

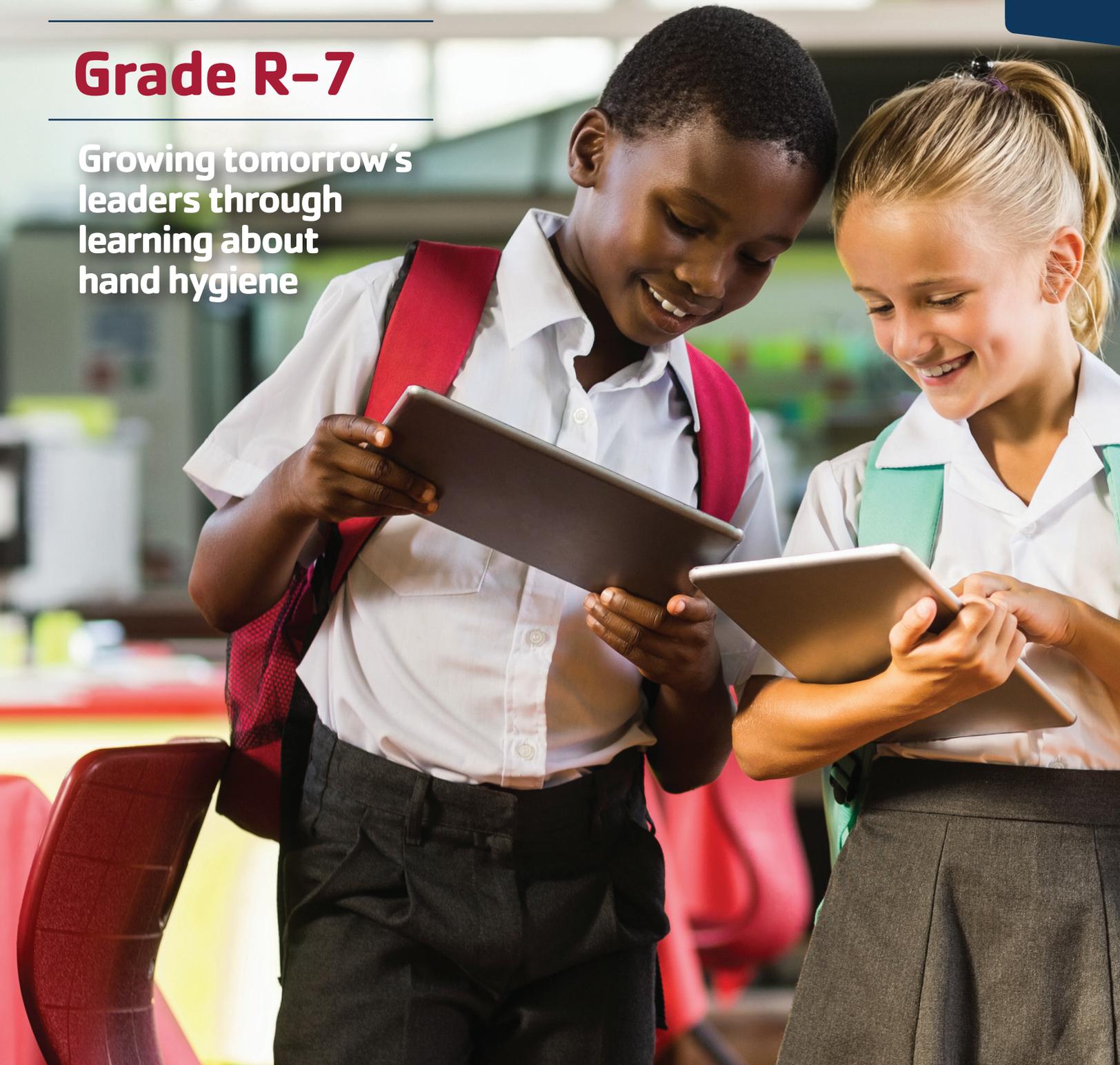
Educator Workbook

CAPS-aligned

Life Skills

Grade R-7

Growing tomorrow's
leaders through
learning about
hand hygiene



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Section A Introduction

Foreword

As a teacher, you will know that some illnesses can be prevented by washing our hands regularly. Of the range of hygiene behaviours considered important for health, handwashing with soap is a top priority in all settings. Diarrhoea is a leading killer of children, accounting for approximately 8 percent of all deaths among children under age 5 worldwide in 2016. This translates to over 1,200 young children dying each day, or about 450,000 children a year, despite the availability of simple effective treatment. One of the best ways to stop the spread of germs is through good hygiene. It is imperative, therefore, that you, the teacher, play an active role in ensuring that learners are aware of the many ways in which they can protect themselves from ill health.

For over 80 years, Dettol has been protecting the health of families. They work in communities across the globe with partners to deliver hygiene education to keep families healthy. Dettol visits schools every year to teach learners the importance of correct hygiene practices and habits to keep healthy.

Dettol has created this user-friendly, fun and factual Educators' Workbook to help teach important health messages to learners relating to hygiene. By completing the activities together with your learners, you will teach them lessons that they will remember for life. The activities, which are aligned to the CAPS curriculum, cover the Life Skills/Life Orientation curriculum standards and have been designed to ensure that learners have fun while learning.

You can assist your learners by:

- Ensuring that they wash their hands before they eat, after playing in the playground, visiting the toilet, after coughing or sneezing or touching pets
- Showing them that it is not enough just to wash their hands with water only
- Placing reminders up in your classroom of the Dettol 6-steps of handwashing
- Teaching them that, although germs cannot be seen with the naked eye, they are all around us and can make us sick
- Demonstrating that washing their hands is one of the best ways to stop germs from spreading

Dettol, be 100% sure.

Here is a quick overview of the CAPS-aligned content that you will find in this educational pack:

Grade R

Life Skills – Good basic hygiene practices

Grade 1

Life Skills – Healthy habits

Grade 2

Life Skills – Healthy living

Grade 3

Life Skills – Health protection: Basic health and hygiene

Grade 4

Life Skills – Health and environmental responsibility

Grade 5

Life Skills – Health and environmental responsibility

Grade 6

Life Skills – Health and environmental responsibility

Grade 7

Life Orientation – Health, social and environmental responsibility: Common diseases



Background and Context

Pick n Pay School Club is celebrating its 15th year of providing much-needed educational material, which now reaches 105,875 teachers and 2.26 million learners across South Africa. The Dettol learning programme is aligned to the CAPS curriculum, which adheres to the standards set by the Department of Education.

The material is designed to facilitate the learning process and culminates in the assessment of competency levels according to the standards set for each specific grade. The educator is supported by way of research and learning content that is presented clearly and is easy to implement in the classroom.

Acronyms:

CAPS: Curriculum and Assessment Policy Statement

GET: General Education and Training



Section B

Foundation Phase

Grade R

Name of Learner Activities Learner Activity 1: Find the hidden germs Learner Activity 2: Good hygiene habits		Time: 2 Hours
Grade R		Subject Life Skills Term 1
Curriculum Standards (CAPS): Life Skills Term 1 • Good basic hygiene practices		
Objectives		
The learners will be able to: • Understand knowledge of germs and how germs can make people sick • Demonstrate proper handwashing techniques and know the importance of washing hands; know when to wash hands; know the Dettol 6-steps of handwashing		
Content	Skills	Values
Learner Activity 1: Find the hidden germs Learners find the hidden germs in the picture and colour them in. Learner Activity 2: Good hygiene habits Learners colour-in the Dettol 6-steps of handwashing.	Learner Activity 1: Find the hidden germs Experience the process of how germs are spread and learn about germ prevention. Learner Activity 2: Good hygiene habits Identifies and uses positive hygiene habits e.g. handwashing.	Learner Activity 1: Find the hidden germs Learners understand that they can get sick from their environment and other people. Understand that handwashing prevents the spreading of germs. Learner Activity 2: Good hygiene habits Understands that keeping hands clean through improved hand hygiene is one of the most important steps we can take to avoid getting sick and spreading germs to others and knows when to wash hands.
Resources needed		
Learner Activity 1: Find the hidden germs Access to the Internet to play the video: goo.gl/269cTj ; introduce this video about washing hands and germs first then play this video: goo.gl/Y8W3hB ; printed copies of the Learner Activity worksheet; colouring in pencils; spray bottle with water and green colouring; 5 white A4 paper sheets to spread around the classroom for the germ game; Dettol soap and paper towel; pictures of food items like cheese, bread, carrots etc.		
Learner Activity 2: Good hygiene habits Captain Dettol picture which can be found in the Resource Section of this Educator Workbook; prepare some 'when to wash hands' laminated flash cards (before eating or touching food, after blowing your nose, after using the toilet, after touching animals/pets, after playing outside, after handling rubbish etc.) The Dettol 6-steps of handwashing flash cards; Dettol handwashing song: goo.gl/t453b2 ; microscope picture and the Dettol handwashing steps video: goo.gl/A1cxts ; printed copies of the Learner Activity worksheet; colouring in pencils; the Dettol 6-steps of handwashing poster.		



