

Housekeeping notes



**ASSIGN
BUSTER**

Activities Overview Level II 1 – GERMS AND OUR BODY
Objective Visualize the number of germs on our body and clothes. Time: 30 minutes. Method- Review those areas of the body particularly vulnerable to germs, emphasizing they may not be obvious (hands, nose, mouth, genital area, clothes, etc.)- Point out all the times we wash during the day. ??? In particular, describe bath or shower and cleaning teeth. Be specific on how and with what we wash (role of soap, bath towel, toothbrush, etc.

). ??? Draw attention to the need to wash every day and after physical activity.- Reinforce the need for clean underwear every day and to change dirty clothes. 2 – WHY SHOULD WE WASH OUR HANDS
Objective- Realize that we are surrounded with things that only look clean and that our hands are prime targets for contamination by germs. Material- Magnifying glasses.- Microscopes. Time: 1 hour.

Method Most of the experiment is done collectively, with some parts done individually.- Ask the children their opinions on how and where we get dirty hands.- In class, the children look through a magnifying glass at all the marks we cannot see by eye on things we touch all the time, e. g. door handles, tables.

- Next, the children should gather some items (paper, wrappings, pens, etc.) from places where they spend time (classroom, playground, canteen, toilets, etc.)- Put the items under the microscope and look at the germs living on them.- Get the children to draw in their exercise books what they see through the microscope.- In the light of the experiment, collectively draw conclusions, with emphasis on washing hands: ??? Are our hands often dirtier

than we realize??? What makes hands dirty??? In which professions is hand washing a must??? When should we wash our hands- Emphasize the need to wash our hands every time we touch something which could contaminate (any living creature or dirty object), after sneezing or blowing our nose, after going to the toilet and before meals.

3 - GLITTER EXPERIMENT Objectives- Understand the principle of cross-contamination from one person to another by touch.- Realize that germs are also airborne. Material- Two markers.- Glue stick.- Some glitter.- Large sheet of paper. Time: 45 minutes.

Method- Cover the markers with glue and stick on the glitter. First stage:- Pass the markers round the class, each child in turn holding one to write their name on the sheet.- Everyone writes the answers to the following questions in their exercise book:??? Where on my body can I see glitter??? How did it get there??? How has glitter passed from one pupil to another (Touching the marker.)??? What does the glitter remind us of??? What does the spread of glitter remind us of???(Touching the marker = Contamination by contact.)Second stage:- Arrange the children in groups of two.- Give each one a small amount of glitter to hold in the cup of the hand.

- Get each one in turn to blow glitter towards the other one.- Everyone writes the answers to the following questions in their exercise book:??? Where on my body and clothes can I see glitter??? How did it get there??? How has glitter passed from one pupil to another (Airborne.)??? What does the glitter remind us of??? What does the spread of glitter remind us of???(Airborne =

Contamination by sneezing.)- Complete the picture: germs are handed round like the glitter.

- What can we do to prevent the transmission of germs (Wash our hands regularly, put our hand over our mouth when we cough or sneeze, use a disposable handkerchief to blow our nose.)4 – NAILS AND HANDSObjectives-

Show that nails are a prime spot for germs.- Find out an effective way to wash hands. Material: Pupils sheet no 1. Time: 30 minutes. Method- Do the exercise.- Afterwards, emphasize the need for using soap and drying hands properly with a clean towel (see series of illustrations on the sheet). 5 – ROLE PLAYED BY SKINObjectives- Learn what skin does and the part played by perspiration.

- Understand the need to wash after physical activity.- Understand the need to change our clothes after physical activity. Material: Pupils sheet no 2. Time: 30 minutes.

Method- Do the exercise.- Think about times when germs multiply fast (after sport or in a damp atmosphere).- Emphasize the need to wash and change clothes after playing sport. Correction- body – wrapping – germs – layers- Dermis / Epidermis.- T / F / F / T / F / T / T / F / T / F. 6 – DENTAL

HYGIENEObjectiveEnsure the child understands the importance of brushing to keep teeth healthy. Material- Pupils sheet no 3.- Pupils sheet no 4.

