



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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