

# Good Hygiene

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**AGE RANGE:** Primary



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# Good Hygiene

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Children's personal hygiene needs change dramatically during early childhood and as they develop more independence, they should be encouraged to take more responsibility for their own hygiene and self-care.

**KEY CONCEPT:**

Hygiene

**KEY WORDS:**

Healthy, unhealthy, wash, clean, beauty, responsibility, dirty, hygiene, hygienic, unhygienic, safe, risk, environment, habits, smell, germs, bacteria, virus

**LEARNING INTENTION:**

To understand the importance of good hygiene and self-care practice

**SUCCESS CRITERIA:**

We can

- Identify ways in which we can care for ourselves
- Decide which is the best way of caring for ourselves
- Talk about different types of hygiene and self-care
- Explain which is the best method of hygiene in different situations

**STRATEGY USED:**

Ranking

## 1. Identify Important Concepts:

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Promoting good personal hygiene habits is a key part childhood and development. This does more than simply protect children from the threat of germs and disease. It also helps to keep them looking and smelling clean and fresh and promotes their general health; both physical and emotional.

Learning about hygiene helps children begin to understand and make sense of the various functions of their body as well as discover what is or is not culturally or socially acceptable. Through their increased understanding of hygiene practice and self-care, children develop greater independence and an awareness of themselves as autonomous individuals.

Support discussion around the purpose of good hygiene practices and what they look like. The children's ideas should be challenged for and support their ideas with reasons. You should use both general and specific examples to test the ideas and reasoning generated.

Areas of exploration can include examples of the role of hygiene in everyday life as well as the influence of ritual and cultural belief systems in regard to hygiene practices.

## 2. Challenge Children's Understanding Of The Concept:

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**Here are some examples of cognitive conflict we expect your children to experience:**

Opinion	Conflicting opinion
Bacteria makes you ill	My 'healthy' yoghurt drink has bacteria in it
Only dirty people can catch bugs or viruses	I had a tummy bug last week but I am clean
Water gets you clean	I get dirty when I jump in puddles
You should always wash your hands before eating	Sometimes I can't wash my hands before eating. For example when I am on a picnic.

### Questions for challenge

- What is hygiene?
- How can you be hygienic?
- What does good hygiene look like?
- What does good hygiene feel like?
- What does good hygiene smell like?
- Whose responsibility is it to be hygienic?
- How important is hygiene?
- Who is in charge of your hygiene?

- How can we help each other to be hygienic?
- How do you feel when someone else is unhygienic?
- Do you have to be clean to be hygienic?
- How do you know when you have good hygiene?
- How risky is it to be unhygienic?
- Are there times when you can be dirty and still be hygienic?
- If you are hygienic, are you healthy?
- Can you ever be too hygienic?
- What stops us from being hygienic?
- If you found out that your favourite activities were unhygienic would you stop doing them?
- Why do some people say that 'dirt is good'?
- What are the links between hygiene, health and cleanliness?
- In what way is good hygiene a group effort?
- How important are ritual or belief systems on hygiene practice?

### 3. Construct Understanding:

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Help your children make sense of their thoughts using one or more of the following activities:

#### Activity 1. Sorting and classifying

Sit in a circle with your children and explain that you need some help in sorting out all the hygiene cards/objects from the bag. You can present the children with a bag or box full of different objects (based on the activity cards or other objects) or use the activity cards supplied.

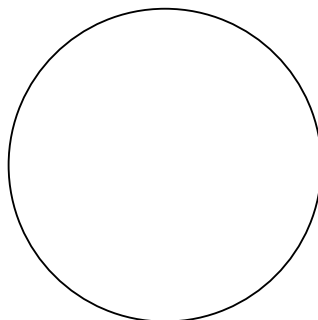
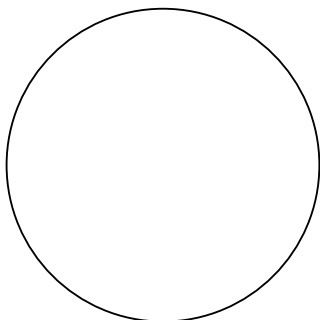
Remind your children of the ideas that came out of the discussion during the cognitive conflict stage. Then invite individuals to choose an object or card from the bag/box and describe it to the other children. They should then say whether they think it is something we would use for **hygiene** or something we would use to make us look good – **beauty**.

Support them to give contextual reasons for their answers. The other children can say if they agree or disagree with the classification and why.

Encourage your children to listen and respond to different reasons given and move towards a group decision before it is put into either the '**Hygiene**' category or the '**Beauty**' category. The respective categories can be represented by two circles on the floor either drawn out or created by hoops or rope.

**Hygiene**

**Beauty**



Always encourage your children to justify their decisions and ideas with reasoning:

- Why would you use that for hygiene/beauty?
- Is that the only thing it is useful for?
- Could it be used for both purposes?
- Does everyone agree?
- Does anyone disagree?
- Are there any cards/objects that are not useful for hygiene or beauty?
- What other items can you think of that we could add to each set?

