North Fork Middle School in Shenandoah County, Virginia.

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➤ Use the Sick Kids site to answer the following questions.

<http://www.sickkids.ca/kidshealth/spring03vol4issue1/washhands.asp>

1. Germs are \_\_\_\_\_.
2. Not all germs are \_\_\_\_\_.
3. You should wash your hands because \_\_\_\_\_  
\_\_\_\_\_.
4. It takes \_\_\_\_\_ seconds to wash your hands correctly.
5. Soap that sits in a messy dish is not good because \_\_\_\_\_.

➤ Go to the Scrub Club and play the games.

<http://www.scrubclub.org/home.php>

Which game did you play?

List 1 fact you learned. \_\_\_\_\_

➤ Go to Wendy Wakefield's site

<http://www.wendywakefieldferrin.com/>

Name a book that talks about germs and you. \_\_\_\_\_

➤ Go to Henry the Hand

<http://www.henrythehand.com/>

Listen to the song, Doin' the Handwash.

➤ Go to the Shroomery

<http://www.shroomery.org/index/par/23666>

1. The most important thing to prevent you from getting sick is \_\_\_\_\_.

2. Name five (5) times it is important for you to wash your hands.

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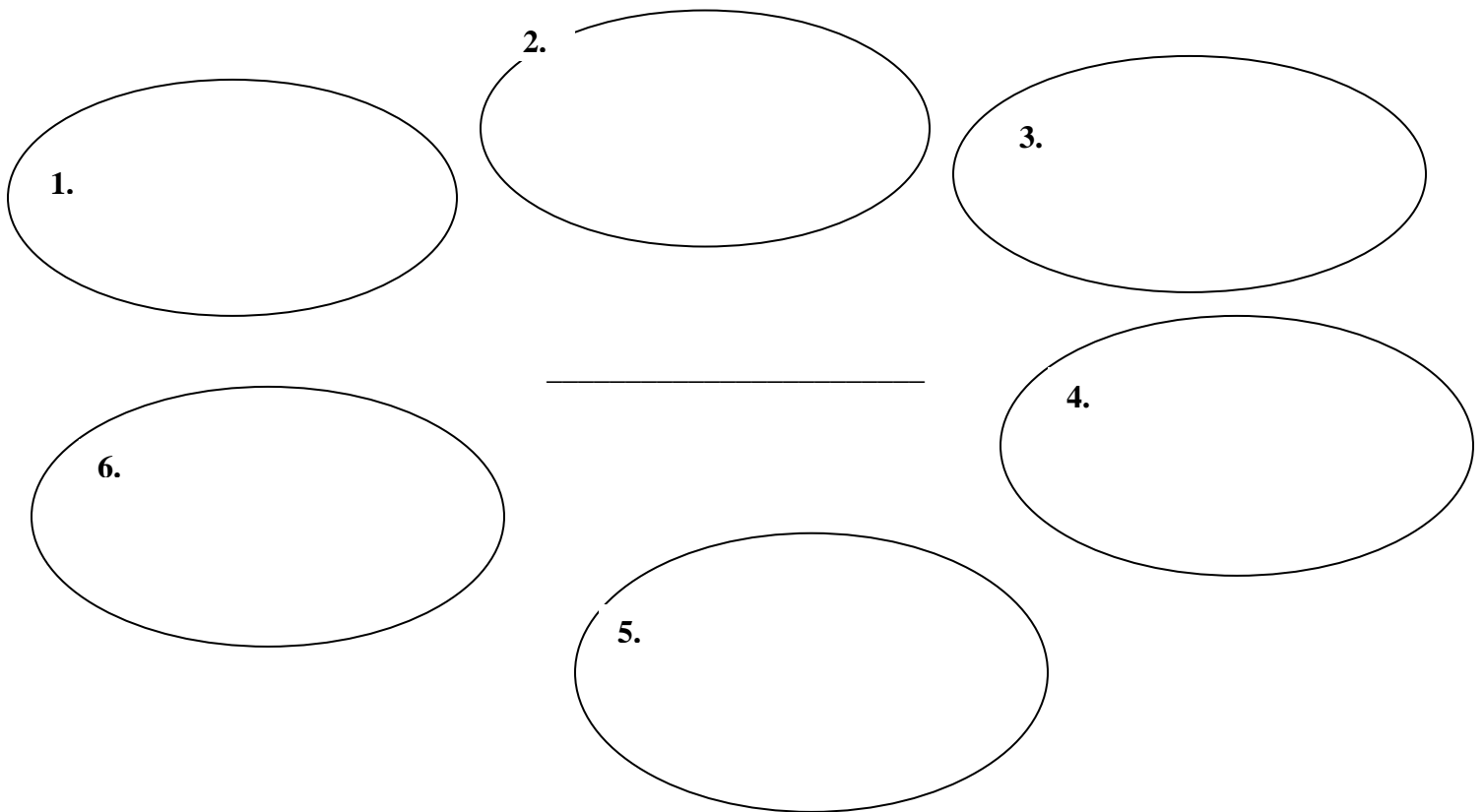
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3. Fill in the chart with the correct order of washing your hands.

In the center of the chart create a title for your chart.

You may not copy the pictures, but draw your own to show the step.

Color your chart but still be able to see your words.



### Making A Poster : Proper Hand Washing

CATEGORY	3	2	1	Notes
<b>Correct information</b>	At least 6 correct facts are displayed on the poster.	4-5 correct facts are displayed on the poster.	Less than 3 correct facts are displayed on the poster.	
<b>Pictures</b>	Pictures and the content easily viewed and identified from 4 ft. away.	Most pictures and the content easily viewed and identified from 4 ft. away.	Pictures and content are too small.	
<b>What was learned</b>	Student can accurately answer all questions related to facts in the poster.	Student can accurately answer about 75% of questions related to facts in the poster.	Student appears to have insufficient knowledge about the facts.	
<b>Attractiveness</b>	The poster is exceptionally attractive in terms of design, layout, and neatness.	The poster is acceptably attractive though it may be a bit messy.	The poster is distractingly messy or very poorly designed. It is not attractive.	
<b>Grammar</b>	There are no grammatical mistakes on the poster.	There are 3 grammatical mistakes on the poster.	There are more than 3 grammatical mistakes on the poster.	
<b>Use of Class Time</b>	Used time well during each class period. Focused on getting the project done. Never distracted others.	Used some of the time well during each class period. There was some focus on getting the project done but occasionally distracted others.	Did not use class time to focus on the project OR often distracted others.	