Section B

Foundation Phase

Grade R

Teacher preparation before starting

Study the lesson plans prior to the lessons and ensure you have all the resources required for the lessons. Familiarise yourself with content for the two lessons before the lesson starts. Watch the YouTube videos mentioned in the 'Resources needed' section of this Educator Guide and decide which of them to incorporate into your lesson. Print sufficient Learner Activity worksheets.

Teaching the Learner Activities

Learner Activity 1: Find the hidden germs

Small children are often near one another allowing germs to spread easily among them (<http://www.health.state.mn.us/handhygiene/why/5ways.html>). It is important that learners are taught what germs are, how germs can make them sick and what they can do to stop the spreading of germs. Children should be taught proper handwashing techniques and the importance of covering their mouths and noses when coughing or sneezing.

Introduce the lesson

- a) Prepare the spray bottle with the water mixed with green colouring before the lesson for the germ game. Ask the learners what they think a germ is before you start the lesson. Laminate the germ picture found in the Resource Section of this Educators Workbook and explain that germs are tiny living things that cannot be seen with our eyes.
- b) Play the video: goo.gl/269cTj to introduce how germs are spread. After the video and to recap their understanding, ask the learners:
 - i. What are germs? Answer: Tiny living beings that can make you sick.
 - ii. Can we see germs with just our eyes? Answer: No, they are so tiny that they can only be seen through a microscope.
 - iii. Where can we find germs? Answer: Everywhere!
 - iv. How do germs spread? Answer: Through touch; through the air.
 - v. What do germs do to us? Answer: Make us sick.
 - vi. How can we prevent the spreading of germs? Answer: Covering our coughs/sneezes; cleaning up after ourselves; washing our hands!
- c) Tell learners they are going to play a germ game. Spread A4 pieces of paper on desks around the classroom. Ask 10 learners to stand in a line and spray green water on their hands with the spray bottle. Explain that they're going to pretend the green water on their hands are germs from coughing/sneezing. Then ask five learners to put their hands on the white paper to make a hand print and the other five learners should shake hands with some classmates. Ask them what happens when they touch the paper? (Leaves a green, wet hand print)
- d) Discuss how the paper gets wet which represents how germs from our hands get on to objects we touch.
- e) Ask the learners: "What happens when you shake hands?" Answer: The green water was transferred to the other person's hand. Tell learners that this is how germs are spread.
- f) Ask the learners to wash their hands with Dettol soap and dry with a clean paper towel and then sit in a circle. Show them some food pictures and ask, "If germs are on our hands, what happens when we touch food and eat it?" Answer: The germs will enter our bodies.
- g) Now ask: "What's the best way to get rid of the germs on our hands?" Allow for some learners' answers.
- h) Then play the second video: goo.gl/Y8W3hB
- i) Ask learners why Sid never got sick from his Dad's germs.

Complete the Learner Activity

- a) Hand out the Learner Activity worksheets and let learners colour-in the hidden germs in the pictures.



Section B

Foundation Phase

Grade R

Learner Activity 2: Good hygiene habits

Most common infections can be spread by the hands. Hands can pick up germs from other people or from objects that are touched by others, such as door knobs, light switches and even from playing in the playground. When the hands meet the nose, mouth or eyes, germs can enter the body and make people sick. The hands transfer germs from the environment to the body. That is why handwashing is so important. Handwashing is one of the best ways to stop the spreading of germs. Children need to learn the steps of proper handwashing because poor handwashing does not remove germs.

The Dettol 6-steps of handwashing are:

Wet hands under warm running water and apply soap.

1. Rub your palms together.
2. Rub your fingers and palms and the space in between them.
3. Rub your fingers and thumbs.
4. Rub your nails and palms.
5. Rub your thumbs in your palms.
6. Rub your fingers in your palms.

Dry your hands thoroughly with a paper towel or clean towel.

Children also need to know the most important times to wash their hands, so handwashing becomes routine. These include: Before eating or preparing food, after using the toilet, after playing outside, after blowing their nose, after touching animals or pets and after touching/handling rubbish/garbage. Learners should be taught to cough and sneeze into their elbow and use a tissue afterwards and then wash their hands.

Introduce the lesson

- a) Introduce the lesson by introducing Captain Dettol to the class. Explain that Captain Dettol will help them learn about handwashing.
- b) Play the video: goo.gl/t453b2
- c) Explain that they will be learning about ways to stop the spreading of germs and will discuss what they can do to stay healthy.
- d) Ask the class:
 - i. Do you know what germs are? Can you see them? Answer: Germs are tiny living things that can make you sick. Germs are so small that they can't be seen, except under a microscope.
 - ii. Ask learners if they know what a microscope is (show the picture and explain that a microscope is an instrument that allows us to see things we normally cannot because it is magnified a few hundred times).
 - iii. Ask: "How do you think germs are spread?" Allow for answers - coughing and sneezing, by the hands. Ask learners to name some infections like colds and flu and sore throats etc. These are illnesses that are caused by germs. Ask, "What are some of the things you can do to stay healthy?" Prompt with the following: Brushing your teeth; eating healthy food; exercising; washing your hands with soap like Dettol and water.
- e) Explain that handwashing washes away germs from the hands. Lead learners in a discussion of when they think it is important to wash their hands. Ask them to think of times when they might have germs on their hands that could get into their body to make them sick.
- f) Show the "when to wash hands" flash cards and encourage them to come up with additional answers. Flash cards show the most important times to wash your hands: Before eating or preparing food because this is a time when germs from hands can get on food that goes into their mouth; after going to the toilet, after playing in the playground, after blowing the nose, after touching animals or pets and after touching/handling garbage. Explain that handwashing keeps you healthy because it gets rid of germs that can make you sick or that you might spread to other people.



Section B Foundation Phase Grade R

- g) Show learners the steps of handwashing flash cards and let them know that they are now going to see a handwashing video that shows them the proper way to wash their hands.
- h) Tell them that you are going to ask questions about the video, so it's important for them to watch carefully. Play the video: goo.gl/A1cxts
- i) After playing the video, ask learners if they can remember the Dettol 6-steps of handwashing.
- j) Show the Dettol 6-steps of handwashing sequence and ask learners to help you get them in the right order. Ask learners what parts of the hands need to be washed first, second, third etc. Show the video again if it helps. Prompt the students to name: Palms; between the fingers; backs of hands; thumbs; fingertips and nails.

Complete the Learner Activity

- a) Hand out the Learner Activity worksheets and ask learners to colour-in the handwashing images.
- b) Establish routines so that handwashing becomes a habit. For example, let learners always wash their hands before lunch and after coming inside from break.

Assessment

Refer to the Resource Section for the Assessment Rubric.

Teacher reflection

Is there anything you would do differently if you taught this unit again?