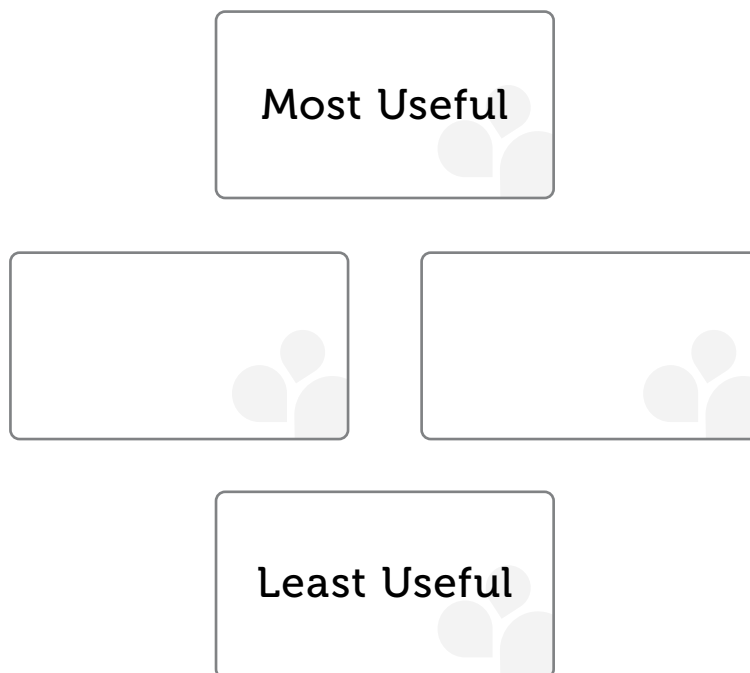
Your children can sort the cards/objects in different ways as the discussion progresses ...

- 'Hygiene', 'Beauty', 'not sure', 'not normally hygiene but could be', 'not normally beauty but could be'
- Make links between cards/objects with common criteria e.g. washes, cleans, grooms, gets rid of germs, makes you smell nice
- You could add a third set or hoop to encourage the children to think about the items that keep us **'healthy'**

Support your children to think about the sorting criteria as they place the cards/objects into groups. For example, if something we use for 'hygiene' means 'it has to be something that gets rid of germs', then all cards/objects relating to this should go into one pile and other clues that do not fit this criterion should go into another pile.

## Activity 2 Ranking

Introduce the idea of the ranking frame (diamond 4), explaining that the best choice is at the top and the worst choice is at the bottom, with ok choices in the middle.



The children should then work either in small groups or as a whole group with the teacher to rank the cards in order of **Most Useful**, placing what they feel is the most useful item or card at the top and the **Least Useful** at the bottom with two cards in the middle showing use. The children should give reasons for their choices and challenges and counter examples can be encouraged.

Their first challenge is to rank the cards/items without you giving them any criteria. Once the start they will realise that an agreed criteria is necessary for reaching any kind of consensus.

The children can then develop their own criteria with your support, or you can use some of the criteria listed below:

Most/least useful for ...

- Cleaning ourselves
- Washing
- Getting rid of germs
- Making us look good
- Making us smell good
- Keeping us healthy
- Making us popular with our friends
- Taking care of ourselves
- Taking care of others

#### **SIMPLIFICATION/EXTENSION:**

To simplify the activity, the number of cards used could be reduced or cards could be replaced with photographs or objects to represent the same items. The activities could be spread out over several days.

To extend the activity the ranking frame could be increased to a diamond 9 format so that the children have to place a value on and evaluate more cards in relation to each other at the same time.

## **4. Consider The Learning Journey:**

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Ask your children to consider how they came to their decision and the process they went through to get there. Questions such as these could help:

- How did you make your decision?
- Is it important to agree on an answer together?
- What helped you to decide?
- If you could not have reached a decision what could you have done next?

#### **Transfer activity ideas:**

- Each child could become a hygiene detective and investigate school, the grounds and home to identify as many different hygiene practices as they can. These can be recorded as drawings or photographs.
- Encourage the children to understand good hand washing practice by using glitter to represent germs. Pour some glitter on your children's hands, remember to mention that this represents the germs that are in our hands when they haven't been washed. Then, take the soap and show your children how to wash their hands thoroughly. It is only once all the glitter is washed off that their hands are sufficiently clean.

ACTIVITY:  
Hygiene  
1-1

## Hairbrush



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ACTIVITY:  
Hygiene  
1-2

## Toothbrush



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ACTIVITY:  
Hygiene  
1-3

## Toothpaste



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ACTIVITY:  
Hygiene  
1-4

## Soap



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Hygiene  
1-5

## Sponge



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## Shampoo



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Hygiene  
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## Bubble Bath



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Hygiene  
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## Bath Toy



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ACTIVITY:  
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## Nail Brush



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ACTIVITY:  
Hygiene  
1-10

## Water Bottle



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Hygiene  
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## Water Glass



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ACTIVITY:  
Hygiene  
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## Sink



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ACTIVITY:  
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## Bath



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ACTIVITY:  
Hygiene  
1-14

## Shower



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ACTIVITY:  
Hygiene  
1-15

## Toilet



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ACTIVITY:  
Hygiene  
1-16

## Toilet roll



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ACTIVITY:  
Hygiene  
1-17

## Tissues



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ACTIVITY:  
Hygiene  
1-18

## Colander



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# Food Preparation

