

Looking after your skin lesson plan: part 1

Germ and our skin!

Years 2 and 3 (ages 6 & 7)

Lesson length: 50 – 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 our bodies
- ✿ Understand how germs can spread
- ✿ Understand that the skin is an organ which protects us from germs

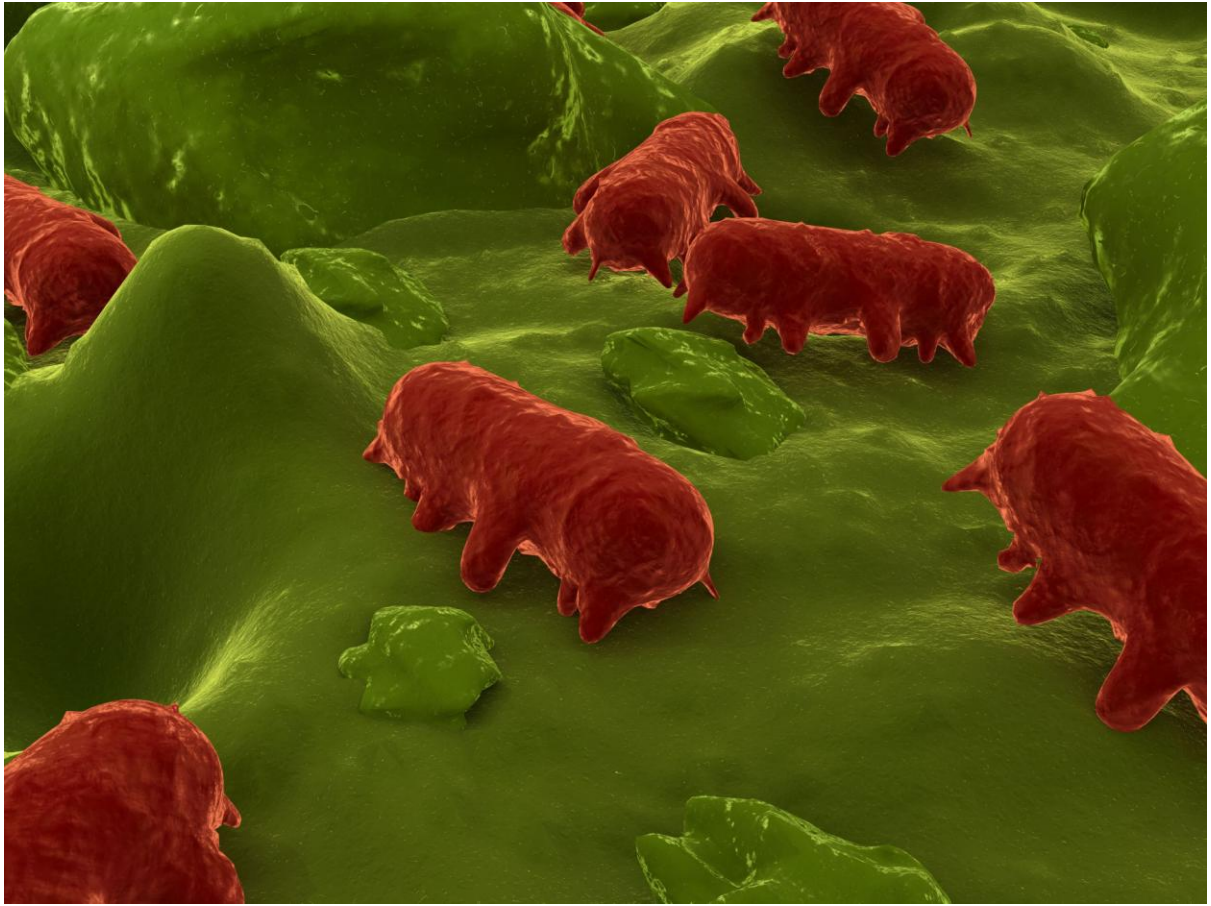
Resources needed:

- ✿ Poster of germs
- ✿ Glitter, bowl, water
- ✿ *Additional: Computer and projector for video clip*
- ✿ *Internet access for <http://www.brainpop.com/health/bodysystems/skin>*

Lesson plan outline

Time	Activity	Resource
3 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), all around us but that can also make us sick if it gets into our bodies. Try to get the word 'germ(s)' and write up on the board.	Poster of germs
10- 15 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.	
15 mins	Tell pupils that germs can spread quickly and easily. They spread through coughing, sneezing and sharing drinks. They also spread through touch . Demonstrate this way through the	Glitter, bowl, water

10 mins	<p>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> <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>This could be done as a riddle, e.g.</p> <p>What am I?</p> <ul style="list-style-type: none"> • Everyone has me • I am all over the body • I am soft • I can be dark or pale • I have hairs growing out of me • I have lots of tiny holes on my surface • I lose about 30,000 to 40,000 dead cells from my surface every minute even though you can't see it 	Whiteboard
10 mins	<p>Once pupils have guessed skin ask them what they think the skin does? Get their ideas and if necessary explain that it protects our organs and keeps germs out etc.</p> <p>You could show the first few seconds of the video clip from http://www.brainpop.com/health/bodysystems/skin and get these answers from the pupils.</p>	<i>Computer/internet connection and projector</i>



Years 2 and 3

Part 2

Washing your hands kills germs!

