

Looking after your skin lesson plan: part 1

Germs and our skin!

Years 5 and 6 (ages 9 & 10)

Lesson length: 60 minutes approx

Learning outcomes

By the end of this lesson pupils will be able to:

- ✿ Understand what germs are and how they can affect us
- ✿ Understand how germs can spread
- ✿ Understand that the skin is an organ and that it protects us from germs
- ✿ Listen to a text and label a diagram (cross section of the skin)

Resources needed:

- ✿ Photo/still of germs
- ✿ Bottle of glitter, bowl, water
- ✿ Computer and projector for video clip
- ✿ Internet access for <http://www.brainpop.com/health/bodysystems/skin>
You can access this website through a free 5 day trial or pay a subscription fee.
- ✿ Diagram of the skin for labelling
- ✿ Cause and effect handout
- ✿ Skin poster (for alternative labelling activity)

Lesson plan outline

Time	Activity	Resource
5 mins	Show pupils still of germs and ask them what they think this is. Tell them it's something that is very small (we can't see it/them), it's all around us but it can also make us sick if it gets into our bodies. Try to get the word 'germ(s)' and write up on the board.	Photo/still of germs
10 mins	Spend some time talking about germs. For example could have a conversation around the following: <u>What are germs?</u> Tiny, invisible living creatures that are everywhere. Need a microscope to see them. If too many get inside our bodies they can make us really sick and we might need to go to the doctor. <u>Good and bad germs.</u> Some germs (bacteria) that live in our stomachs are good bacteria and help us break down (digest) the food we eat. <u>Where do germs live?</u> Germs live everywhere and especially like damp and dirty places. Some of their favourite places are dirty floors, toilets, money, rubbish bins and animals.	Whiteboard

10 mins	<p>Tell pupils that germs can spread quickly and easily. Demonstrate this through the glitter activity. Get one volunteer to wet their hands and dip them in the glitter bowl so that the glitter sticks all over their hands. Explain to the class that in this activity the glitter is 'germs'. The volunteer shakes hands with 3 other pupils who in turn shake hands with 3 more pupils until all hands have been shaken. Get the pupils to look at their hands and see how much glitter or germs are on them. Tell students that this shows how germs can travel by touch.</p> <p><i>Alternative activity: fill a balloon with glitter, hold it up high and then pop it. The glitter should spread around the room which shows how easily germs can spread through the air.</i></p>	Glitter, bowl, water
5 mins	<p>Ask pupils to name some organs they have. Write them up on the whiteboard e.g. heart, brain, stomach lungs etc (pupils might need a bit of prompting with this as they might not know what an organ is). Ask pupils what is the largest organ in the body? Answer: skin.</p> <p>Give them clues e.g. it's all over our bodies, it's soft, it can be different colours etc.</p>	Whiteboard
30 mins	<p>Show the video clip from: http://www.brainpop.com/health/bodysystems/skin and get pupils to fill in the diagram. You can access this website through a free 5 day trial or pay a subscription fee. This clip is narrated with an American accent but this won't be a problem. There is some fairly technical vocabulary that will be new to pupils such as cells, pigment, melanin, regenerates, elasticity and insulation.</p> <p>Give pupils a few minutes to look at the diagram of the skin and guess what the different parts might be called. Explain that they will listen to a short clip and label the diagram with the words in the box. <i>You might want to go through the pronunciation of these words so pupils can recognise them when they are mentioned in the clip.</i></p> <p>Play the clip but pause at key points to help the pupils comprehend what they are listening to. For example, you could pause at the following points:</p> <p>0:39 show pupils what a square inch looks like and get them to think about how many skin cells they have in this area (20 million!)</p> <p>1:03 get pupils to tell you what the skin does (what its purpose is):</p> <ul style="list-style-type: none"> • stops germs from getting inside our body • stops bumps and bruises from damaging our internal organs • stops our organs from falling out 	Computer, internet connection and projector, diagram of the skin

	<p>1:20 get pupils to label the diagram with epidermis. Get them to listen for what the epidermis does/why it's important.</p> <p>2:29 get pupils to label the diagram with dermis and listen for why the dermis is important</p> <p>3:16 get pupils to label hair, sweat gland and sebaceous gland</p> <p>3:21 get pupils to label the subcutaneous tissue and listen for what this layer of the skin does</p> <p>Feedback at the end of the clip.</p> <p>If you prefer, you can use the larger poster which shows the cross section of the skin for the above activity. Pupils listen to the clip and label the parts as they understand them.</p> <p><i>Optional homework activity: Give pupils the handout 'cause and effect' and get them to write what their bodies would be like if they didn't have the following skin structures: (melanocytes, hair follicle, sweat gland, subcutaneous layer)</i></p>	<p>Cross section of skin poster</p> <p>Cause and effect handout</p>
--	--	---