Time: 45 minutes. Method- Do the exercises.- Using the stages illustrated on sheet no. 4, explain an efficient way of brushing teeth.- The teacher could also get the children to hold a toothbrush (How do we hold it Where do we keep it)and arrange a tooth-brushing session (See activity sheet no 2, level <https://assignbuster.com/housekeeping-notes/>

1). Correction1 – Brush top and bottom teeth separately. 2 – Hold the toothbrush at an angle.

3 – Using a circular movement, brush from the gums towards the teeth. 4 – Go round all the teeth. 5 – Brush the tips of the teeth. 7 – “ MR. CLEAN AND TIDY” GAMEObjectiveLearn how to apply basic hygiene. Material- One slate per team. Time: 1 hour. Method- How to play:??? Each team has to assemble their “ Mr.

Clean and Tidy”.??? A “ Mr. Clean and Tidy” = 18 parts: head, hair, 2 eyes, 2 ears, nose, mouth, neck, trunk, 2 arms, 2 hands, 2 feet.??? Each team draws their “ Mr. Clean and Tidy” following questions about hygiene from the teacher: with each correct answer they add one part to their drawing.

??? The first team to finish their drawing wins.- Teacher preparation:??? Devise twenty questions on personal hygiene.??? Form teams of 2 to 4 pupils.??? Ask each team to think up a team name to do with hygiene.- Game rules:??? The teacher reads out a hygiene question.??? Each team puts their heads together and writes their answer on their slate.??? They hold up the slate as soon as they agree on the answer.

??? If the answer is correct, the team reads it out to the rest of the class, and adds a part of the body to their drawing on the blackboard.??? The game ends when one team has completed their drawing. – Question/Answer examples:??? What should I do if Ive got a runny nose Blow it with a disposable hankie and wash my hands.??? When Ive washed my hands, what should I dry them with A clean and dry towel.??? How long should I brush my

teeth Three minutes. 8 – LICE HUNTING Objectives- Be aware of the risks of contamination by lice and how it happens.- Learn the way to combat lice.

Material- A hat.- A classroom chair.- A pillow.

- A lamp.- A coat.- A scarf.- A book.- A pair of woollen gloves.- Poster or photo of a girls head.

- Poster or photo of a boys head.- Dried lentils.- Box or transparent pot labelled “ Lice sanctuary”. Time: 45 minutes.

Method- Get childrens reactions to the subject of lice.- Place the material in front of the class.- Hand out 10 lentils to each pupil.

- Explain that each lentil represents a louse. Therefore each pupil has 10 lice.- Divide the class into teams of two. Each team therefore has 20 lice.

- Aim: to get rid of your lentils.- Rules: 3 stages, corresponding to 3 basic themes (What are lice Where are they found How do we get rid of them) ??? At each stage, the teacher asks the class 10 questions. ??? After a question, team members consult each other, and raise their hand if they think they know the answer. ??? The teacher questions the first team to raise a hand. - With every correct answer, one of the team members puts 2 lentils in the lice sanctuary.

- With every wrong answer, the teacher gives 1 lentil to the team. ??? The first team to get rid of all their lentils wins.- Suggested questions and answers: Part 1: What are lice Answers: True or False. 1.

The louse is an insect. True. 2.

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A louse measures about 3 mm. True. 3. There are male and female lice.

True. 4. A louse egg is called a nit.

True. 5. Nits latch on to the ends of your hair.

False. 6. A female louse lays a hundred nits a day. False (ten). 7. Lice feed on blood. True.

8. Lice can be seen with the naked eye. True.

9. Lice are dangerous. False. 10. Lice only like dirty hair. False. Part 2: Where do lice hide Answers: Yes or No.

Question the children on the objects previously put out at the front. For each object, the teacher asks “ Do lice hide in...1. Hats. Yes.

2. Classroom chairs. No. 3. Pillows.

Yes. 4. Lamps. Yes. 5. Coats.