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Foundation Phase
Grade R

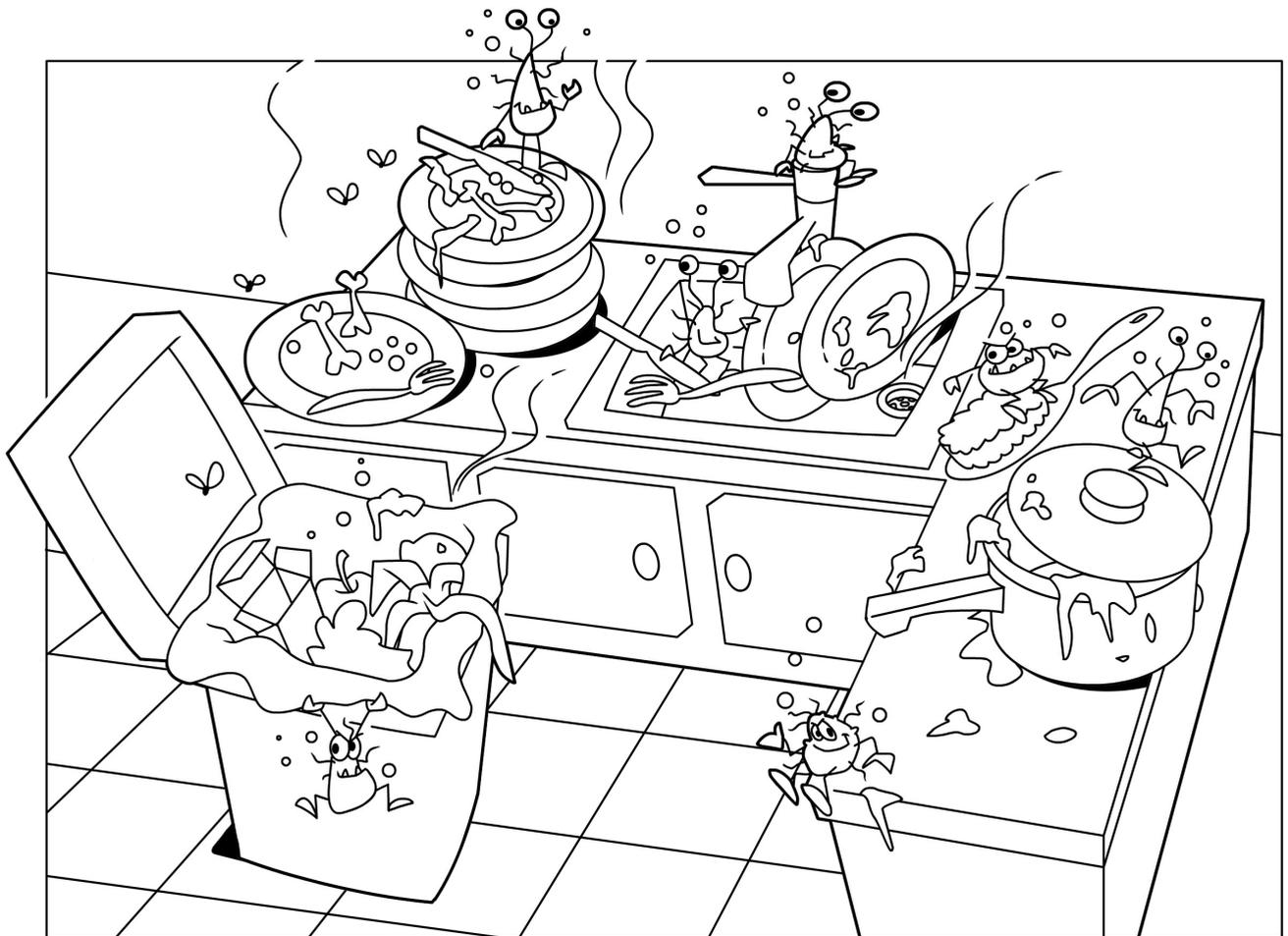
Find the hidden germs

Name:..... Date:.....



Germs are found everywhere, like in toilets, in the kitchen, on the playground, on door handles and even television remotes! They can also make you very sick. But, if you wash your hands with soap like Dettol and clean water, you can prevent germs from spreading.

1. Find the hidden germs in the picture and colour them in.



Learner Activity 1



Good hygiene habits

Name:..... Date:.....



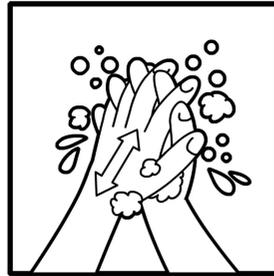
Remember to wash your hands and follow the Dettol 6-steps of handwashing. If you keep your hands clean, you can stop spreading germs to other people.

1. Colour-in the Dettol 6-steps of handwashing.

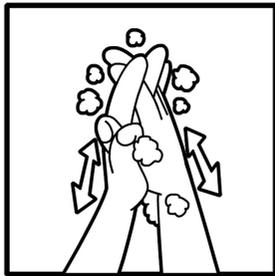
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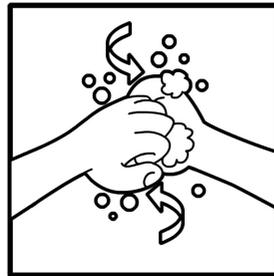
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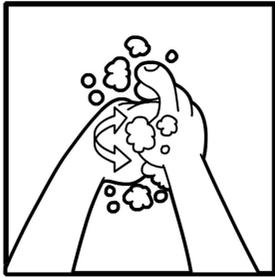
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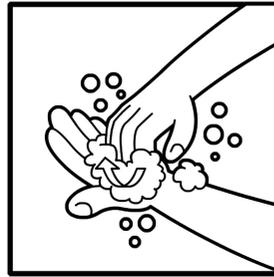
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Learner Activity 2



Section B

Foundation Phase

Grade 1

Name of Learner Activities Learner Activity 1: How germs are spread Learner Activity 2: How should we wash our hands?		Time: 2 Hours
Grade 1		Subject Life Skills Term 1
Curriculum Standards (CAPS): Life Skills Term 1 • Healthy habits		
Objectives		
The learners will be able to: • Explain what germs are and where they can be found • Understand the need for handwashing and that it prevents the spread of germs; demonstrate proper handwashing techniques		
Content	Skills	Values
Learner Activity 1: How germs are spread Learners draw a picture to show how to stop the spreading of germs.	Learner Activity 1: How germs are spread All participate in group discussion; critical thinking; answers questions.	Learner Activity 1: How germs are spread Handwashing is one of the best ways to stop germs spreading and making us sick.
Learner Activity 2: How should we wash our hands? Learners number sentences in the correct order to show the correct way to wash their hands.	Learner Activity 2: How should we wash our hands? All participate in group discussion; critical thinking; answers questions.	Learner Activity 2: How should we wash our hands? Understands the importance of handwashing to prevent the spreading of germs.
Resources needed		
Learner Activity 1: How germs are spread Access to the Internet to play the videos: goo.gl/e4XXqV and goo.gl/rsEMr8 and goo.gl/iCcFrF ; glitter; Vaseline; Dettol soap and water; bowl with water; paper towels; printed copies of the Learner Activity worksheet. Learner Activity 2: How should we wash our hands? Access to the Internet to play the video: goo.gl/gshw8R ; black pepper; plastic bowl; water; paper towels; Dettol soap; The Dettol 6-steps of handwashing poster; printed copies of the Learner Activity worksheet.		
Teacher preparation before starting		
Study the lesson plans prior to the lessons and ensure you have all the resources required for the lessons. Familiarise yourself with content for the two lessons before the lesson starts. Watch the YouTube videos mentioned in the 'Resources needed' section of this Educator Guide and decide which of them to incorporate into your lesson. Print sufficient Learner Activity worksheets.		
Teaching the Learner Activities		
Learner Activity 1: How germs are spread Germs are so tiny that they cannot be seen without the help of a microscope. There are many germs inside the human body which may not cause disease. There are even some germs which help parts of the body to work properly. There are also germs which can make people sick if they enter their bodies. Germs can get into the body through the mouth, nose, breaks in the skin and eyes. Once disease-causing germs are inside the body, they reproduce/multiply quickly.		



Section B

Foundation Phase

Grade 1

Ask the class why it is important to clean our hands. Discuss learners' ideas. Explain how cleaning our hands reduces the number of germs on them. Establish how germs can cause disease and make us sick and if we don't clean our hands we spread the germs to everything and everyone we touch.

Introduce the lesson

- a) Play the video: goo.gl/e4XXqV
- b) After the video, ask the class:
 - i. Why is it important to clean surfaces? Answer: Germs could be hiding on surfaces.
 - ii. Give an example of surfaces that need cleaning? Answer: Cell phones; door handles; counter tops and pets.
 - iii. What does handwashing do? Answer: Stops the spreading of germs.
- c) Begin a discussion about germs and how they are all around us and how we cannot see them.