Photo of germs

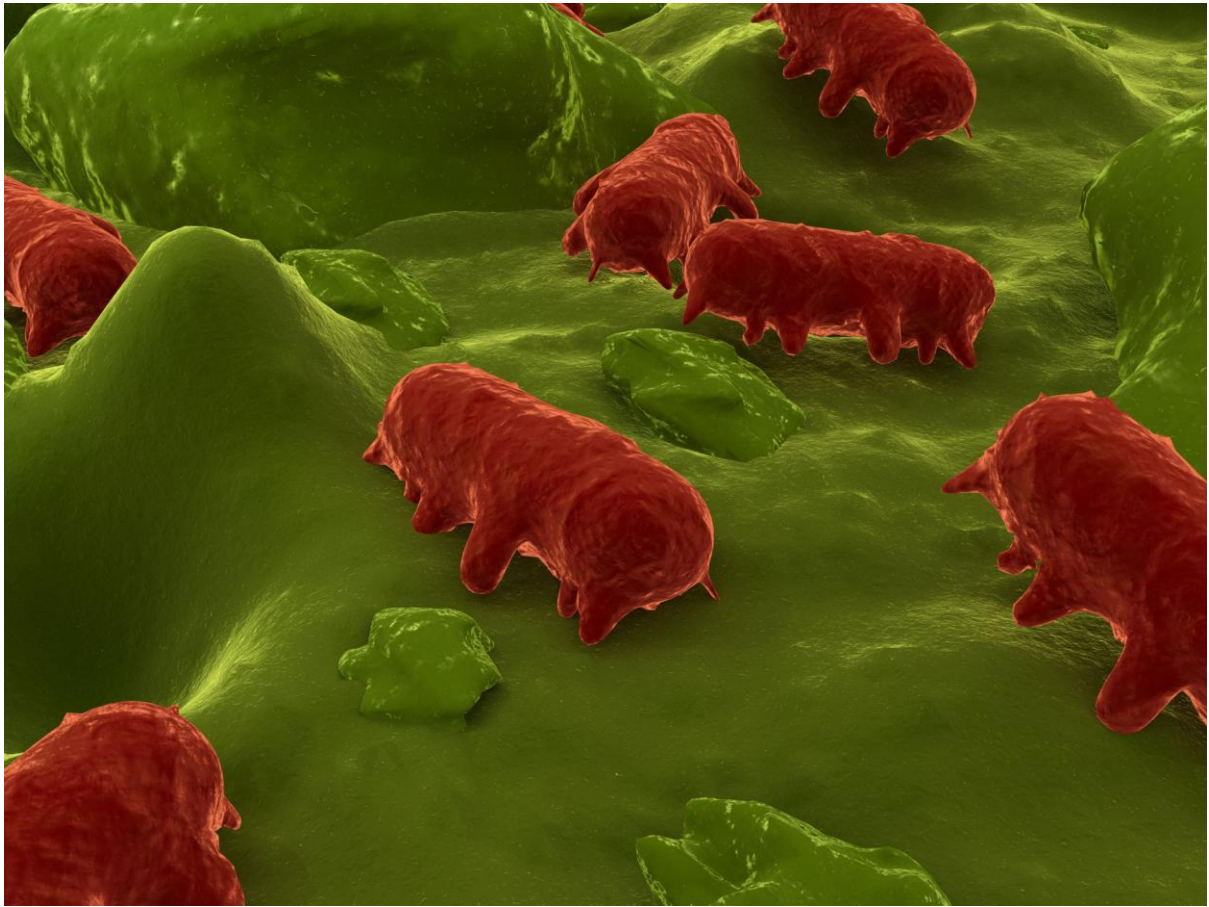
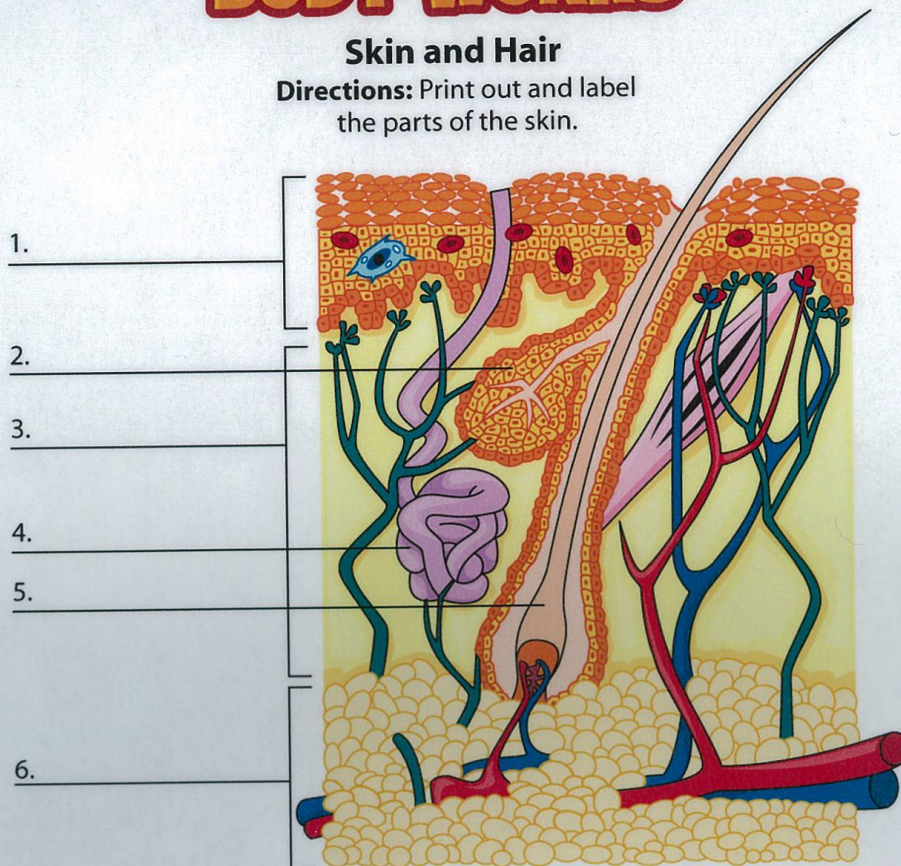


Diagram of the skin for labelling

HOW THE BODY WORKS

Skin and Hair

Directions: Print out and label the parts of the skin.



