



PERSONAL HYGIENE LESSON “*Scrubba Bubba*” Second Grade

- The MORE HEALTH website is equipped with a classroom TEACHER section. Here you will find pre- and post-visit activities, vocabulary words, and in many cases pre-and post-visit videos.
- Visit [morehealthinc.org](https://www.morehealthinc.org) – <https://www.morehealthinc.org/teachers/>
- Password: resources

Pre-Visit Activities

- Review the enclosed Vocabulary. Students do not need to have a working knowledge of the words, but rather a beginning familiarity.
- Read aloud: *What’s Bugging Nurse Penny?* by Catherine Stier or *The Berenstain Bears Come Clean for School* by Stan & Jan Berenstain. Allow the students a chance to identify the author’s purpose in writing. Is it for informative or persuasive reasons? Students can use this and write an informative or persuasive report of their own.
- Click the link to play the video: *Germ Smart: How to Wash Your Hands: (5:05)*
https://www.youtube.com/watch?v=3e_B5dtAAfc

Suggested Post-Visit Activities

- Gather items used for healthy habits on a tray (suggested items: comb, brush, toothbrush, dental floss, nail clippers, nail file, soap, shampoo, washcloth). Discuss with the students which items can be used together and describe how they are used.
- Make personal hygiene tip reminder posters and place strategically around the classroom. Examples can include: hand-washing poster by the sink, flush poster over the toilet, a tissue use and disposal reminder near the trashcan, etc.
- Visit https://youtu.be/IH_LkT_D0gU for a short video about including children in the conversation about lice. Additional resources can be found here <https://www.headlice.org/comb/>
- Let the students participate in an experiment showing how germs grow. With clean or gloved hands, put a slice of white bread in one plastic zip lock bag. Using a hand covered with soil, insert another slice of white bread in a different zip lock bag. Label each bag and place on a shelf. Check the progress of mold growth each day. Does the slice touched with dirty hands grow mold more quickly?

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Vocabulary

- **antibody** _n a chemical substance that can kill or stop the growth of germs; cannot kill viruses
- **bacteria** _n microorganisms that are shaped like a rod, sphere, or spiral; many are harmless, but some cause infection and disease
- **bath** _n a washing of the body with water and soap
- **deodorant** _n a solid, liquid, spray or gel used on the body to stop body odor
- **disease** _n a specific illness
- **germs** _n microorganisms such as bacteria and viruses that may cause illness, infection, and disease
- **healthy** _{adj} being well in body and mind, freedom from sickness
- **hygiene** _n ways to keep the body clean and healthy
- **infection** _n redness, pain, swelling, and warmth caused when germs enter the body
- **immune system** _n the body’s special defenses to fight off germs and infections
- **lice** _n small insect pests that live in the hair or on the skin of human beings and other animals and sucks their blood.
- **microorganism** _n a living cell that is so small it can only be seen under a microscope
- **microscope** _n an instrument that helps a person see something very small by making it appear large
- **plaque** _n colorless, soft, sticky film of germs that forms on the teeth with regular eating
- **viruses** _n microorganisms that are much smaller than bacteria; they cause illness and disease when they enter cells in your body

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Goal

- Students will know personal hygiene behaviors that influence individual well-being.

Objectives

- Students will be able to define personal hygiene and identify ways to keep neat and clean.
- Students will be able to differentiate between bacteria and viruses.
- Students will be able to describe how germs are spread and how to stop them from spreading.

Standards

The student will...

- HE.2.B.3.2 select trusted adults and professionals who can help promote health.
- HE.2.B.5.2 name healthy options to health-related issues or problems.
- HE.2.B.5.3 compare the consequences of not following rules/practices when making healthy and safe decisions.
- HE.2.C.1.1 identify that healthy behaviors affect personal health.
- HE.2.C.1.3 describe ways a safe, healthy home environment can promote personal health.
- HE.2.C.1.6 determine when it is important to seek health care.
- HE.2.C.2.2 describe how friends’ health practices influence health behaviors of others.
- HE.2.P.7.1 demonstrate health behaviors to maintain or improve personal health.
- HE.2.CE.6.1 identify ways to make positive contributions to the wellbeing of the school and the community. (*suggested post-visit activity*)
- LAFS.2.RI.2.6 identify the main purpose of a text, including what the author wants to answer, explain, or describe. (*suggested post-visit activity*)
- LAFS.2.RI.3.8 describe how an author uses reasons to support specific points in a text. (*suggested post-visit activity*)
- LAFS.2.L.1.1 demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (*suggested post-visit activity*)
- LAFS.2.L.1.2 demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. (*suggested post-visit activity*)

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- LAFS.2.L.2.3 use knowledge of language and its conventions when writing, speaking, reading, or listening.
- LAFS.2.L.3.4 determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly for an array of strategies.
- LAFS.2.SL.1.2 recount or describe key ideas or details from a text read aloud or information presented orally or through other media.
- LAFS.2.SL.1.3 ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.
- LAFS.2.W.1.2 write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.
(suggested post-visit activity)
- ELA.2.V.1.1 use grade-level academic vocabulary appropriately in speaking and writing.

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