



**PATHWAY:** Early Childhood Education

**COURSE:** Health, Safety & Nutrition

**UNIT:** Health & Sanitation

HSN 8a – Hand Washing



## INTRODUCTION

---

**Annotation:**

This lesson is on teaching and demonstrating hand-washing techniques. The students will learn how easily bacteria are spread through skin to skin contact.

**Grade(s):**

X	9 <sup>th</sup>
X	10 <sup>th</sup>
X	11 <sup>th</sup>
X	12 <sup>th</sup>

**Time:** 1 to 2 hours

**Author:** Heather Jones

**Additional Author(s):** Amy Bergman

**Students with Disabilities:**

For students with disabilities, the instructor should refer to the student's IEP to be sure that the accommodations specified are being provided. Instructors should also familiarize themselves with the provisions of Behavior Intervention Plans that may be part of a student's IEP. Frequent consultation with a student's special education instructor will be beneficial in providing appropriate differentiation.



## FOCUS STANDARDS

---

### GPS Focus Standards:

#### EDU- HSN 8 –

**Students will apply procedures to reduce the infectious process.**

- a. Demonstrate and teach appropriate hand washing technique.

### GPS Academic Standards:

- ELA11W3. The student uses research and technology to support writing.
- SCSH 2. Students will use standard safety practices for all classroom laboratory and field investigations.
- SCSH3. Students will identify and investigate problems scientifically.



## UNDERSTANDINGS & GOALS

---

### Enduring Understandings:

- Washing hands is not only necessary after restroom use, but anytime you have contact with any bodily fluids.

### Essential Questions:

- Why is it important to understand how easily bacteria are spread?
- How to washed and unwashed hands compare to one another?
- Why is it important to know appropriate hand washing techniques?

### Knowledge from this Unit:

- Recall different illnesses that can occur if hands aren't washed regularly.
- Know that students/children are less likely to become ill if they wash their hands properly.

### Skills from this Unit:

- Demonstrate proper hand washing techniques
- Evaluate conditions that mandate hand washing.



## ASSESSMENT(S)

**Assessment Method Type:** Select one or more of the following. Please consider the type(s) of differentiated instruction you will be using in the classroom.

- ☐ Pre-test
- ☐ Objective assessment - multiple-choice, true- false, etc.
  - ☐ Quizzes/Tests
  - ☐ Unit test
- ☒ Group project
- ☐ Individual project
- ☐ Self-assessment - May include practice quizzes, games, simulations, checklists, etc.
  - ☐ Self-check rubrics
  - ☐ Self-check during writing/planning process
  - ☐ Journal reflections on concepts, personal experiences and impact on one's life
  - ☐ Reflect on evaluations of work from teachers, business partners, and competition judges
  - ☐ Academic prompts
  - ☐ Practice quizzes/tests
- ☒ Subjective assessment/Informal observations
  - ☐ Essay tests
  - ☒ Observe students working with partners
  - ☒ Observe students role playing
- ☐ Peer-assessment
  - ☐ Peer editing & commentary of products/projects/presentations using rubrics
  - ☐ Peer editing and/or critiquing
- ☒ Dialogue and Discussion
  - ☐ Student/teacher conferences
  - ☒ Partner and small group discussions
  - ☒ Whole group discussions
  - ☐ Interaction with/feedback from community members/speakers and business partners
- ☐ Constructed Responses
  - ☐ Chart good reading/writing/listening/speaking habits
  - ☐ Application of skills to real-life situations/scenarios
- ☐ Post-test

**Assessment(s) Title:**

**Assessment(s) Description/Directions:**

**Attachments for Assessment(s):**



## LEARNING EXPERIENCES

**Instructional planning:** Include lessons, activities and other learning experiences in this section with a brief description of the activities to ensure student acquisition of the knowledge and skills addressed in the standards. Complete the sequence of instruction for each lesson/task in the unit.

### Sequence of Instruction

1. Identify the Standards. Standards should be posted in the classroom for each lesson.

EDU- HSN 8 - **Students will apply procedures to reduce the infectious process.**

a. Demonstrate and teach appropriate hand washing technique.

2. Review Essential Questions.

- Why is it important to understand how easily bacteria are spread?
- Compare and contrast washed and unwashed hands.
- Why is it important to know appropriate hand washing techniques?

3. Interest approach-Mental set

Have a student volunteer to sing a nursery rhyme or alphabet song. Using a clock with a second hand or stop watch, time each one. Ask students why they think we sang a song. Explain to students that it is good for young children to get in the habit of washing hands for 10 to 20 seconds. Singing songs helps ensure they wash their hands for the appropriate amount of time.