Experiment:

- a) Get the learners together and explain to them that they are going to do an experiment to show how they can transfer germs to one another through touch.
- b) Get learners into groups of seven or eight. Put some Vaseline onto one learner's palm in each group and then place some glitter onto each group member's hands. Now ask the group members to shake/'high five' with each person in their group. What was the result? Ask how many people now have glitter on their hands. Explain that this is how germs are transferred.
- c) Then get some members in each group to wash their hands using water only and the balance of the group members to use soap, like Dettol, and water. This exercise will demonstrate how soap gets rid of the glitter (germs) better than water alone.
- d) Play the video: goo.gl/rsEMr8

Complete the Learner Activity

- a) Allow learners to complete the Learner Activity worksheet. (Learners should draw a picture depicting a handwashing scene to illustrate understanding of lesson).

Learner Activity 2: How should we wash our hands?

Good handwashing is the first line of defence against the spread of many illnesses. Learners should learn that to stop the spread of germs means making regular handwashing a rule especially:

- Before eating and cooking
- After using the toilet
- After playing in the playground
- After touching animals, including pets
- Before and after visiting any sick friends or relatives
- After blowing one's nose, coughing or sneezing

Introduce the lesson

- a) Introduce the lesson by recapping the importance of washing hands.
- b) Ask learners what dirt looks like. Write ideas on the board allowing all learners to contribute to the class discussion. Anything can be considered dirty by the collective group. Explain that germs cannot be seen with the naked eye and discuss how germs are spread. Ask learners to look at their own hands, including fingernails and wrists, and decide whether they are clean or dirty.
- c) Germs can spread many ways, including:
 - Touching dirty hands
 - Changing dirty diapers



Section B

Foundation Phase

Grade 1

- Through contaminated water and food
- Through droplets in the air released during a cough or sneeze
- On contaminated surfaces
- Through contact with a sick person's body fluids

d) Explain that handwashing is one of the best defences against many kinds of germs that cause infection.

Experiment:

- a) Tell learners that they are going to watch an experiment that shows how washing hands gets rid of germs.
- Shake black pepper into a bowl of water (be generous)
 - Tell class to pretend that the pepper is germs
 - Then ask one or two learners to put their finger in the middle of the bowl and then pull it out
 - Ask what they notice about the germs? Do they go away? (The learners should say no because the pepper will stick to their finger)
 - Ask learner volunteers to wipe off the pepper with a paper towel
 - Now get learner volunteer to put Dettol soap on their hand and then place their finger in the bowl of pepper
 - Ask what they notice. (The pepper will repel)
 - You will have a great reaction from learners
 - Ask the question – so what should we use to clean our hands?
 - The answer should be unanimous!
- b) Now show the class how to clean their hands using the Dettol 6-steps of handwashing. Write the steps on the board as learners will need this to complete their activity by numbering the handwashing sequences in the right order.
- c) Play the Dettol handwashing song: goo.gl/gshw8R

Complete the Learner Activity

- a) Let the learners complete their Learner Activity.

Assessment

Refer to the Resource Section for the Assessment Rubric.

Teacher reflection

Is there anything you would do differently if you taught this unit again?



How germs are spread

Name:..... Date:.....



Germs can spread easily without you even knowing. They can get onto your hands if you touch something that has germs on it. When these germs get onto your hands and are not washed off, they can be passed from person to person and make people sick. Washing hands with soap like Dettol and clean water is one the best ways to stop germs spreading!

1. Look at the pictures below to see how Nandi is spreading germs without knowing it.
2. Colour-in the pictures.



Learner Activity 1



Section B
Foundation Phase
Grade 1

How should we wash our hands?

Name:..... Date:.....

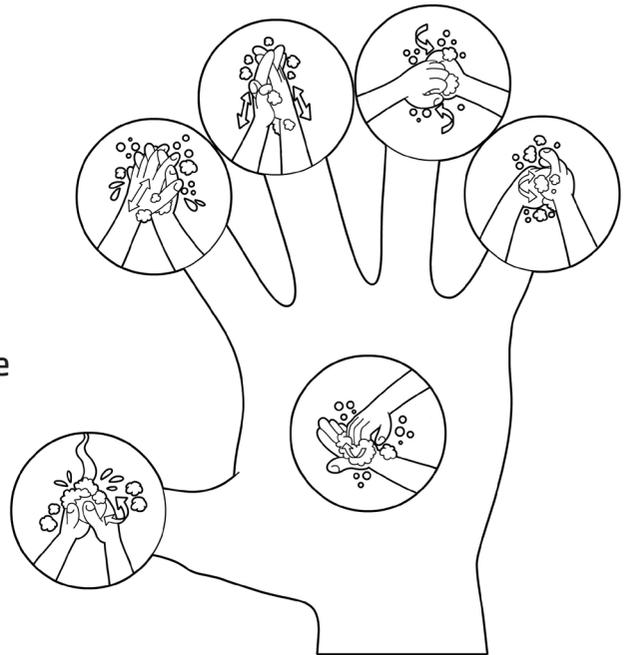


Germs can spread to our hands by sneezing, coughing, or rubbing our eyes. Washing our hands the right way can help prevent people from getting sick.

Learner Activity 2

Look at the Dettol 6-steps of handwashing which have been muddled. Now look at the Dettol 6-steps of handwashing poster. Number the sentences in the correct order to show the correct way to wash your hands.

- Rub your thumbs in your palms.
- Rub your nails and palms.
- Rub your palms together.
- Rub your fingers and palms and the space in between them.
- Rub your fingers in your palms.
- Rub your fingers and thumbs.



Section B Foundation Phase Grade 2

Name of Learner Activities Learner Activity 1: Personal hygiene Learner Activity 2: Washing hands puzzle		Time: 2 Hours
Grade 2		Subject Life Skills Term 1
Curriculum Standards (CAPS): Life Skills Term 1 • Healthy Living		
Objectives		
The learners will be able to: • Understand the importance of personal hygiene; use problem solving skills to make healthy choices • Understand that washing hands removes dirt and germs that causes diseases; understand the importance of keeping hands clean; take responsibility for keeping hands clean		
Content	Skills	Values
<p>Learner Activity 1: Personal hygiene Learners tick the do's and don'ts hygiene rules.</p> <p>Learner Activity 2: Washing hands puzzle Learners colour-in the activity and put the puzzle together in the correct order.</p>	<p>Learner Activity 1: Personal hygiene Learns benefits and consequences of personal hygiene; problem solving; decision making; self-awareness.</p> <p>Learner Activity 2: Washing hands puzzle Learners wash hands properly; critical thinking; decision making.</p>	<p>Learner Activity 1: Personal hygiene Understands the value of why personal hygiene needs to be practiced.</p> <p>Learner Activity 2: Washing hands puzzle Understands that keeping hands clean through improved hand hygiene is one of the most important steps we can take to avoid getting sick and spreading germs to others and knows the important times to wash their hands.</p>
Resources needed		
<p>Learner Activity 1: Personal hygiene Access to the Internet to play the video: goo.gl/W4qpRL; A4 paper for each learner; sample sizes Dettol soap, shampoo, toothpaste, floss, deodorant, hairbrush etc. (learners can bring to class). It's important that there are enough different items for groups to talk about; printed copies of the Learner Activity worksheet.</p> <p>Learner Activity 2: Washing hands puzzle Access to the Internet to play the videos: goo.gl/pUVjBs and 'Catch it in a tissue song': goo.gl/NgULy7; the Dettol 6-steps of handwashing poster and numbering sequence laminated to place on the board; oil; cinnamon; Dettol soap; paper towels; plastic bowl; water; printed copies of the Learner Activity worksheet.</p>		
Teacher preparation before starting		
Study the lesson plans prior to the lessons and ensure you have all the resources required for the lessons. Familiarise yourself with content for the two lessons before the lesson starts. Watch the YouTube videos mentioned in the 'Resources needed' section of this Educator Guide and decide which of them to incorporate into your lesson. Print sufficient Learner Activity worksheets.		



Section B

Foundation Phase

Grade 2

Teaching the Learner Activities

Learner Activity 1: Personal hygiene

Personal hygiene requires the cleaning of all parts of the body (face, hair, body, legs and hands). Practicing personal hygiene should be carried out as daily, weekly and monthly activities. In addition to one's personal hygiene and cleanliness, classrooms and school surroundings should also be clean.