WORD BANK

epidermis
dermis

subcutaneous tissue
sebaceous gland

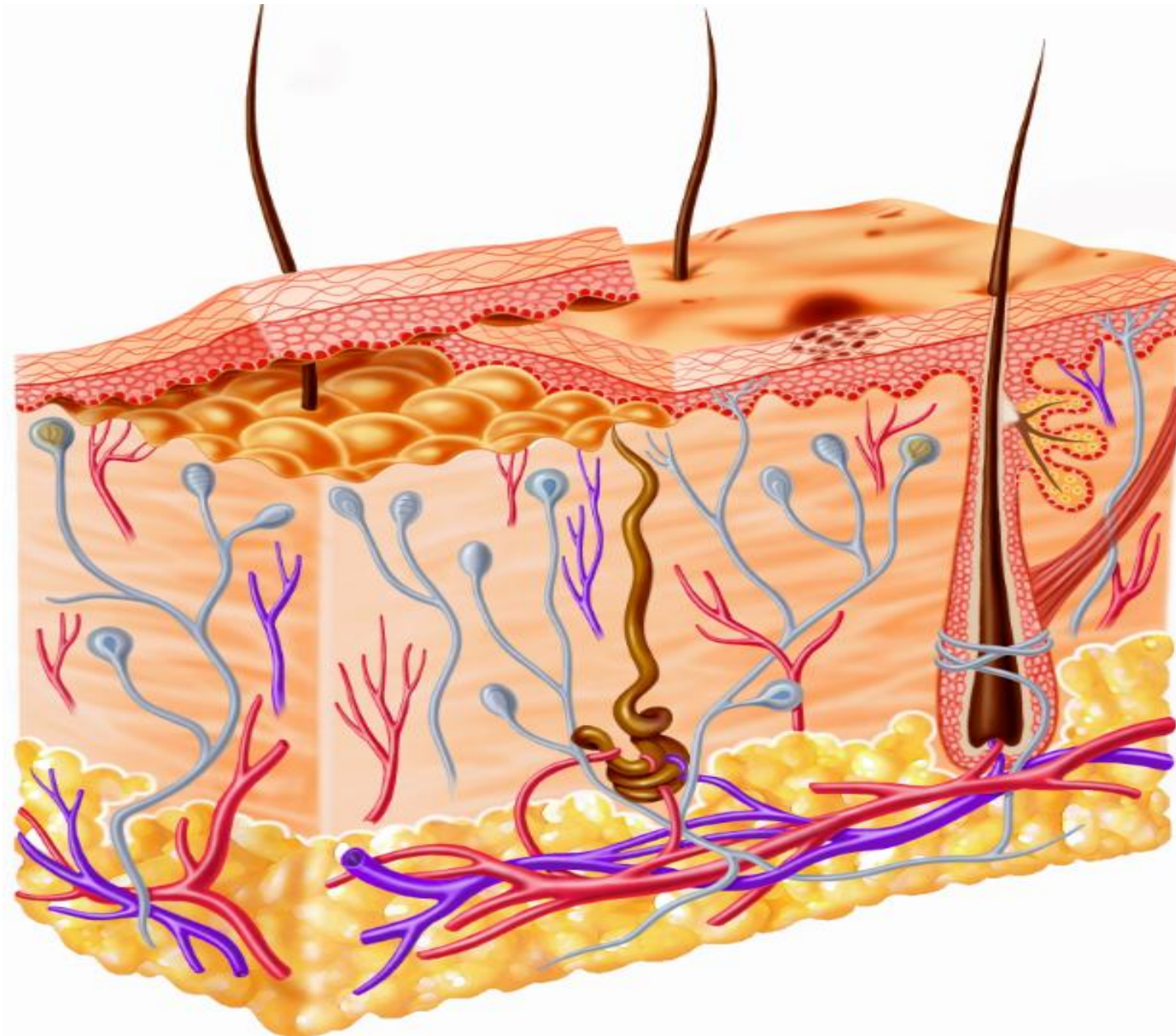
sweat gland
hair

© 1995-2012 The Nemours Foundation. All rights reserved.

KidsHealth.org
The most-visited site
devoted to children's health and development

KidsHealth
from Nemours

Cross section of skin





ACTIVITY

GRAPHIC ORGANIZER

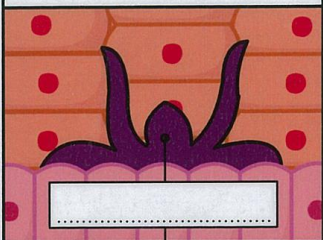
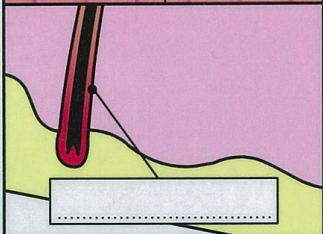
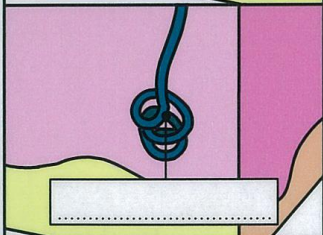
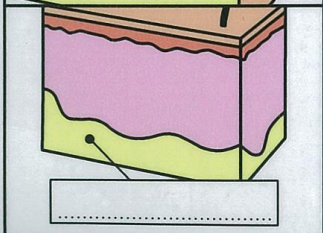
Name:

Date: September 28, 2012

HEALTH > BODY SYSTEMS > SKIN

CAUSE & EFFECT

Your skin keeps you healthy and comfortable in many different ways. Identify each of the structures in the left column. In the right column, describe how your health and quality of life might be affected if your skin lacked these structures.