Looking after your skin lesson plan: part 2

Washing your hands kills germs!

Years 2 and 3 (ages 6 & 7)

Lesson length: 50 minutes approx

Learning outcomes

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

- ✿ Understand the importance of proper hand washing in preventing the spread of germs
- ✿ Identify and order key stages in the hand washing process
- ✿ Practise washing hands

Resources needed:

- ✿ Hand washing pictures (need to be cut up). May need several sets of pictures.
- ✿ Set of instructions (need to be cut up)

Lesson plan outline

Time	Activity	Resource
5 -10 mins	Start by asking pupils to tell you what they learnt in the last lesson e.g. <ul style="list-style-type: none">- Germs are invisible and everywhere- There are good and bad germs (bacteria)- Germs spread easily and by touch- Our skin is what protects us from bad germs	Whiteboard
15 mins	Explain to pupils that one of the best things we can do to stop germs spreading is to wash our hands. 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
20 mins	Put pupils in pairs or groups of 3. Give each pair or group a set of hand washing pictures and ask them to describe what they can see in each picture. Could do this as a whole class. Then get pupils to put the pictures in the order they think is correct. Talk with them about what is happening in each picture. Get pupils to match the pictures with the instructions. If they are not able to do this, then read the instructions aloud and match them up as a whole class.	Hand washing pictures and instructions

5 mins	<p>Explain that they need to spend around 20 seconds washing their hands and around 20 seconds drying them. Tell pupils that 20 seconds is roughly the same time it takes to sing happy birthday twice.</p> <p>Pupils practise washing their hands in pairs and timing each other.</p>	
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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.

Years 2 and 3

Part 3

**Scratches, bites, cuts
and grazes!**

Looking after your skin lesson plan: part 3

Scratches, bites, cuts and grazes!

Years 2 and 3 (ages 6 & 7)

Lesson length: 50 minutes approx

Learning outcomes

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

- ✿ Identify some common examples of broken skin
- ✿ Understand key messages about how to care for broken skin

Resources needed:

- ✿ Pictures of broken skin
- ✿ Poster making materials

Lesson plan outline

Time	Activity	Resource
5 mins	<p>Get pupils to tell you what they learnt in the last lesson.</p> <ul style="list-style-type: none"> ✿ Washing hands is one of the best ways to stop the spread of germs ✿ Wash hands thoroughly and regularly (20 seconds washing and 20 seconds drying) 	Whiteboard
10- 15 mins	<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 ask them what they can see in each one. e.g. this person has a cut, this person has a scratch, this person has a graze, this person has an insect bite. Write the words up on the whiteboard and get the pupils to write them next to each picture.</p>	Pictures of broken skin
5 mins	<p>Pupils can show each other any examples of cuts, scratches, bites and grazes they have and explain how they got them.</p>	
10 mins	<p>Tell pupils that when germs get into our bodies through cuts, scratches, bites and grazes they can sometimes make us sick. 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 	Whiteboard

5 mins	<p>better. If it's not better after a few days you should go to the doctor or pharmacist.</p> <p>Tell pupils that it's also important that they keep their nails cut short and neat because germs can hide under long fingernails. Get pupils to show each other their nails and see if they can see any germs underneath. Which ones need a cut?</p> <p>If there is some time left pupils can make a poster outlining what they should do if they get a cut, scratch, bite or graze. Pupils can finish for homework.</p>	Poster making materials
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Years 2 and 3
Part 4

Skin infections!

Looking after your skin lesson plan: part 4

Skin infections!

Years 2 and 3 (ages 6 & 7)

Lesson length: 50 – 60 minutes approx

Learning outcomes

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

- ✿ Understand what causes skin infections
- ✿ Identify some common examples of skin infections and/or describe what they look like
- ✿ Convey key messages about skin hygiene