Introduce the lesson

- Introduce the lesson by asking the class what they think are good healthy habits.
- Play the video to the class: goo.gl/W4qprL
- Start the discussion with questions such as "What healthy habits can they think about that were not shown in the video? (Bathing, washing hands, brushing teeth etc.)"
- Ask "what do you do when you wake up in the morning before you have breakfast and before you come to school?", "How do you take care of your body?", "What are the things that needed to be cleaned?"
- Hand out the A4 paper to the learners and ask them to write down the name of their favourite hero, or sports player, actor etc.
- Read out some of the name choices and tell the learners what they recognise about each one. (Each one has personal pride (grooming) in common). Explain that each one of them look good because they have put in the effort.
- Discuss personal hygiene. List some examples on the board: Keeping clean – showering/bathing/handwashing; brushing and flossing teeth; clean cloths etc.
- Write these questions on the board and ask learners to answer (as a group) either Healthy or Unhealthy
 - Eat lots of fruits and vegetables. Answer: Healthy
 - Get 8-9 hours of sleep a night. Answer: Healthy
 - Only brush your teeth once a week. Answer: Unhealthy
 - Wash your body well. Answer: Healthy
 - Exercise every day. Answer: Healthy
 - Use only water when washing your hands. Answer: Unhealthy

Activity

- Divide learners into groups of five. Hand out the sample items (toothpaste, floss, toothbrush etc). Explain that each group should choose one sample and discuss how it can help make them feel good, stay healthy and not make other people sick. Give groups five minutes to discuss. Have each group share what their object is and how it helps to feel good, stay healthy and not make other people sick. (Each group should talk about a different item).
- Tell learners that now that they have all the knowledge to practice good personal hygiene and be happy and healthy, they can select one health behaviour that they will work on to improve their health for the following week and then report back to the class at the end of the week.

Complete the Learner Activity

Learners can then complete the Learner Activity worksheet.

Learner Activity 2: Washing hands puzzle

Keeping hands clean is one of the most important steps we can take to avoid getting sick and spreading germs to others. Many diseases are spread by not washing hands with soap, like Dettol, and clean, running water.

Introduce the lesson

- Introduce the lesson by asking the learners why it is important to wash hands. Then play the video: goo.gl/pUVjBs



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- b) Write "germs" on the board, use the word as a cluster to gather prior information from learners. Ask the learners why it is important to wash away germs. Explain that germs cannot be seen with the human eye because they are so tiny.
- c) They could be on our hands. Putting unclean hands into our mouths allow germs to get into our bodies which may make us sick. Have learners create a collage using pictures of items needed to keep our bodies clean.
- d) Ask learners where germs hide? Everywhere – bathrooms, kitchens, bedrooms and even playgrounds.
- e) Ask learners what they should do to get rid of germs. Answer: Washing hands.
- f) Explain the Dettol 6-steps of handwashing and tell learners it is important to wash their hands with soap, like Dettol, and not only water.

Experiment:

- a) Tell learners that they will do an experiment to show why it is important to wash hands correctly. Choose two learner volunteers.
- b) Ask them to put their hands together and then pour a little oil into their hands.
- c) Add the cinnamon powder and ask them to rub their hands together.
- d) Tell them that their hands now represent dirty hands.
- e) Ask one learner to wash their hands using water only. What happens? Answer: The oil is not removed completely from the hands.
- f) Now ask the other learner to use Dettol soap and wash the hands. What happens? Answer: All the oil is removed.
- g) Ask learners if they wash their hands with water only or water and soap. Why? Answer: Because washing hands with water only does not make them clean.
- h) Play the "Catch it in a tissue song": goo.gl/NgULy7
- i) Explain the Dettol 6-steps of handwashing. Revise the importance of cleaning properly. Write the sequence on the board and then place the poster on the board for the class to see. Learners will need to refer to the sequence to complete their activity.

Correct numbering sequence:

1. Rub your palms together.
2. Rub your fingers and palms and the space in between them.
3. Rub your fingers and thumbs.
4. Rub your nails and palms.
5. Rub your thumbs in your palms.
6. Rub your fingers in your palms.

Complete the Learner Activity

Learners can then complete the Learner Activity worksheet.

Assessment

Refer to the Resource Section for the Assessment Rubric.

Teacher reflection

Is there anything you would do differently if you taught this unit again?



Section B
Foundation Phase
Grade 2

Personal hygiene

Name:..... Date:.....

Learner Activity 1



Good **personal hygiene** is important to keep healthy. Keeping your body clean and taking care with your personal hygiene routine helps to keep you healthy. Keep these tips in mind:

- Brush and floss your teeth daily
- Keep your nails clean
- Wash your feet regularly
- Wash your hair with soap or shampoo at least once a week
- Wash your hands with soap after going to the toilet
- Wash your hands with soap before preparing and/or eating food
- Cough and sneeze into your elbow

1. Tick the Do's in a Green crayon and the Don'ts in a RED crayon, then colour-in the pictures.

- Sneeze into your elbow
- Share your toothbrush
- Clean your body every day
- Wash hands after going to the toilet
- Never wash your hair
- Let your pet lick your face
- Brush teeth daily
- Wash food before eating



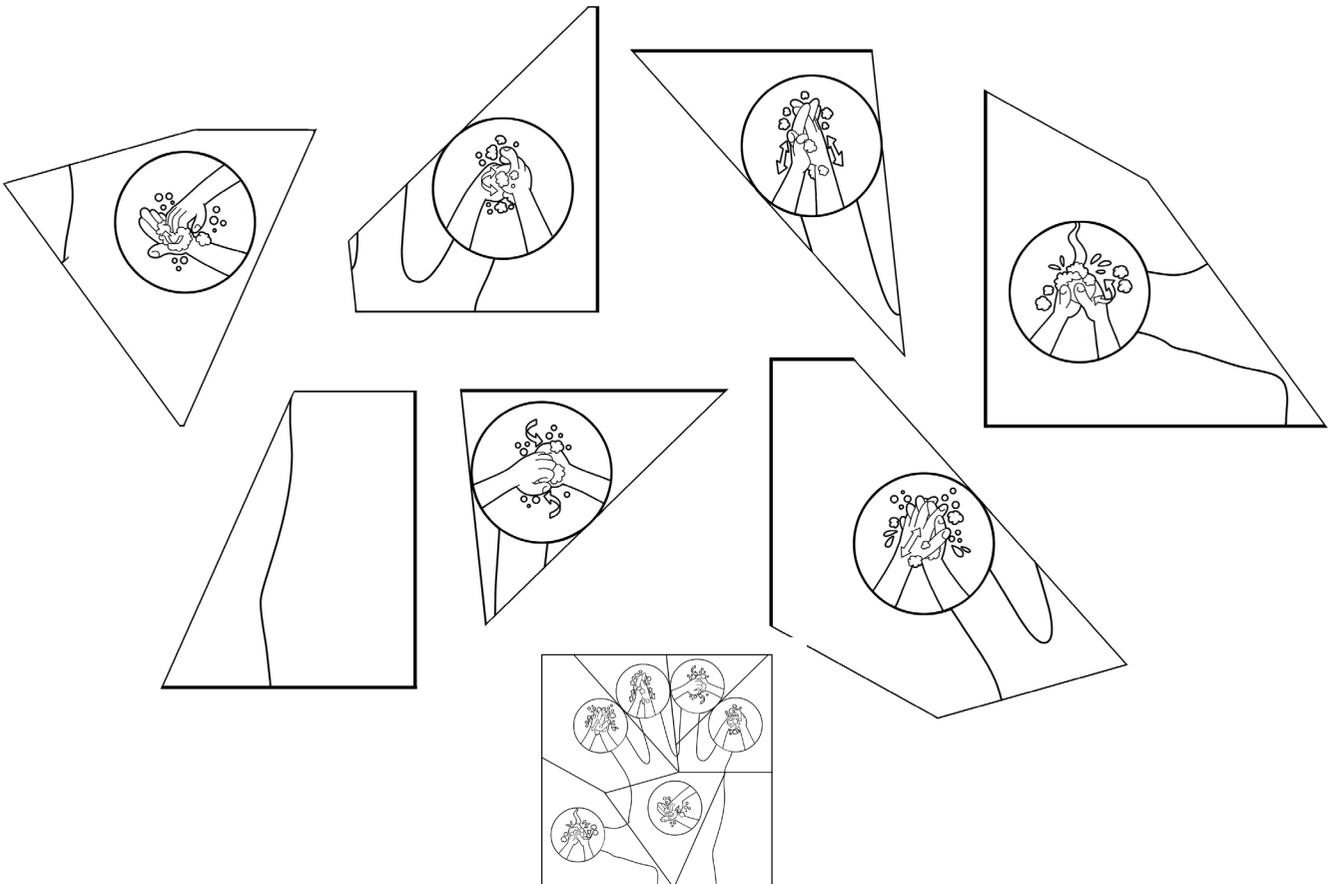
Washing hands puzzle

Name:..... Date:.....