CAUSE		EFFECT
	→	<p>.....</p> <p>.....</p> <p>.....</p>
	→	<p>.....</p> <p>.....</p> <p>.....</p>
	→	<p>.....</p> <p>.....</p> <p>.....</p>
	→	<p>.....</p> <p>.....</p> <p>.....</p>

Years 5 and 6

Part 2

Keeping germs out!

Looking after your skin lesson plan: part 2

Keeping germs out!

Years 5 and 6 (ages 9 &10)

Lesson length: 50 – 60 minutes approx

Learning outcomes

By the end of this lesson pupils will be able to:

- ✿ Understand the importance of proper hand washing in controlling the spread of germs
- ✿ Be able to organise and follow a procedural text on how to wash your hands
- ✿ Understand what broken skin is and identify examples of this
- ✿ Know what do if they have a scratch/bite/graze or cut to their skin

Resources needed:

- ✿ Hand washing cards and instructions - you may need several sets of each of the cards
- ✿ Colour pictures of broken skin

Lesson plan outline

Time	Activity	Resource
5 mins	Start by asking pupils to tell you what they learnt in the last lesson, e.g. <ul style="list-style-type: none">- There are good germs and bad germs- Germs spread easily and by touch- Our skin is what protects us from germs	Whiteboard
10- 15 mins	Tell pupils that one of the best ways to stop germs spreading is by washing our hands properly. Ask pupils when they wash their hands and write up their answers on the board. Could divide into before and after and both before and after e.g. before eating or touching food, after going to the bathroom, and before and after visiting someone in the hospital.	Whiteboard
10 mins	Put pupils in pairs or groups of 3. Give each pair or group a set of pictures and instructions on hand washing and ask them to match them up and then put them in order. Go though the correct procedure once everyone is finished. <ol style="list-style-type: none">1. Wet hands under warm running water2. Put soap on your hands3. Rub hands together until the soap makes bubbles4. Rub on both sides of both hands	Hand washing cards and instructions

<p>10 mins</p>	<ol style="list-style-type: none"> 5. Rub in between the fingers 6. And round each palm 7. Rinse all the soap off under clean running water 8. Dry your hands for 20 seconds <p>Pupils test each other on the 8 steps and practice washing their hands at break time.</p> <p>Tell pupils that even though we might wash our skin really well, germs can still sometimes get in. Show the class colour photos of broken skin and elicit what they can see in each one, e.g. cut, scratch, graze, insect bite. Write the words up on the whiteboard and extend by asking how we get these, examples of insect bites etc.</p> <p>Pupils can show each other any examples of broken skin they have and explain how they got it.</p>	<p>Photos of broken skin</p>
<p>10 mins</p>	<p>Tell pupils that when germs get into our bodies through broken skin they can sometimes make us sick.</p> <p>Tell pupils that they should do three things when they get a scratch, cut, graze or insect bite.</p> <ol style="list-style-type: none"> 1. Show your parents and tell them how you got it. 2. Get your parents to help you wash the cut, scratch or graze with warm water, dry it with a clean towel, and put on a plaster. This will keep the germs out. 3. With your parents, check it every day to see if it's getting better. If it's not better after a few days you should go to the doctor or pharmacist. 	<p>Whiteboard</p>

Hand washing cards









Hand washing instructions

Wet your hands under running water. Warm water is best.

Put soap on your hands. Liquid soap is best.

Rub hands together until the soap makes bubbles.

Rub both sides of both hands.

Rub in between fingers and thumbs.

Rub around the palm of each hand.

Rinse all the soap off under clean running water.
Warm water is best

Dry your hands for 20 seconds. If you are home use a clean, dry towel. If you are out use a paper towel.

Photos of broken skin





Years 5 and 6
Part 3

Skin infections!

Looking after your skin lesson plan: part 3

Skin infections!

Years 5 and 6 (ages 9 & 10)

Lesson length: 50 minutes approx

Learning outcomes

By the end of this lesson pupils will be able to:

- ✿ Understand the relationship between broken skin and skin infections
- ✿ Understand what skin infections are and be able to describe what some common examples look like
- ✿ Know what to do if they have broken skin or a skin infection

Resources needed:

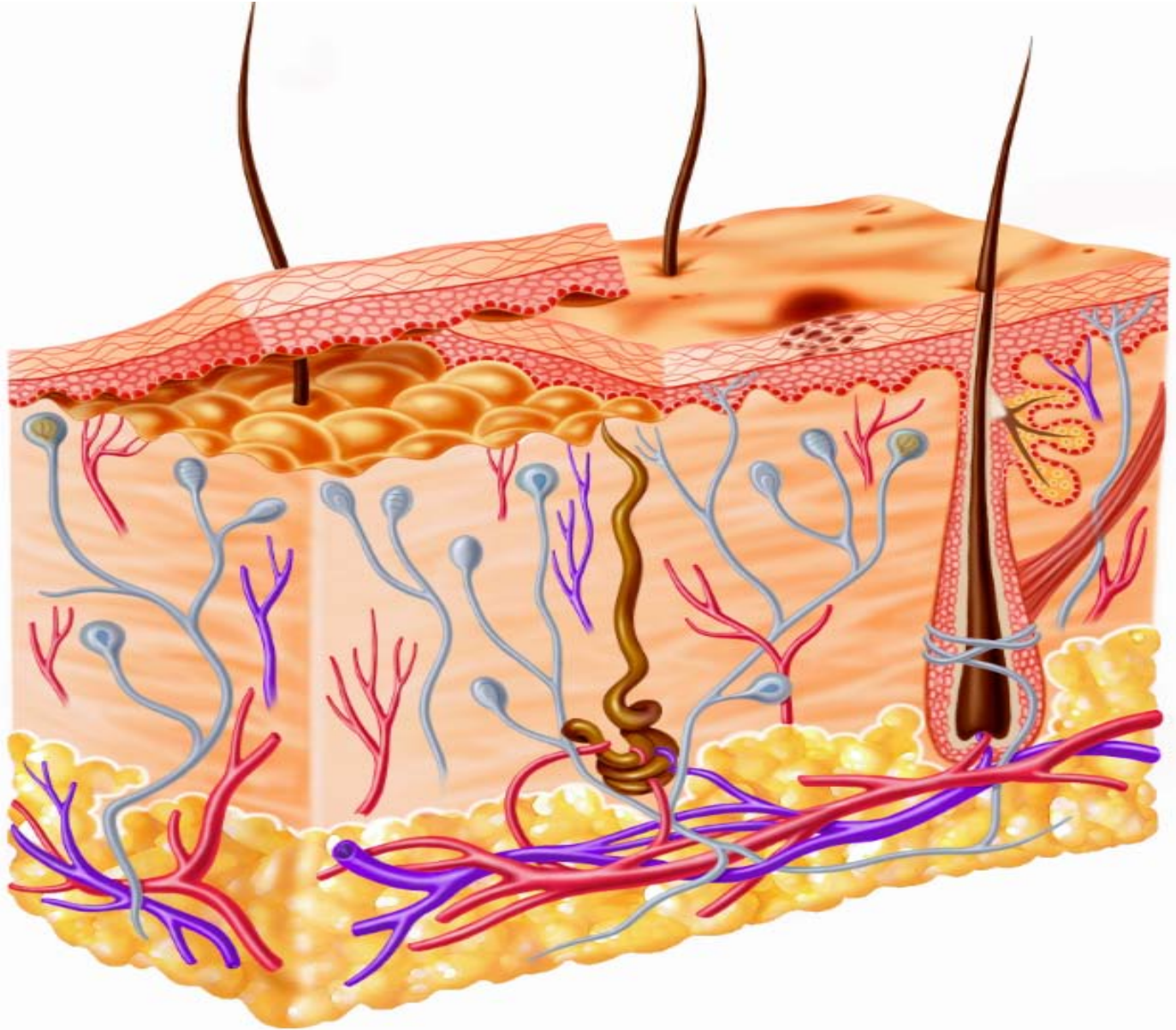
- ✿ Picture of cross section of skin
- ✿ Pictures of skin infections with descriptions

Lesson plan outline

Time	Activity	Resource
5 mins	<p>Go over main points from previous lesson e.g.:</p> <ul style="list-style-type: none"> - Washing hands is one of the best ways to stop germs spreading. - You should wash your hands regularly and thoroughly (20 seconds for washing and 20 seconds for drying). - You should wash, dry and cover broken skin with a plaster. - Show your parents any cuts etc you have especially if they are not getting better after a day. 	Whiteboard
10 mins	<p>Show pupils a colour cross section of the skin. <i>Stick a colour poster on the wall or use the projector.</i> Explain that there are 3 layers - does anyone remember what they are called?</p> <p>The top layer - what we can touch (also called the epidermis), the middle layer - what we can't touch (called the dermis) and the bottom layer - that is the deepest layer (called the subcutaneous layer).</p> <p>Tell pupils that when germs get into the top layer of our skin (the epidermis) they don't do any damage. This is when you get a scratch or cut or graze that gets better after a few days. <i>Remember to wear a plaster and to check every day to make sure it is getting better!</i></p>	Cross section of skin

	<p>Sometimes though germs get in to the other layers of the skin (the dermis and the subcutaneous layers) and they are harder to get rid of and can sometimes make us sick. When this happens the cut, graze, spot or insect bite doesn't go away after a few days and you get a skin infection. Explain to pupils that when someone gets a skin infection the germs are really strong and you need special medicine or antibiotics from the doctor to get better.</p>	
15 mins	<p>Show pupils photos of skin infections with names under each one. Say the names out loud and get the pupils to practice saying them too. Put the pupils into groups of 2 or 3 and get them to describe what each picture looks like. Write their ideas up on the whiteboard. This can also be done as a whole class activity.</p>	Pictures of skin infections and descriptions
5 mins	<p>Give the pupils short simple descriptions of each skin infection and get them to match them up. Feedback when everyone is finished.</p>	
10 mins	<p>Remind pupils that hygiene is really important - especially when you have a bad cut, scratch, insect bite graze or a skin infection.</p> <p>Ask for examples of this and write these up on the w/board e.g.</p> <ul style="list-style-type: none"> ✿ Good frequent hand washing ✿ Wash, dry and cover cuts, scratches etc and check daily ✿ Tell or show your parents if your cut, scratch, etc. is not getting better after a day ✿ Daily baths or showers with soap ✿ Wash clothes regularly ✿ Don't share clothes or bedding if you have a skin infection <p>Pupils write these key messages in their notebooks.</p>	Whiteboard

Cross section of skin



Boil



Cellulitis



Impetigo



Scabies



Descriptions of skin infections

Red lumps or very large pimples. They can sometimes be itchy or hurt.

