

2nd Grade Lesson Plan Maintaining Community Health

Health SOL 2.5b:

The student will demonstrate ways to communicate consideration and respect for the health of individuals in the community. Key concepts/skills include the effects of personal health decisions on other individuals.

Interdisciplinary SOL:

Civics 2.10C- The student will explain the responsibilities of a good citizen with emphasis on describing actions that can improve the school and community.

Rationale: Students should learn about how to be a good citizen by contributing to community health. Through maintaining their own personal hygiene habits and taking responsibility for ensuring that community areas are healthy places, students develop a sense of ownership of community space and accountability for their health choices.

Goal: For students to take responsibility for community health by improving school health and sanitation through evaluation of germ-ridden areas such as bathrooms and the cafeteria.

Objectives: *The student will be able to...*

- Explain why making healthy decisions helps the community
- Identify places in their school community where bacteria are present
- Describe ways to prevent germ transmission, including supplies needed for hand washing, as well as appropriate times to wash hands

Materials

Paper
Scavenger Hunt Sheet
Chart paper

Time: 1 hour per lesson, 2 days

Day One

Advance Organizer/Set (20 minutes):

- 1) As a class, ask students to brainstorm a list of ways we get sick (transmit germs), and write their ideas on chart paper (germs, bacteria, viruses that we catch from other people or from touching places where sick people have been).
- 2) Ask children to recall that germs make us sick, and we can keep ourselves from getting sick by washing our hands and making sure that we do not give our germs to others.

- 3) Ask them to brainstorm a list of ways we can make sure we don't give our germs to each other (cover our faces with our elbows when we cough so that we don't spread germs through the air or on our germy hands, wash your hands after each time they use the bathroom, when they handle food, after they have been playing)
- 4) Ask students if they can think of places in their school where germs might live (the bathroom, the cafeteria, in their desks, places where lots of people use their hands).

Procedure (30 minutes):

- 1) Take students on a "field trip" to the bathrooms they use daily (this will probably work best in a bathroom that a hall shares, rather than a bathroom in the classroom).
- 2) Outside the bathroom, ask students to explain why a bathroom might be a place where germs live (everyone uses them, they use them after they eat, bacteria live in our bodies and spread to places where we use the bathroom).
- 3) Give students a check list of things to look for in their respective rest rooms, including **paper towels or a hot-air hand dryer, hand soap, plenty of toilet paper**. When they have found all the items on their scavenger hunt, they should wash their hands at the sink and return to the hallway.

Closure (10 minutes): Critical Thinking

- 1) Once you have returned to the classroom, ask the students to rate the cleanliness of their bathrooms (perfect, good, fair, bad).
- 2) Using the rating that they gave, ask them to defend their evaluations (Example: if it was rated "perfect", that means the bathroom had all of the necessary supplies for good hygiene)
- 3) Ask students to give their input about how they can improve their school's community health (check bathrooms weekly, hang posters in bathrooms to remind students how to wash their hands, practice good personal hygiene so they don't spread germs to others)

Extension

Put the student's ideas on improving their school community health to use. Have the class vote on a project that they can perform to make the school a healthier place, then have them develop a self-directed plan to carry it out.

Assessment:

- 1) Did students display accurate prior knowledge of hygiene practices?

- 2) Did the students engage themselves in the activity and participate in discussion of their findings?
- 3) Did the students cooperate with each others in small-group discussion to provide answers to the critical thinking questions that showed knowledge of adequate hygiene and sanitation practices?
- 4) Did their answers reflect an understanding of how personal responsibility for hygiene helps the community stay healthy?