Germes are found everywhere! Germes are tiny living organisms that make us sick. Keeping our hands clean is one of the most important steps we can take to avoid getting sick and spreading germes to other people.

1. Look at the Dettol 6-steps of handwashing puzzle below which has been muddled.
2. Colour-in the pictures and then cut them out and put the puzzle back together in the correct handwashing sequence.



Learner Activity 2



Section B

Foundation Phase

Grade 3

Name of Learner Activities Learner Activity 1: Germs are everywhere Learner Activity 2: Health protection		Time: 2 Hours
Grade 3		Subject Life Skills Term 1
Curriculum Standards (CAPS): Life Skills Term 1		
<ul style="list-style-type: none"> • Health protection <ul style="list-style-type: none"> o Basic health and hygiene 		
Objectives		
The learners will be able to:		
<ul style="list-style-type: none"> • Understand that germs are everywhere in the environment and how they are spread • Understand that proper handwashing removes harmful germs from hands and prevents the spread of illnesses and diseases 		
Content	Skills	Values
Learner Activity 1: Germs are everywhere Learners find and colour-in the hidden germs in the pictures.	Learner Activity 1: Germs are everywhere Work together in groups; critical thinking; observation.	Learner Activity 1: Germs are everywhere Demonstrates knowledge of germs and how germs can make people sick.
Learner Activity 2: Health protection Learners cut and paste hygiene tips into a hygiene chart and list their own hygiene awareness tips.	Learner Activity 2: Health protection Critical thinking and observation; work together in a group; observation.	Learner Activity 2: Health protection Demonstrates knowledge of how germs are spread and understands the importance of washing hands and displaying good hygiene habits.
Resources needed		
Learner Activity 1: Germs are everywhere Access to the Internet to play the videos: goo.gl/NPWdZY and goo.gl/ZPCK3D ; sticky notes; talcum powder; printed copies of the Learner Activity worksheet.		
Learner Activity 2: Health protection Access to the Internet to play the videos: goo.gl/JVbWYc (please play the video up until 1.52 mins) and goo.gl/CzNhux ; spray bottle filled with water; 2 apples; knife for cutting apples; 3 jars with lids; labels for jars; pen for labelling; Dettol soap; sanitised chopping board; printed copies of the Learner Activity worksheet.		
Teacher preparation before starting		
Study the lesson plans prior to the lessons and ensure you have all the resources required for the lessons. Familiarise yourself with content for the two lessons before the lesson starts. Watch the YouTube videos mentioned in the 'Resources needed' section of this Educator Guide and decide which of them to incorporate into your lesson. Print sufficient Learner Activity worksheets.		
Teaching the Learner Activities		
Learner Activity 1: Germs are everywhere Germs are everywhere. Germs can be either good or bad. There are germs that live on the skin and are usually not harmful but hands can collect all kinds of germs, some harmful. We can't see germs without using a microscope.		



Introduce the lesson

- a) Ask learners what they know about germs. Let them share ideas. Explain that germs are (tiny living organisms that live in many places but can creep into our bodies and make us sick).
- b) Play the cartoon video about germs: goo.gl/NPWdZY
- c) Tell learners that they are going to pretend that they are special agents and investigate how germs can move around the classroom. Explain that germs multiply and can spread very quickly (this is called infection) – illustrate this by placing a few sticky notes onto the board, chairs and desks. Explain that they represent germs. Now remove them and put them onto another surface. Ask learners to witness what happens when you remove the sticky notes (they leave a trail of stickiness (infection) behind. Place learners in groups to investigate how germs move around the classroom.
- d) One member of the group pretends to sneeze into their hand (place talcum powder in their hand) and then walks around the classroom touching objects (desks, chairs, learners, pencils etc.).
- e) The rest of the group must watch this behaviour and place sticky notes wherever the group member has touched.
- f) Afterwards, ask the class where the most common places for germs were found.
- g) Ask why they thought this. Establish that germs are on people (because we can move) and objects shared by people. Now ask the class what the best way was to stop people spreading germs. Encourage learners to clean their hands whenever they use the toilet, sneeze, cough or play on the playground.
- h) Explain the Dettol 6-steps of handwashing. Play the Dettol video showing the 6-steps of handwashing: goo.gl/ZPck3D

Complete the Learner Activity

Learners can then complete the Learner Activity worksheet.

Learner Activity 2: Health protection

Explain to the class why it is important to clean our hands. Explain how cleaning our hands reduces the number of germs on them. Establish how germs cause diseases and make us unwell and if we don't clean our hands we spread the germs to everything and everyone we touch. Encourage pupils to use partner talk to brainstorm things we do that increase the number of germs on our hands. Discuss with the class some rules to follow to help reduce the number of germs on our hands (handwashing; washing food items before eating; tooth brushing etc.).

Learners write and illustrate germ-busting rules to go on display around the classroom on colourful pieces of card or paper. Teach learners that prevention is the best intervention. Addressing the spread of germs in schools is essential to the health of the learners and proper handwashing is one of the most effective ways to prevent the spread of germs. It is important for learners to know when and how to properly wash their hands before eating, after playing outside, playing with pets, after using the toilet, after coughing or sneezing, after blowing their noses and after playing on the playground.

Introduce the lesson

- a) Introduce the lesson by playing the video to the class: goo.gl/JVbWYc (play video up until 1:52 mins)
- b) Ask the questions: How are germs spread? Where are germs found?

Activity:

- a) Fill a spray bottle with water and set the nozzle to "mist".
- b) Explain to class that the water is like all the germs inside of each of them.
- c) Pretend to sneeze (don't cover up sneeze), and as you do spray the water on the children sitting in front of you. Walk around the room and continue to pretend to sneeze and cough while spraying water.



Section B

Foundation Phase

Grade 3

- d) Explain that this activity demonstrates how germs are spread when you don't cover your cough or sneeze.
- e) Now, use a tissue to cover up a pretend sneeze/cough. Repeat, using your elbow or upper arm to cover the sneeze/cough.
- f) Explain that this activity demonstrates how germs are prevented from spreading by using the tissue or your elbow.
- g) Now, tell the class that they are going to prepare an experiment to prove how germs are spread, but the results will only show in 10 days. Tell them to guess which apple piece would have the most germs.
- h) You will need:
 - 2 apples
 - 3 jars with lids
 - Labels for jars
 - Pen
 - Dettol soap
- i) Label the jars as follows:
 - Not touched
 - Dirty (the half that would be handled with unwashed hands)
 - Washed
- j) Cut both apples in half on a sanitised cutting board. Explain to the learners that these apples will show how many germs come from our hands!
- k) Slide one apple half in the clean jar from the cutting board (the aim is not to touch it at all). Label this jar "Not touched with hands" and then tighten the lid.
- l) Next, ask two learners to rub their unwashed hands over another apple half and then put it in the jar. Label this jar "Dirty" and then screw on the lid. Then ask a learner to wash their hands with Dettol soap following the Dettol 6-steps of handwashing and rub his/her hand on the apple and put it in the 3rd jar labelled "washed" and screw on the lid.
- m) Place all jars on a shelf window for about five days. Ask learners what happened to the apples in all the jars. Learners will notice some browning in the first apple piece, mould on the apple in the "Dirty" jar and browning on the "washed" apple. Ask learners that is the conclusion? The apple that grew mould was the one touched with dirty hands.
- n) Play the Dettol handwashing video: goo.gl/CzNhux
- o) Explain the Dettol 6-steps of handwashing and the importance of handwashing the correct way. Recap ideas for health protection: Washing hands; washing food before eating; brushing teeth etc.

Complete the Learner Activity
Let learners complete the Learner Activity worksheet.

Assessment

Refer to the Resource Section for the Assessment Rubric.

Teacher reflection

Is there anything you would do differently if you taught this unit again?



Germs are everywhere

Name:..... Date:.....



Germs live everywhere. You can find germs in the air, on food, plants, in kitchens and toilets and even in playgrounds! They are found on just about every surface, including your body. Most germs are harmless, but some germs try and break down your immune system and make you sick. That's why it is important to wash your hands.