Teach the hand washing song “Oh, Before I eat my meals”

Song- Use If your happy and you know it tune

Oh, before I touch my food, I wash my hands 2x

(scrub, scrub)

Oh, it's very smart I think

Send those germs right down the sink

Oh, before I touch my food, I wash my hands

### Lesson 1

1. Discuss the importance of washing hands.

2. Tell students that singing is a great way to get young children to wash their hands for the right amount of time,

**3.** If you have access to a science lab, take cultures of student's hands before and after they wash their hands. Have students look at the cultures under a microscope. Compare and contrast washed and unwashed hands in a journal entry or daily assignment.

**4.** Another fun activity to show the spread of germs: "Traveling Germs"

Demonstrate how easily germs spread in the air. Take a little bit of baby powder and pretend to sneeze. (Blow the baby powder) Then ask students what they should do after they sneeze. You can also put powder on desks and hands to see the spread of germs that way. Brainstorm with the class a list of times when people need to wash their hands. Other issues to brainstorm include what illnesses are spread through air (article attached of common airborne illnesses), how easily they are transferred, and how to guard against them. -OR- have 3 or 4 students volunteer to put their hands in cinnamon. They will then shake hands with another student. Those students will shake hands with someone else. Discuss with students how easily germs are spread through shaking hands as illustrated by the transfer of cinnamon in activity. Also, discuss why it is important to wash hands.

**Group Project:**

- Have students use computer lab to find another activity similar to the one just used. Their goal is to find a creative way to show the spread of germs. The activity doesn't have to be one that uses skin to skin contact.

**5.** Show and discuss the PowerPoint #3 on proper hand-washing techniques. Distribute handout covering appropriate steps for hand washing.

**Step 1** Turn on the warm water.

**Step 2** Put your hands under the warm water.

**Step 3** One squirt of hand washing soap.

**Step 4** Make bubbles using the hand wash scrub. Remember the palms, backs of hands, between fingers, under finger nails, and wrists.

**Step 5** Rinse your hands and send the bubbles and germs down the drain.

**Step 6** Take one paper towel.

**Step 7** Dry your hands.

**Step 8** Use the towel to close the water faucets to prevent getting germs back on your hands.

**Step 9** Put towel in waste can.

**Step 10** Leave no trace. Make sure the room is clean.

<http://www.dubuque.k12.ia.us/Prescott/handwash/>

6. Have students use glo Germ and wash their hands using appropriate steps discussed in #5. Glo Germ can be obtained from glo Germ.com or possibly from the school nurse. Glo Germ.com also has free hand washing lesson plans.

7. Wrap-up – review essential questions.

Why is it important to understand how easily bacteria are spread?

Name differences and similarities of washed and unwashed hands.

Why is it important to know appropriate hand washing techniques?

#### **Attachments for Learning Experiences:**

- PowerPoint #3
- <http://www.snco.us/ha/pdf/HandWashE.pdf>
- [www.brainpopjr.com](http://www.brainpopjr.com)
- article on common airborne illnesses:  
[http://www.associatedcontent.com/article/383625/common\\_airborne\\_illnesses\\_that\\_are.html](http://www.associatedcontent.com/article/383625/common_airborne_illnesses_that_are.html)

#### **Notes & Reflections:**



## **CULMINATING PERFORMANCE TASK** (Optional)

---

**Culminating Unit Performance Task Title:**

**Culminating Unit Performance Task Description/Directions/Differentiated Instruction:**

**Attachments for Culminating Performance Task:**



## **UNIT RESOURCES**

---

#### **Web Resources:**

<http://www.plasticsinfo.org>

<http://www.co.guilford.nc.us>

[www.brainpopjr.com](http://www.brainpopjr.com) - Traveling Germs Activity Resource

**Attachment(s):**

**Materials & Equipment:**

Videos

**What 21st Century Technology was used in this unit:**

<input checked="" type="checkbox"/>	Slide Show Software	<input type="checkbox"/>	Graphing Software	<input type="checkbox"/>	Audio File(s)
<input type="checkbox"/>	Interactive Whiteboard	<input type="checkbox"/>	Calculator	<input type="checkbox"/>	Graphic Organizer
<input type="checkbox"/>	Student Response System	<input type="checkbox"/>	Desktop Publishing	<input type="checkbox"/>	Image File(s)
<input type="checkbox"/>	Web Design Software	<input type="checkbox"/>	Blog	<input type="checkbox"/>	Video
<input type="checkbox"/>	Animation Software	<input type="checkbox"/>	Wiki	<input type="checkbox"/>	Electronic Game or Puzzle Maker
<input type="checkbox"/>	Email	<input checked="" type="checkbox"/>	Website		