Blisters or sores with a yellowish colour. They can be itchy.

Red skin that feels warm and sore. There may be pus coming out of the skin.

Small blisters that look like a rash and are very itchy.

Years 5 and 6

Part 4

Looking after our skin!

Looking after your skin lesson plan: part 4

Looking after our skin!

Years 5 and 6 (ages 9 & 10)

Lesson length: 60 minutes approx

Learning outcomes

By the end of this lesson pupils will be able to:

- ✿ Consolidate key messages from previous lessons by completing a PowerPoint presentation (written group activity)
- ✿ Explain key messages from previous lessons by giving a brief PowerPoint presentation to the rest of the class (spoken group activity)

Resources needed:

- ✿ Printed PowerPoint slides without text. Preferably in colour
- ✿ PowerPoint slides on computers without text (if there are enough computers)
- ✿ Projector (and memory sticks) for presentations

Lesson plan outline

Time	Activity	Resource
30-45 mins	<p>Divide class into groups of 3 or 4 and give each group to a topic:</p> <ul style="list-style-type: none">✿ High five for clean hands✿ When should I wash my hands?✿ Tips for looking after your skin and preventing skin infections <p>Either: print off the slides (in colour if possible) or get each group sitting around a computer with the power point slides up on the screen.</p> <p>Tell each group to write a description for each slide - they don't have to write a lot just enough to explain the message in each slide.</p> <p>Walk around and help out as needed.</p>	Computers or printed slides
20-30 mins (depending on time, might need to finish presenting the next day)	<p>Get each group to present their information to the rest of the class. If they have done this on their own computer they can attach this to the projector and present to the class. Or use a memory stick to transfer to the teacher's computer which is already connected to the projector</p> <p>If they have written their descriptions/captions out, they can use the teacher's computer and read off their paper copies as they present their slides.</p>	Computers, projector and memory stick (if required)

	<p><i>Extension task for project: Pupils can research their own skin infection and present to the class. Need to include information of how to prevent or treat the skin infection</i></p>	
--	---	--

High five for clean hands! – with text

High five for clean hands!



Wet your hands
under clean
running water.
Warm water is
best



Put soap on
your hands.



Rub your
hands together
until the soap
makes bubbles



Rub both sides
of your hands



Remember to
rub in
between your
fingers



and round and
round each
palm



Rinse all the
soap off with
warm running
water



You must wash your hands for

20 seconds

or the time it takes to sing Happy Birthday
twice!

Make sure you dry your hands well. If you are at school use a paper towel. If you are at home use a clean, dry towel.



You must dry your hands for

20 seconds

Or the time it takes to sing Happy Birthday
twice!

High five for clean hands! - without text

High five for clean hands!

















You must wash your hands for

20 seconds

or the time it takes to sing Happy Birthday
twice!



You must dry your hands for

20 seconds

Or the time it takes to sing Happy Birthday
twice!

When should I wash my hands? – with text

WHEN SHOULD I WASH MY HANDS?



All images taken from clip art or purchased from Istockphoto



After picking up rubbish



Before touching or eating food



After using the bathroom



After blowing your nose



After coughing



After playing with animals



After playing outside



Before holding a baby



Before and after visiting someone who is sick

When should I wash my hands? – without text

WHEN SHOULD I WASH MY HANDS?