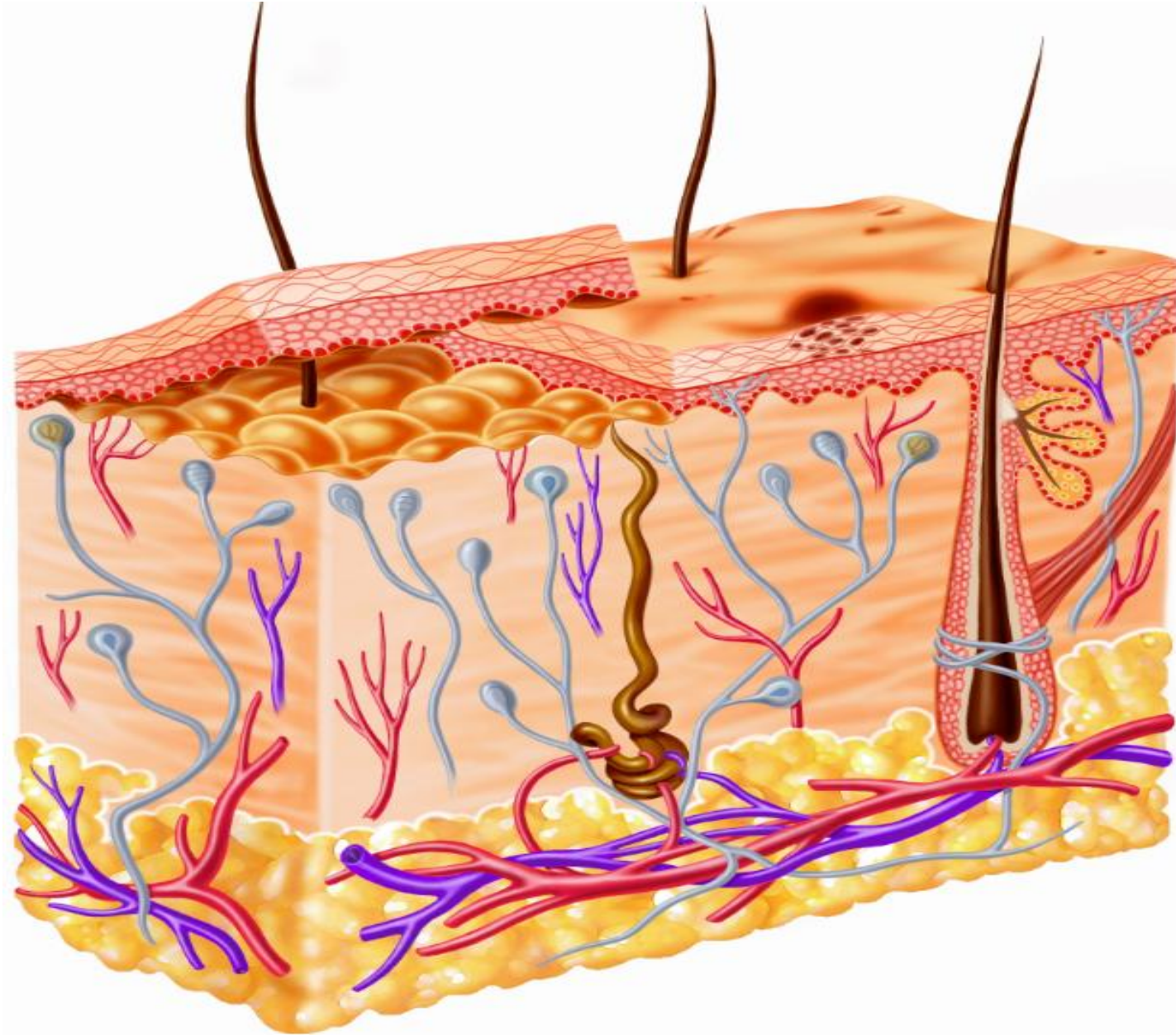
Resources needed:

- ✿ Poster of cross-section of skin
- ✿ Colour photos of skin infections (and simple descriptions)
- ✿ Black/white photos of skin infections for colouring in
- ✿ Pens/crayons/glue/glitter

Lesson plan outline

Time	Activity	Resource
5- 10 mins	<p>Get pupils to tell you what they learnt in the last lesson.</p> <ul style="list-style-type: none"> ✿ If you get a cut, scratch, graze or insect bite show your parents. ✿ Wash, dry and cover your cut/graze/scratch/bite with a plaster. ✿ Check it every day to see if it's getting better or worse. ✿ Keep your nails clean and short. 	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. The top layer - <i>what we can touch</i> (also called the epidermis), the middle layer - <i>what we can't touch</i> (called the dermis) and the bottom layer - <i>the deepest layer</i> (called the subcutaneous layer).</p> <p>Tell students 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.</p> <p>Remember to wear a plaster! Sometimes though germs get in to the other layers of the skin (the dermis and the subcutaneous layers). When this happens they are harder to get rid of and can sometimes make us sick. When this happens the cut or graze or spot or insect bite doesn't go away after a few</p>	Poster of cross section of skin

	<p>days and you get a skin infection.</p> <p>Explain to students that when someone gets a skin infection the germs are really strong and they need special medicine from the doctor to get better.</p>	
10- 15 mins	<p>Show students 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. Prompt them here if you need to. This can also be done as a whole class activity.</p>	Skin infection photos
5- 10 mins	<p><i>Extra activity: give the pupils short simple descriptions of each skin infection and get them to match them up. Teacher can read these out and pupils can say which picture they each go with.</i></p>	Short descriptions
15 mins	<p>Ask students how they would feel if they got a skin infection. Elicit words like sad, sore, itchy, etc. Pupils can draw these feelings. Alternatively give pupils black and white photos of skin infections that they can colour in.</p> <p>Extension activity: Pupils can make posters for the various key messages from this unit on skin health</p>	<p>Whiteboard</p> <p>Black/white photos of skin infections</p> <p>Colouring in materials</p>



Boil



Cellulitis



Impetigo



Scabies



Simple definitions for 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.