

Good Hygiene - Travelling Germs

Lesson Plan

Resource: H&PE Elementary Resources

Unit: Human Development and Sexual Health

Grade(s): 1

Lesson: 5 of 5

H&PE Curriculum Expectations

2019 H&PE Curriculum Expectations: A1.6, D2.5

Materials

- [3-2-1 Exit Card](#)
- Access to a shared document (chart paper and markers or online interactive tool)
- Chalk, glitter or a visible powder (e.g., cornstarch or flour)
- Spray bottle with water
- [Teacher Resource: Anecdotal Recording Chart \(PDF\)](#)

Learning Goals

We are learning how to apply proper hygiene practices to stay healthy and prevent transmitting germs and diseases to others.

Overall Assessment

Using the Teacher Resource: Anecdotal Recording Chart, observe students and provide verbal and written feedback on their ability to understand and apply proper hygienic procedures for protecting their health and preventing the transmission of diseases to others.

Minds-On

Share the learning goals with the class and co-construct success criteria with students. Consider posting the success criteria in the learning space for reference throughout the lesson.

Tell students that we will be learning how germs travel through a demonstration. Invite one or two students to the front of the class to demonstrate the task. Be aware of student allergies when selecting students.

Have the selected students rub a substance such as chalk, glitter, or powder on their hands and then move around the room touching objects, leaving visible streaks. Explain to students that the substances represent the germs that may be on our hands throughout the day. Highlight the fact that even though we are not able to see germs, they remain everywhere we touch, just like the substances. As an alternative, direct students' attention to class technology and the smudges that might already be present through use (e.g., fingerprints on computer screens).

Spray water from the spray bottle using the mist setting, instructing students to watch where the droplets land. Explain that germs are like water droplets. When we cough or sneeze, germs travel just like the water droplets, landing and remaining on surfaces. Ask students to imagine that the water droplets were germs and what would happen if they were to stand nearby when the water was sprayed and they inhaled it.

Use a **Brainstorming** strategy for students to generate ideas about what might happen if the water droplets were germs and they had inhaled some of the droplets (e.g., they might get sick, they might transmit the germs to others). Have students list all the things they could do to protect themselves and others from germs. Record student responses.

As required, provide students with real-life examples and situations from a typical school day to guide their learning. Examples could include: washing their hands after using the washroom, coughing into their sleeve, using hand sanitizer, washing their hands before eating, brushing and flossing their teeth, and not sharing hats, water bottles or hair brushes.

Action

Create a **Venn Diagram** with three overlapping circles for students to view and to record student responses. Label one circle home, the second circle class/school and the third circle community. Divide students into groups of three to generate and share similarities and differences between hygiene practices that they apply at home, in the class/school and when they are in community spaces such as the park, grocery store or recreation centre. For example:

- Washing your hands before and after you eat is a healthy hygiene practice at home, in class/school and out in the community.
- Taking off your shoes when you come into your home is something that you do in a home, however when you go to a restaurant, you don't take off your shoes. Other people may have different practices with wearing shoes in their homes.
- Wearing a protective mask is a practice you may have at school and out in the community to protect yourself and others from travelling germs and diseases.

Display the completed Venn Diagram for students to reference during the consolidation.

Consolidation

Use the following questions to create a 3-2-1 Exit Card for students to reflect on ways they can practice proper hygiene to prevent transmitting and contracting germs and diseases:

- List or draw three ways you can practice proper hygiene for yourself.
- List or draw two ways you can help others practice proper hygiene.
- List one question you may still have about germs or proper hygiene.