1. How many Germs can you find hidden in the pictures? _____
2. Once you have found the germs, colour-in the pictures.



Learner Activity 1



Section B
Foundation Phase
Grade 3

Health protection

Name:..... Date:.....



Handwashing is one of the most effective ways to protect yourself from germs. Wash your hands thoroughly before preparing or eating food, after coughing or sneezing, after using the toilet and playing outside.

Learner Activity 2

1. Colour-in Captain Dettol's advice tips below and then cut and paste them into the healthy hygiene chart. Add four more tips of your own.

Advice tips:

Always wash your hands before eating

Always wash your hands after going to the toilet

Sneeze into a tissue or your elbow

Always wash your food before you eat it



Section B Intermediate Phase Grade 4

Name of Learner Activities Learner Activity 1: Healthy habits Learner Activity 2: Germs in our home		Time: 2 Hours
Grade 4		Subject Life Skills Term 1
Curriculum Standards (CAPS): Life Skills Term 1 • Health and environmental responsibility		
Objectives		
The learners will be able to: • Understand that germs are tiny living things that can make us sick • Understand germ breeding places in the home; understand places germs live and identify how to stop the spread of germs		
Content	Skills	Values
Learner Activity 1: Healthy habits Learners read a text and answer questions.	Learner Activity 1: Healthy habits Summarises text; compares; draws conclusions; relates background knowledge.	Learner Activity 1: Healthy habits Learns about the value and importance of living a healthy lifestyle.
Learner Activity 2: Germs in our home Learners unscramble words to find germ breeding areas in the home.	Learner Activity 2: Germs in our home Decoding text; vocabulary; spelling; comprehension; listening and speaking.	Learner Activity 2: Germs in our home Recognises that germs can be spread easily from one person to another and that the spread of germs can be reduced by proper handwashing.
Resources needed		
Learner Activity 1: Healthy habits Access to the Internet to play the videos: goo.gl/zUb7hW and goo.gl/W2H5iv ; 4 x plastic sandwich bags and 4 x slices of bread; paper towel (damp for experiment); Dettol soap; The Dettol 6-steps of handwashing poster; printed copies of the Learner Activity worksheet.		
Learner Activity 2: Germs in our home Access to the Internet to play the videos: goo.gl/2vccBk and goo.gl/W2H5iv ; The Dettol 6-steps of handwashing poster; printed copies of the Learner Activity worksheet.		
Teacher preparation before starting		
Study the lesson plans prior to the lessons and ensure you have all the resources required for the lessons. Familiarise yourself with content for the two lessons before the lesson starts. Watch the YouTube videos mentioned in the 'Resources needed' section of this Educator Guide and decide which of them to incorporate into your lesson. Print sufficient Learner Activity worksheets.		
Teaching the Learner Activities		
Learner Activity 1: Healthy habits Introduce the lesson a) Explain to the class that germs are tiny living things (microorganisms) that are all around us and can make us sick. Explain that germs cannot be seen by using their eyes and that a microscope can be used to see germs. Explain that they can be found on countertops, hands, playground, telephones, doorknobs, on any surface, including pets.		



Section B

Intermediate Phase

Grade 4

Educator Guide

- b) Let the learners watch the Bill Nye Science Guy video about germs so they can garner an understanding (play up to 6 mins): goo.gl/zUb7hW
- c) Ask questions about the video:
 - i. What are germs? Answer: Tiny living organisms.
 - ii. Can we see them? Answer: Not with the naked eye – only through a microscope.
 - iii. How are they spread? Answer: From not practising healthy habits like washing our hands.
- d) Tell learners that they are going to do an experiment to show how germs spread. Ask for two class volunteers and get them to wipe their hands on a slice of bread each on both sides. Then place each slice in a plastic bag with a moist paper towel and label it “dirty hands”. Then ask them to wash their hands with Dettol Soap and touch the second slice of bread. Then place each slice in the sandwich bag with a moist paper towel at the bottom and label it “clean hands”. Within 10 days, mould will start to grow on the dirty bread.
- e) Ask learners to observe what they see. Ask why they think the mould grew on the dirty slice of bread. Explain that bacteria grow in moist conditions.
- f) Explain that one of the best healthy habits to learn is washing hands. However, for handwashing to remove germs it must be done correctly. Tell learners that knowing when to wash your hands is the first step to staying healthy. Ask learners for times when they think it is important to wash their hands. Review their recommendations and add any from the list below that they may not have covered. Clean your hands before and after: Using the toilet; playing in the playground; playing with pets; eating; sneezing; coughing; meeting a sick person.
- g) Go over the Dettol 6-steps of handwashing poster and then ask learners questions to ascertain if they understood the steps: goo.gl/W2H5iv

Complete the Learner Activity

Learners can then complete the Learner Activity worksheet.

Learner Activity 2: Germs in our home

Introduce the lesson

- a) Introduce the lesson by playing the cartoon video to the learners: goo.gl/2vccBk
- b) Ask learners after the video:
 - i. What was the story about? Answer: It was about germs wanting to make people sick.
 - ii. Where were the germs in the video? Answer: In the toilet, door handle, tissue, sleeve, school bus.
 - iii. Why was it a sad day for the germs? Answer: They kept getting blocked by the PDI agents.
 - iv. How do people become PDI agents? Answer: By following three simple rules: Washing their hands; covering their cough and sneezes and staying at home when they are sick.
- c) Explain that most germs are harmless to humans. Some types of bacteria even do us good, like the ones in our stomach that help us to digest food. Germs are so tiny (microscopic – which means they can only be seen through a microscope).
- d) The most common types are:
 - Bacteria (e.g. food poisoning)
 - Viruses (e.g. common cold)
 - Fungi (e.g. athlete’s foot)
- e) Germs can be spread around the home on people’s hands, usually through touching people or contaminated surfaces. Germs can also travel through the air on tiny dust particles or in water droplets expelled from our mouths and nose when we cough, sneeze or talk.
- f) Talk about common places in the home for germs. Ask learners to give examples:
 - Dirty food and water
 - Surfaces that are touched often like doorknobs, taps, TV remotes and telephones
 - Cleaning and waste areas like bins, sinks and toilets
 - Leftover food



Section B Intermediate Phase Grade 4

- Cleaning items like cleaning cloths, sponges and dirty toothbrushes
- Pets
- Other people

g) Read the poem by Ken Nesbitt
 I have half a billion germs
 I keep as tiny pets.
 They're cute and clean and never mean
 and give me no regrets.
 They spend all day engaged in play
 upon my skin and hair.
 They're on my clothes, between my toes
 and in my underwear.
 They dance and shout and bounce about.
 They run and jump and slide.
 My epidermis teems with germs
 who party on my hide.
 I never fret about the pets
 inside my shirt and socks.
 I love them there but wonder where
 they keep their litter box?

Kenn Nesbitt

- h) Ask learners what the underlying message is in the poem. Answer: The underlying message is that germs are everywhere!
- i) Explain that the best way to help stop the spread of germs is through good hygiene.
- Wash hands often – especially before eating, before and after preparing food, and after coughing, sneezing, going to the toilet or playing in the playground
 - Cover nose and mouth with a tissue when coughing or sneezing. Put any used tissues straight in the bin and wash your hands
- j) Demonstrate the steps of proper handwashing to learners. You can play the Dettol song whilst doing this: goo.gl/W2H5iv

Complete the Learner Activity

- a) Allow learners to complete the Learner Activity worksheet.

Assessment

Refer to the Resource Section for the Assessment Rubric.

Teacher reflection

Is there anything you would do differently if you taught this unit again?



Section B Intermediate Phase Grade 4

Healthy habits

Name:..... Date:.....

Read the passage and then answer the questions and test your hygiene knowledge.



Sharing is caring, but when it comes to personal hygiene toiletries, there are items that should never be shared. For example, sharing a toothbrush could result in the spreading of infections. Germs found in the home could be carried in by people and pets, or in contaminated food and water. We can also pick up germs on our hands during the day. So how do we break the **chain of infection**?