Yes. 6. Scarves.

Yes. 7. Books. No. 8. Woollen gloves. No.

9. Girls hair. Yes. 10.

Boys hair. Yes. Part 3: How do we get rid of lice Answers: True or False.

Problem: Ive caught lice at school.

What should Mum do What should I do1. I should tell my parents if my head itches. True. 2. Mum thoroughly washes my clothes and sheets.

True. 3. Mum washes my hair with ordinary shampoo. False. 4.

Mum warns the teacher and my friends to look out for lice. True. 5. I can lend my scarf. False. 6. I don't lend my comb or hairbrush.

True. 7. I should not lend my hat.

True. 8. Mum should wash my hair with lice treatment shampoo, carefully reading the instructions first. True. 9.

There is no longer any need to keep a watch on my hair after the lice treatment shampoo. False. 10. I cannot go to school if I have lice. False.- At the end of the game, the teacher can ask the class to write down the answers in their exercise books.

9 – INSPECTOR HYGIENE! Objectives- Investigate personal hygiene habits of people around you.- Be aware of good and bad habits. MaterialPupils sheet no. 5. Pupils sheet no. 6. Time- Preparation: 45 minutes. – Investigation: variable.

Method- Working together before and after the investigation.- In class, pupils find out:??? Different categories of people for whom personal hygiene is particularly important (babies, pregnant women, old or ill people).??? 6 categories of personal hygiene (bodily hygiene, clothing hygiene, hand hygiene, nose hygiene, oral hygiene, wound hygiene).- Together, read the hygiene questionnaire.- Pupils select who to question (classmates during playtime, family, neighbours and acquaintances in the categories defined above).- Next, the actual investigation: each child questions 6 people.- It is

recommended to re-type the questionnaire in a simple layout and to give 6 copies to each pupil.

– Analysis of results in class, tabulated by personal hygiene category.-

Examination of the most frequent answers allows comparison of habits according to the category of person, and a review of dos and don'ts.- The data may be further processed on computer. 10 – HYGIENE

EXHIBITION Objectives- Reinforce personal hygiene knowledge.- Make other pupils at the school and parents aware the importance of personal hygiene.

Material- Poster paper in different colours, large sheets of drawing paper.

– Felt tips, paint, etc.- Personal hygiene objects or products brought by the children.- Magazines to cut out, etc. Time: variable. Method- Suggest that the children put on a personal hygiene exhibition.- The teacher can choose to display the results of previous hygiene activities.

– List the various exhibition components (posters, captions, drawings, photos, etc.)- Share out the tasks.- The exhibition should demonstrate the need for good personal hygiene and the actions required to achieve it.

11 – PERSONAL HYGIENE GAMES Objective Reinforce personal hygiene knowledge. Material: Pupils sheet no 7. Time: 15 to 30 minutes each game. Method: The games can be done individually, in small groups or collectively.??? Game 1: True or False. Correction 1. True. and don't forget to wash your other clothes to avoid germs growing.

2. False. It varies from 30° C (soles of the feet) to 35° C (under the arms). 3.

False. Those called “ commensal” do not harm man. Some can even help by fighting other germs. 4. True. 5. True.

6. False. Linen handkerchiefs harbour germs and should not be used. 7. False.

Teeth should be brushed after every meal, but for a minimum of three minutes. 8. False.

Germs love the warmth and damp under a bandage. The wound should be disinfected and dried before putting on a plaster which allows the skin to breathe. 9. True. And not just to be polite. You do it to avoid spreading germs in the air.

10. True. Sometimes more than ten million per square centimetre.??? Game 2: Punctuation! Correction Always wash your hands before eating to avoid swallowing germs.

Hands get covered in germs when you play or touch dirty things. These germs can make you ill. Babies, sick people and old people are very vulnerable to germs.

Germs also hide in clothes, so dont forget to change them regularly, especially pants and socks.??? Game 3: Jumbled Words. Correction Revealed word: teeth.