



PATHWAY: Early Childhood Education

COURSE: Health, Safety & Nutrition

UNIT 8: Health & Sanitation

HSN 8b Disinfection & Sanitation



INTRODUCTION

Annotation:

This lesson includes the sanitation, cleansing and disinfecting of toys, furniture, and equipment. Students will also observe and evaluate proper sanitation in an early childcare class.

Grade(s):

X	9 th
X	10 th
X	11 th
X	12 th

Time: 2 to 3 hours (30 to 60 minutes for evaluating and observing)

Author: Heather Jones

Additional Author(s): Holly Spivey

Academic Reviewer: Sharon Bickford

Special Education Reviewer: Holly Spivey

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.

- b. Explain when and where disinfectant solutions should be used.

EDU- HSN 4

Students will provide a healthy environment for children.

- f. Evaluate sanitation in an early childhood care and education setting including equipment, furniture, and toys.

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:

- There is a difference in cleaning, sanitizing, and disinfecting.
- How do you practice proper guidelines for cleaning?

Essential Questions:

- Why is it important to know how to clean, sanitize and disinfect toys, furniture, and equipment?
- How do you know when to sanitize toys, furniture, and equipment?
- Why does contamination of the environment and transmission of infectious agents occur at an increased rate in childcare centers as compared to homes?

Knowledge from this Unit:

- Know how to clean dirt or unwanted substances from a surface.
- Know how to sanitize by reducing bacteria and other harmful substances.
- Know how to disinfect by killing harmful bacteria and viruses.

Skills from this Unit:

- Research and prepare proper recipes for sanitizing solutions.
- Apply Knowledge of how to use solutions on toys and school desks.



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 or daily assignment
 - ☐ 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.**

b. Explain when and where disinfectant solutions should be used.

EDU- HSN 4 **Students will provide a healthy environment for children.**

f. Evaluate sanitation in an early childhood care and education setting including equipment, furniture, and toys.

2. Review Essential Questions.

- Why is it important to know how to clean, sanitize and disinfect toys, furniture, and equipment?
- How do you know when to sanitize toys, furniture, and equipment?
- Why does contamination of the environment and transmission of infectious agents occur at an increased rate in childcare centers as compared to homes?

3. Identify and review the unit vocabulary.

- **Sanitizing** – Making something sanitary (free of germs) as by sterilizing.
- **Disinfecting** – Is the destruction of pathogenic and other kinds of microorganisms by physical or chemical means.
- **Cleaning** – Free from dirt or impurities

4. Interest approach-Mental set

Using the observation sheet below, have students evaluate the techniques of cleaning, disinfecting, and sanitizing at your on/off site campus.

(Handout C)

Observation Sheet

Name _____

Date _____

Site _____

1. How many times were cleaning agents being used? (Include sanitizers & disinfectants)

_____ times

2. How many times did the observed wash their hands?

_____ times

3. What kind of cleaning agents were being used?

4. How many times did you see children wash their hands?

_____ times

5. How many times did you notice that a child's hands needed washing, but didn't get washed?

_____ times

6. Summarize below what you saw in you observation/evaluation of hygienic procedures at the daycare.

7. Explain what practices that need improvement.

8. Explain positive strategies observed at the site.

Lesson 1

1. Show and discuss PowerPoint #4: Disinfecting Sheets and Cots. Review material with class when completed.
2. If more time is needed, revisit an on/off site campus to complete the observation/evaluation of an early childcare setting.

Lesson 2

1. Ask students to participate in a whole-group discussion using their observation/evaluation sheet.
2. Display several samples of cleaning products in front of the classroom. Lead students to name which ones would be best used in different situations. Lead the discussion to include difference between clean and sanitized. Clean is when dirt is washed or wiped off (using regular soap). Sanitized is using antibacterial agents that claim killing 99.9% of germs. What does hand sanitizer do, clean or sanitize? (sanitize, dirt is still there, germs have been eradicated)
3. Show and discuss PowerPoint#5 over disinfecting toys, furniture and equipment. Review with class when completed.

Distribute “How to Clean Toddler Toys”

http://www.ehow.com/how_2120039_clean-toddler-toys.html

4. Have children get in groups of two or three. Give each group a topic to research: Childcare Sanitation Practices, Toy Disinfecting Methods, or Universal Infection Control Precautions. Have the groups print out one article per member concerning their assigned topic. Have them brainstorm a list of answers to the questions. Present and discuss findings in class.
5. Borrow toys from local daycare or find some elsewhere –bring them to class. Ask students to figure out what cleaning agent should be used on each item.
6. Have a few students volunteer to use proper techniques to clean items. (Ex: desks, tables, legos etc.)

Attachments for Learning Experiences:

- PowerPoint #4 – Disinfecting Sheets and Cots
- PowerPoint #5 – Disinfecting toys furniture and equipment
- Handout C – Observation sheet
- Handout – Article Questions



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.ehow.com/how_2120039_clean-toddler-toys.html

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 checked="" 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		