All images taken from clip art or purchased from Istockphoto

















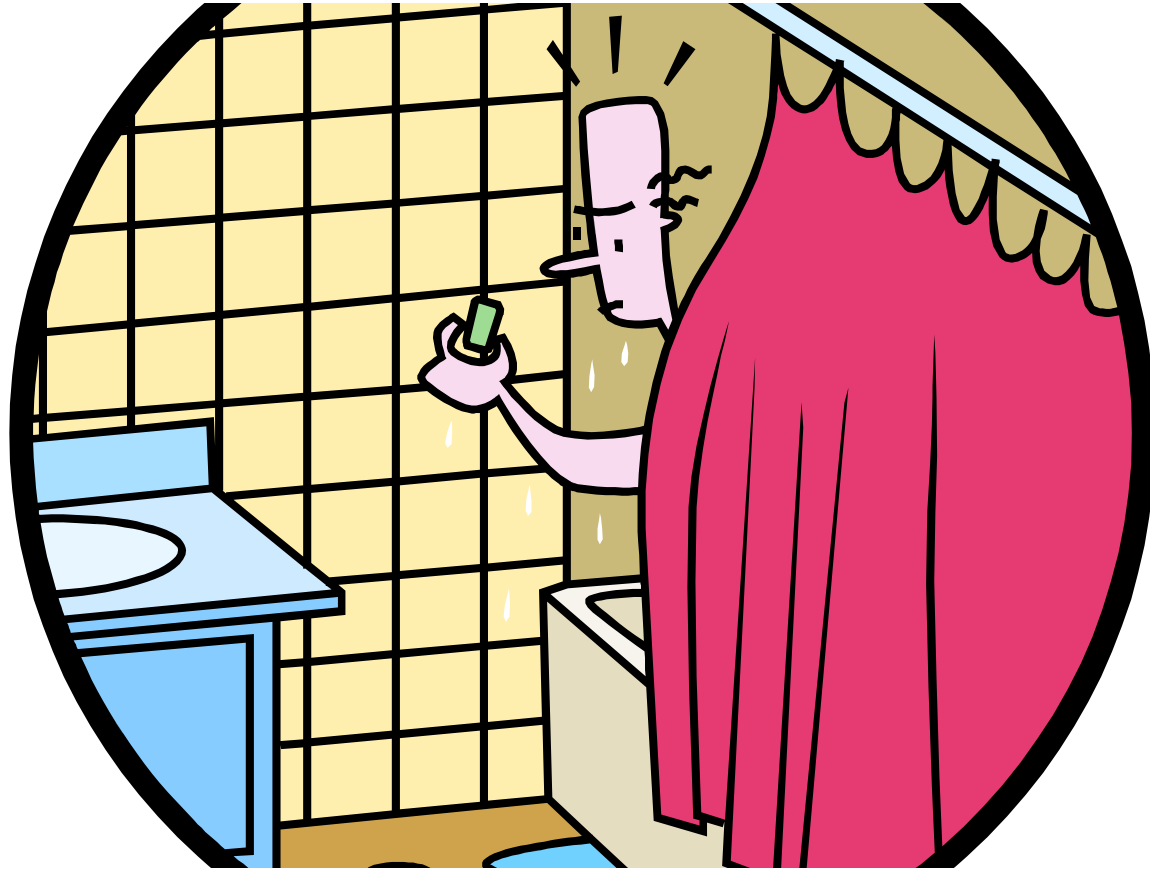


With text

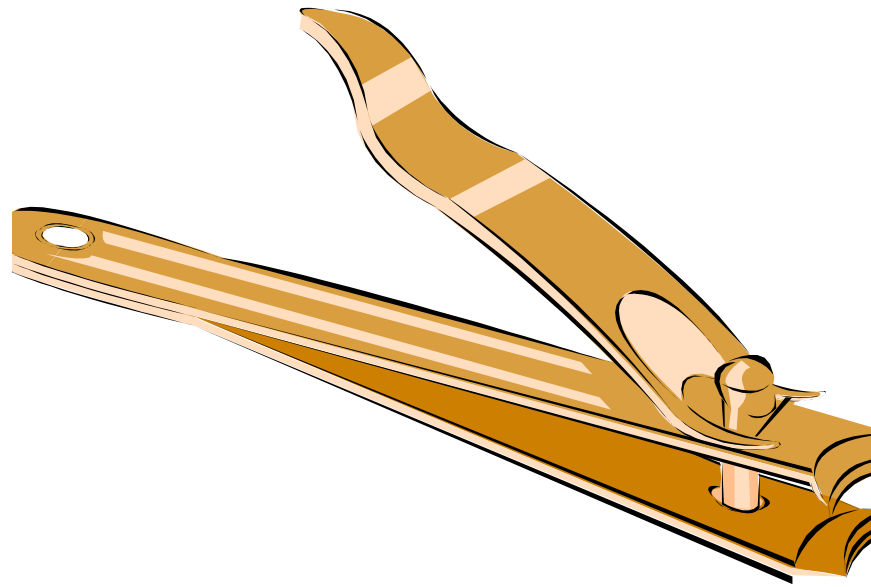
Tips for Looking after your skin and preventing skin infections



Wash your clothes after you wear them—
especially if they are dirty



Wash your body with soap every day



Keep your fingernails clean and short

If you get a scratch, cut or bite on your skin...

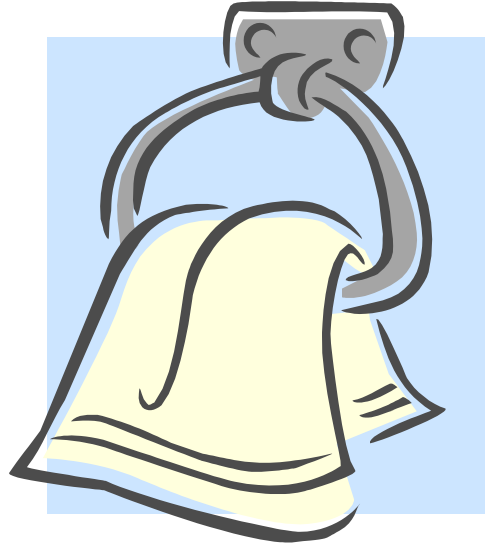


Show your parents

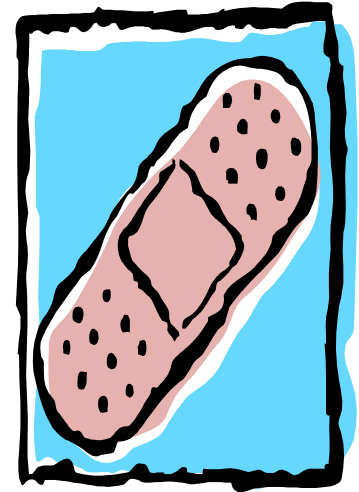
and...



