



Title: My Body: Keeping Clean (V3)

Level: FIRST

Code: 1.1.2

Links to Curriculum for Excellence

First Level learning is concerned with children learning to look after their body. Learning at this level in terms of personal hygiene also helps prepare children for learning at Second Level where there is a more emphasis on the importance of personal hygiene with puberty.

Experiences and outcomes	Benchmarks
I am aware of my growing body and I am learning the correct names for its different parts and how they work. HWB1-47b I am learning what I can do to look after my body and who can help me. HWB1-48a	<ul style="list-style-type: none"> Identifies the correct words for body parts and their functions, for example, womb, scrotum, ovaries, vulva. Explains about own and others’ needs for privacy.

Learning Intentions

- Children learn about personal hygiene, in terms of their bodies, their clothes and some behaviours like coughing/sneezing.
- Children learn the correct names for parts of their body.

Success Criteria

- I can name parts of my body.
- I can talk about why keeping clean/hygiene is important to health.
- I can describe what I can do to maintain personal hygiene, including washing my hands and when I go to the toilet.

Resources to support this activity

- PowerPoint slides
- Hygiene chart/activity prop
- Brain Pop Personal Hygiene animation <https://youtu.be/jQ2e0KH5Wrl> (5 minutes 28 seconds)

Whenever you use content on a platform like YouTube, please cue the film you intend to play in advance, check it is the film you want to view, and skip adverts.

NOTE: This activity requires you to establish the vocabulary you will use in the class when talking about going to the toilet. Children will have the words they use at home, as always, the learning process is about establishing a vocabulary in the learning setting, acknowledging that other terms may continue to be used by children which you can gently correct/change. If the terms used here are not those you use, please adapt (including PowerPoint slides) to use what you have agreed.

Activity

1. Begin with an introduction that explains to the children that they will be learning today about keeping clean and keeping healthy – that this is called hygiene. Show the word and definition on the slide:

What is hygiene? Hygiene is about keeping clean so that you can keep healthy.

Verbal explanation: If you don't keep your BODY and your CLOTHES clean, germs can grow and make you ill.

2. Share the next 2 slide and discuss – maybe have the children have initial conversations with a shoulder partner before you talk about each as a group:

What parts of our body do we need to keep clean?

What things do we wear that we need to keep clean?

Ensure that children have considered oral hygiene, their hair, hands, feet, bodies and the clothes they wear.

3. Tell the children you have two words you would like to introduce, they are important when we think about keeping clean and healthy. Share the slides one at a time and discuss:

Perspiration is another word for **sweat**.

Verbal explanation: Sweat comes out of your pores (that's the little opening in your skin). Sweat doesn't have a smell, but if you don't wash your skin it can start to smell bad. It is important to change your clothes because they get sweat on them. You should change pants and socks every day.

Bacteria are living things, so small you can only see them if you use a microscope.

Verbal explanation: We have good bacteria (like the bacteria that live in our stomach and help us digest food). We have bad bacteria that live and get smelly if we don't wash our bodies or clothes.

4. **What do we use to clean ourselves or our clothes?** Pose the question on the slide and have a chat. As teacher/educator, bring in some products to the class and introduce them and pass them round – who knows what this is? Hand wash, wipes, hand gel (sanitiser), shower gel, shampoo, soap, soap powder...
5. Explain that you want the children to work with a partner to think more about this question: **What things do we do to keep ourselves clean?** Share the **hygiene chart/prop** that describes all the areas that children need to think about. Read through the items on the left and ensure understanding of any terms they may not be sure of e.g. *oral hygiene*. Task them with writing in things they can do to be clean and germ free. Then, bring the children back together to share and review their charts.
6. **Washing our hands.** Explain to the children that there is a very important thing that everybody does that can help them keep clean and avoid germs– especially after they go to the toilet, that's washing our hands. (The children will have already commented on this using their earlier chart). Share the slide/graphic and talk through it together – does everybody wash their hands like this? (At this point or later in the session do some handwashing together).

7. **Going to the toilet and keeping clean.** Explain that when we go to the toilet this is our body getting rid of wastes which our body doesn't need. But this means that our urine and bowel movements are full of germs/bacteria that can smell bad or make us sick if they get back into our body. Give the children information along these lines, it may be helpful for children to understand if you have some toilet paper and make a square with it when talking about wiping after going to the toilet.

Use the slides:

- If you are a boy and you urinate you must make sure the urine goes into the toilet or urinal, you need to shake your penis to get the last few drops in the toilet. A boy can use toilet paper to wipe his penis gently.
- If you are a girl, when you urinate you will need some toilet paper and you wipe yourself gently from front to back.
- After you go to the toilet for a bowel movement – boy or girl – you should get some toilet paper and wipe your bottom enough times to make sure it is all clean. You put the toilet paper in the toilet and flush it all away.
- Then, every time you go to the toilet, you must wash your hands with soap and water.

8. Share the **Brain Pop Personal Hygiene** animation as a review and reminder of what they have been doing today. *Whenever you use content from a platform like YouTube always check that if there is an advert this is not shown and you cue the film intended from the start.*

<https://youtu.be/jQ2e0KH5WrI> (5 minutes 28 seconds)

Additional ideas

- The children can take their hygiene charts home to share.
- 'Germ Outbreak' is made of 3 x 30 minute activities from Food Standards Scotland, you can use any of the sessions to extend learning about the importance of washing our hands and doing an experiment to show how germs spread from your hands:

<http://www.foodstandards.gov.scot/education-resources/germ-outbreak>

Connecting with home

A short note and suggested home activity below. Children should be given a blank hygiene chart prop.

The children are working on the topic of my body. They are learning about having a healthy body and keeping clean. In the class/group we have been thinking about all the things we can do to keep healthy and clean. The children have a *hygiene chart* which they can share with you. They do not need to bring it back to school, its just for fun and conversation at home. Your child will know some things to put on their chart, and you can help with other ideas. Your child could pin it on the wall to help them remember things about personal hygiene.

Practitioner Notes