

HYGIENE & HAND WASHING

GERMS

TRUE	FALSE
They live on things.	They are good for you.
They live in the air.	They like soap.
They are invisible.	You can smell them.

GOOD HYGIENE
Colour the pictures that show good hygiene.

ORAL CARE
Keep your mouth healthy.

Brushing your teeth

Flossing your teeth.

BODY CARE
Brush and wash your hair.

Wash your hands and body often.

**60+ PAGES
KINDER UNIT**



TABLE OF CONTENTS

Use this page as a printing guide.

Cover	p. 1
Table of Contents	p. 2
Lesson Plans	p. 3-7
Posters (B&W and Colour) ✓ Half-size versions included	p. 8-25
What is Hygiene?	p. 26-27
Germs	p. 28-38
Hand Washing	p. 39-40
Good v. Bad Hygiene	p. 41-43
Oral Care	p. 44-51
Body Care	p. 52-58
Review Game	p. 59-62
Award Certificate (B&W and Colour)	p. 63-64
Credits	p. 65-67



LESSON PLANS

Overview

There are five main topics covered by this unit.

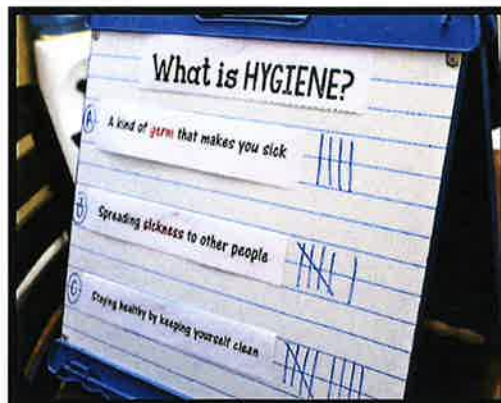
- ✓ What is Hygiene?
- ✓ Germs
- ✓ Hand Washing
- ✓ Good vs. Bad Hygiene
- ✓ Oral Care
- ✓ Body Care

This unit should take roughly one month to complete.

Lesson Sequence

What is Hygiene?

- Introduce the term 'hygiene' in the following manner:
 - Ask "What is Hygiene?"
 - Use a pocket chart to display the [three definitions](#) and discuss each one.
 - Students can vote for the correct definition of the word.
 - Students can record the definition of 'hygiene' using [this page](#).



What is Hygiene? - *Continued*

- ❑ Print and display the posters ([What is Hygiene?](#) / [Healthy Means](#)). Discuss each poster.
 - Discussion questions may include:
 - ✓ If hygiene means staying healthy by keeping yourself clean, what does it mean to be healthy?
 - ✓ What are some parts of your body that you need to keep clean? (list responses).
 - ✓ Why do you think staying clean keeps you from getting sick? → This will inevitably lead to the introduction of the word 'germs.'

Germs

- ❑ Discuss germs (tiny micro-organisms that cause illnesses).
 - [Visuals](#) should be used to augment this discussion (germ or bug-type puppet would be ideal).
 - Discussion points may include:
 - ✓ Germs live on things that are commonly touched – toilets, countertops, doorknobs, monkey bars, etc.
 - ✓ Germs can spread through the air and you can breathe them in.
 - ✓ Germs are so small that they are invisible to the naked eye.
 - ✓ Too many germs can make you sick, particularly if others around you are sick.
- ❑ Students can complete [this page](#).
- ❑ Review 'germs' with your students prior to completing [this activity](#). Discuss the results of the activity.

Germs - Continued

- Discuss ways to kill germs and stop them from spreading (washing your hands).
 - o View this [video](#) with your class.
- Students can complete [these pages](#) (2) – print double-sided to save paper.
- Students can complete this [germ craft](#) at a table center or as a whole group.
 - o I have included a [master](#) to reproduce ([colour version](#) available).
- Set up this [germ center](#).
- Review germs with the [TRUE/FALSE activity](#).



- Conclude the topic of germs with the [checklist](#).
 - o This is a great way to gauge how much they've learned – especially if completed with an adult.

Hand Washing

- Discuss the [hand washing poster](#). Reiterate that frequent and thorough hand washing is the best way to prevent the spread of germs.
- Have students complete [this page](#) (cut and paste sequencing activity) as a check for understanding.
- Complete [this demonstration](#).

Good vs. Bad Hygiene

- Discuss and record examples of good and bad hygiene. Your students should already know that frequent hand washing with soap is an example of good hygiene.
- Have your students complete [these pages](#) (3 – print first two pages double-sided to save paper).

Oral Care

- Introduce oral care with [this poster](#).
- Students can complete [this page](#) after a brief discussion.
- Prep the brushing activity described [here](#) for your next lesson.
 - You will need to soak a hard boiled egg in soda for at least 12 hours.
 - Involve students in this process – explain what you are doing and why.
- Brush the egg and discuss student observations.
- Use a cut-up egg carton and an old toothbrush to demonstrate proper brushing technique – circular motions up from the gums to the top of the tooth.
- Students can then complete this [sequencing worksheet](#).

Oral Care - *Continued*

- Complete one or both of the brushing crafts described [here](#).
 - o [Masters](#) are optional – use if needed.
- Set up the flossing center described [here](#).
- Have your students complete the oral care checklist on [this page](#).

Body Care

- Introduce body care with [this poster](#).
- Begin discussing body care (hair, skin, ears).
- Print [these pages](#) (2) double-sided for students to complete.
- Discuss hair care specifically.
 - o Ask your students how they keep their hair clean.
- Do the hair demonstration described [here](#). Set up the activity as a center following the demonstration. Students can complete [these pages](#) (2).
- Have students complete the [hair care craft](#).
- Students can complete the body care [checklist](#).

Review

- Play [Hi Ho Hygiene](#) as a review activity.
- Print and distribute the [hygiene certificates](#).

THANK YOU FOR YOUR PURCHASE!
PLEASE CONSIDER LEAVING FEEDBACK FOR
THIS PRODUCT. HAPPY TEACHING!