Wash the area with
warm water



Dry it well with a clean
towel!



Cover it with a plaster



Check the skin and change the plaster every day
because...

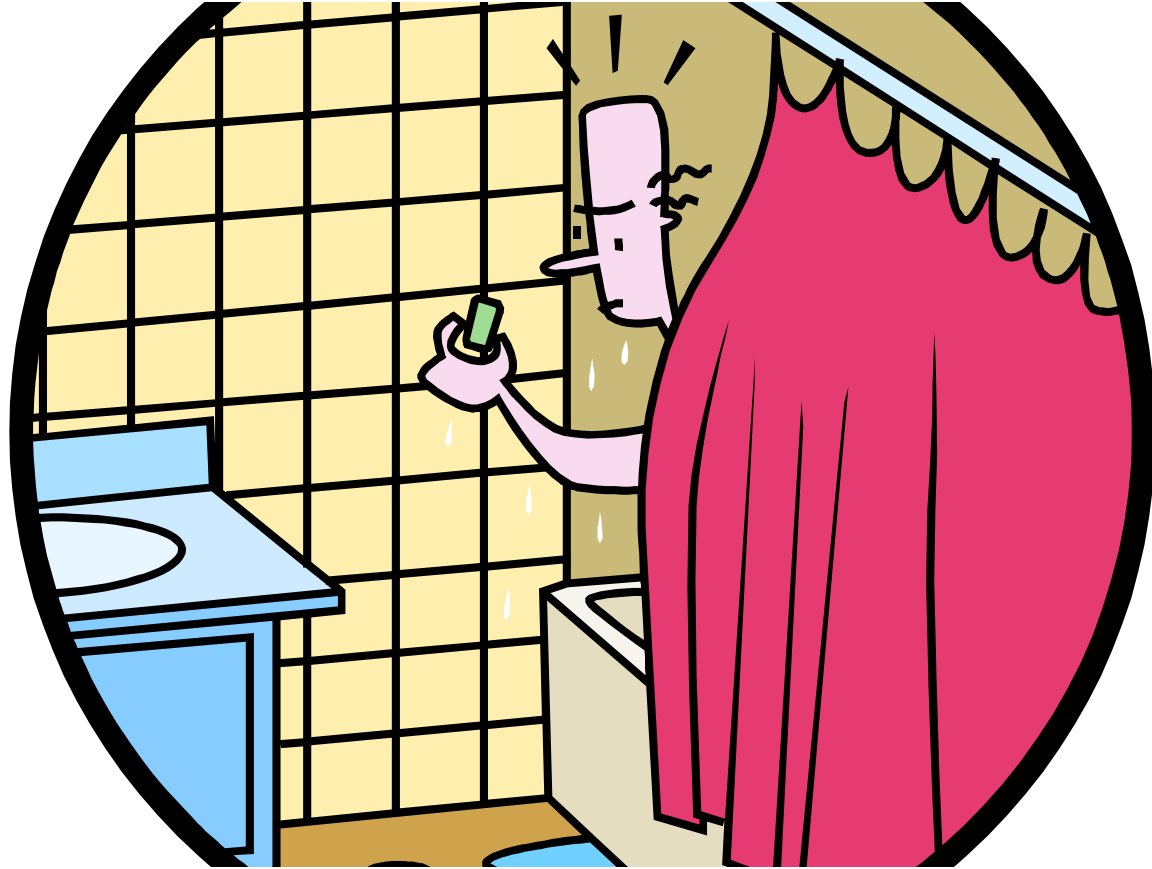
If the scratch under
your plaster gets
bigger, gets **red** and
SWOLLEN or has pus
then...

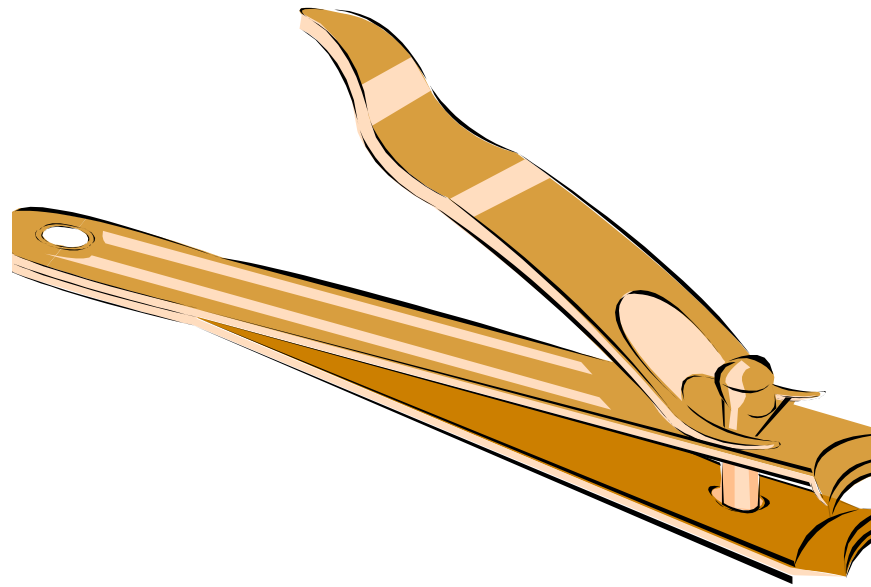
...you need to go to
the doctor and get
some medicine



Tips for
Looking after your skin
and preventing skin
infections









and...

