

Small Healthy Changes!

Lower Primary and Upper Primary

Key Inquiry Questions

1. How do we keep our bodies healthy?
2. What ways can we use water to help keep our bodies healthy?

Learning Outcomes

1. Students will be able to identify the proper technique to wash their hands, when to wash, and why they should wash their hands after viewing and discussing the hands washing video and worksheet.
2. Students will be able to identify skin infections, effects on the body, and treatment measures.
3. Students will create a water filter while learning the importance of water purification and treatment.

Overview

Students will engage in activities and discussions on small but effective health changes to enable the body to continue to be healthy. The focus on hand washing, identifying skin infections, and learning the importance of water purification and treatment will be knowledge taught to provide to others in engaging in healthy lifestyles.

Materials

SolarSPELL Resource:

1. "Hand Washing.mp4" - (Health and Safety->SolarSPELL Health)
2. "How and when to wash your hands#2.pdf" - (Health and Safety->Water, Sanitation, and Hygiene)
3. "Water.pdf"- Pages 37-40- (Health and Safety->Water, Sanitation, and Hygiene)
4. "Skin Infections.mp4" - (Health and Safety->SolarSPELL Health)
5. "Skin infections info for two pager.pdf" - (Health and Safety->SolarSPELL Health)

Other:

- Resources for Water Filter Project
1. Water Bottle (plastic)

2. Nature resources
 - a. Sand
 - b. Rocks
 - c. Charcoal
3. Filter
 - a. Paper
 - b. Cloth
4. Water (pollute)
 - a. Can create pollute water with dirt, leaves, dust, or any available resource.
5. Rubber Band
 - Paper
 - Writing Utensil

Suggested Procedure

Before Lesson:

- Start a two to five-minute class discussion:
 - *Question:*
 - What ways can we keep our bodies healthy?
 - Answers to look for:*
 - exercise, diet (healthy foods), sleep, and drinking water

During Lesson/Activities:

You can choose to complete the following activities chronologically as a whole class or divide the class into equal groups and have them complete the activities in a rotation.

Hand washing

- **Activity:** The dirty hands experience
 - Start with a question to the class:
 - How clean are your hands?
 - Everyone engages by evaluating their hands and rate them from a scale of one to ten.
 - Ask the students to rate their cleanliness on a scale of 1-10, 10 being the cleanest.
 - Direct class outside and instruct them to dirty up their hands.
 - Ask the class to rate them from one to ten, how clean they are?
 - Take class to area where to clean their hands with the teacher instructing them the how to wash: apply soap, rub hands, and rinse.
 - Explain to the class they should be washing their hands for as long as singing the birthday song twice or thirty seconds long.
 - Sing Happy Birthday twice for length of cleaning:
“Happy birthday to you. Happy birthday to you. Happy birthday dear (insert any name). Happy birthday to you.
 - **Video:** Hand Washing mp4



- Begin a class discussion with the handout of How to wash your hands #2
 - Engage class with series of questions in when and why should wash our hands
 - give examples with common practices the students experience (bathroom, after meals, working)

Skin Infections

- **Activity:** What is on my arms?
 - Similar to hands activity, each student will evaluate their arms and write down or discuss what they see (scars, bumps, hair, rashes, hands, fingers, skin, etc.)
 - Once activity is complete, ask students to talk with their shoulder partner for five minutes and discuss these questions:
 - What is skin?
 - What does skin do? (job/purpose)
 - What is skin covering?
 - After students are done discussing, play the video: **skininfections.mp4**
 - Tell the students to be thinking of these questions while watching the video because they will be discussed afterwards:
 - What was the video about?
 - What is one thing we did, that helps protect skin? (washing hands)
 - Once the video is done call on two students (per question) to share their thoughts on the question being asked, and their thoughts on the video.
- **Discussion:**
 - Using the Skin infections info for two pager pdf, describe to the class skin infections that are common in county.
 - What they look like?
 - How we can treat a skin infection? (show example of medicine to treat)
 - What causes skin infections?
 - How does it affect overall health?

Water Filter Experiment

- **Discussion:**
 - Ask the class: What is the difference between good and bad water?
 - Have the students conduct a think, pair, and share for this question
 - A think, pair, share is where the students will think of their answer for 1 minute, turn to a person next to them, and share their answer with them about the question.
 - After students have finished sharing with their partner, call on a few students to share what their partner told them.
 - Allow students to disagree with one another or add to each other's thoughts throughout the discussion.



- Ask the students to bring out a sheet of paper and write the questions:
 - why we filter water?
 - What was can we disinfect water?
 - If possible, have the students read the resource water pages 37-40. If technology is not available, read the pages to the class.
 - Have the students answer the questions during the reading.
 - Answers may include:
 - To remove germs (cause sickness)
 - Make water safe to drink and use
 - Four ways to disinfect:
 - Boiling, Solar disinfection, adding chlorine, adding lemon juice
- **Experiment:**
 - Divide the class into even number of groups
 - Each group will have resources provided to conduct experiment on creating a water filter to dilute polluted material to useable water and worksheets to record experiment results with questions.
 - Create Polluted water:
 - First the group will create polluted water with common resources such as dirt.
 - Create Water Filter
 - Next, the group will follow the teacher step by step in creating a water filter
 1. Cut the bottom off the water bottle
 2. Remove lid off the water bottle, cover area with filter, and secure it with rubber band
 3. Add fine sand, charcoal, coarse sand, and rocks in this order into the water bottle
 - Once the water filter is completed, a container (cup or bowl) is directly below filter.
 - Proceed to add polluted water into the water filter
 - Group will utilize worksheet to write down the process, what they saw, and the results. Group will answer questions as well
 - **Review (After experiment):**
 - Teacher will follow up with a After Action Review to discuss what happened, results, and review the questions.
 - Ask the students to stay in their groups and conduct a “Lab Report”.
 - The Lab Report will have the students provide the answers to the questions down below, as well as a statement of something they could improve about their experiment.
 - Questions:
 - Were there any physical changes from polluted water to filter water?
 - Do you think the filter water is usable?
 - Do you think there is other resources we could use to filter

the pollute water?