Learner Activity 1

Good hygiene is one of the best way to stop the spread of germs:

- Wash your hands before eating, before and after preparing food, after coughing, sneezing or using the toilet
- Cover your nose and mouth with a tissue when coughing or sneezing. Put any used tissues straight in the bin and wash your hands
- Clean your hands and surfaces regularly, separate raw and cooked foods and cook food thoroughly. Chill fresh and cooked foods to slow the growth of bacteria
- Vaccinations can protect people from serious infection

Answer the following questions:

1. Why should we not share personal items like toiletries?

2. How do germs find their way into our homes?



3. Why should we clean food surfaces?

4. What should we do when we sneeze?

5. How could you prevent the spread of germs at school?



Section B

Intermediate Phase

Grade 4

Germs in our home

Name:..... Date:.....



Germs are tiny beings that can make us sick if they get into our bodies.

Learner Activity 2

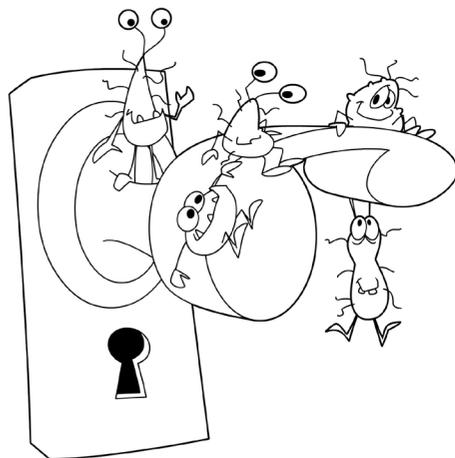
Common sources of germs in the home are:

- Dirty food and water
- Surfaces like doorknobs, taps, TV remotes and phones
- Cleaning and waste areas like bins, sinks and toilets
- Leftover food
- Cleaning items like cleaning cloths, sponges and dirty toothbrushes
- Pets and other animals like rodents and flies
- Other people

1. Unscramble the following words to find germ breeding areas in the home.

tpes _____
 letiots _____
 stap _____
 nibs _____
 liefs _____

dkobornso _____
 honesp _____
 posgnes _____
 ksins _____
 eoplep _____



Section B Intermediate Phase Grade 5

Name of Learner Activities Learner Activity 1: How germs spread Learner Activity 2: Good hygiene habits		Time: 2 Hours
Grade 5		Subject Life Skills Term 1
Curriculum Standards (CAPS): Life Skills Term 1 • Health and environmental responsibility		
Objectives		
The learners will be able to: • Understand that washing their hands removes dirt and germs that cause diseases; understand the importance of keeping hands clean; take responsibility for keeping hands clean • Define 'hygiene'; explain why having good personal hygiene is important		
Content	Skills	Values
Learner Activity 1: How germs spread Learners complete the questions in the activity.	Learner Activity 1: How germs spread Learners relate background knowledge; draw conclusions; problem solve.	Learner Activity 1: How germs spread Understands the value of why good hygiene habits need to be practiced avoiding local environmental health problems.
Learner Activity 2: Good hygiene habits Learners circle the correct answers to the questions.	Learner Activity 2: Good hygiene habits Relate background information; listening and speaking; draw conclusions; critical thinking.	Learner Activity 2: Good hygiene habits Understands that handwashing helps to keep them healthy and the important times to wash their hands.
Resources needed		
Learner Activity 1: How germs spread Access to the Internet to play the videos: goo.gl/pcpido and goo.gl/JLwepa ; the Dettol 6-steps of handwashing poster; open area to play the game; Dettol soap and water; printed copies of the Learner Activity worksheet.		
Learner Activity 2: Good hygiene habits Access to the Internet to play the video: goo.gl/4QZsVC ; the Dettol 6-steps of handwashing poster; printed copies of the Learner Activity worksheet.		
Teacher preparation before starting		
Study the lesson plans prior to the lessons and ensure you have all the resources required for the lessons. Familiarise yourself with content for the two lessons before the lesson starts. Watch the YouTube videos mentioned in the 'Resources needed' section of this Educator Guide and decide which of them to incorporate into your lesson. Print sufficient Learner Activity worksheets.		
Teaching the Learner Activities		
Learner Activity 1: How germs spread Explain to learners that germs are so small that you cannot see them, and that they can be found almost everywhere. There are many types of germs, including bacteria and viruses. Some bacteria and viruses cause illnesses and diseases. Some are naturally occurring and do not make people sick and may be beneficial to people's health. Examples of beneficial bacteria are ones used to make yoghurt and cheese. People also have beneficial bacteria in their intestines or stomach that help them digest food.		



Section B Intermediate Phase Grade 5

Some illnesses and diseases that are caused by bacteria and viruses can be harmful. Handwashing reduces the number of germs on our hands. Washing your hands properly and often can prevent the spread of many illnesses and diseases.

Introduce the lesson

- a) Introduce the lesson by playing the video about germs: goo.gl/pcpido
- b) Now tell learners that they will be playing a game called "Clean tag".
- c) Explain the Dettol 6-steps of handwashing. Keep a copy on the board. Choose four learners to play roles: Two will be disease-causing germs, one will be a hand washer (soap & water), and the last one a hand sanitizer.
- d) Tell the remaining learners to run away from the germs. If one of the germs happens to tag them, they must immediately freeze and stand with their legs far enough apart to make a tunnel through which someone can crawl. The hand washer and hand sanitizer are the only ones who can unfreeze (clean) the frozen (contaminated) learners by crawling through the tunnel between their legs.
- e) "Cleaned" learners are then free to run around again. Have the learners discuss what happened when they were tagged by the germs. What happens in real life? Answer: They can make you sick. Explain what happened when they were 'cleaned' by the hand washers? What would happen if there were no hand washers in the game? What would happen if there were no hand washers in real life? What would happen in the game if there was one germ and four hand washers? Discuss what the findings mean in their personal life. How does this change their handwashing habits?
- f) Show the learners the Dettol 6-steps of handwashing. Explain that washing hands is the best way to stop germs from spreading. Ask some learners to demonstrate the steps with Dettol soap and water for the class to see.
- g) Complete the lesson by playing the video: goo.gl/JLwepa

Complete the Learner Activity

Learners can then complete the Learner Activity worksheet.

Answers to worksheet activity

Germs are 5.22.5.18.25.23.8.5.18.5. (everywhere).

There are 6.15.21.18 types of germs (four).

Germs can 19.16.18.5.1.4 easily through coughing or sneezing (spread).

It is 9.13.16.15.18.20.1.14.20 to wash our hands regularly (important).

The Dettol 6-steps of handwashing:

1. Rub your palms together.
2. Rub your fingers and palms and the space in between them.
3. Rub your fingers and thumbs.
4. Rub your nails and palms.
5. Rub your thumbs in your palms.
6. Rub your fingers in your palms.

Learner Activity 2: Good hygiene habits

Reinforcing good hygiene practices is essential. It is important to prepare learners and ensure that they are clean for their health and wellbeing.

Introduce the lesson

- a) Start the lesson by playing the video: goo.gl/4QZsVC



Section B

Intermediate Phase

Grade 5

- b) Explain to learners that we can pick up germs on our hands during the day. They can spread to anything we touch until we wash our hands. Washing our hands is one of the most important steps we can take to avoid getting sick and spreading germs to others.
- c) Ask learners to think of their night time routines and what they do.
- d) Divide students into pairs and have them share their routines. Discuss as a class why they take care of their bodies and introduce the topic of personal hygiene.
- e) Ask learners what are some reasons we should have good personal hygiene? List answers on the board.
- f) Explain that some people go for days without washing their hair. Some people always want to look and smell their best. Explain that either way, bodies sometimes mature faster than grooming habits and good hygiene practices are up to the learners to maintain.
- g) Talk about some basic hygiene practises:
 - i. The most basic of hygiene rituals: Cleaning the body every day is a must.
 - ii. Toothbrushing is important. Talk about gingivitis, cavities, and bad breath. Always have floss on hand.
 - iii. Encourage frequent handwashing, especially before eating and after using the toilet, sneezing, or playing with pets.
- h) Watch the video about the 6-steps of handwashing: goo.gl/4QZsVC
- i) Tell the learners that part of good hygiene practices are to keep hands clean.

Complete the Learner Activity

Learners can then complete the Learner Activity worksheet.

Assessment

Refer to the Resource Section for the Assessment Rubric.

Teacher reflection

Is there anything you would do differently if you taught this unit again?



Section B
Intermediate Phase
Grade 5

How germs spread

Name:..... Date:.....

Learner Activity 1



How do we protect ourselves from getting a cold or flu? Germs are all around us. The common cold and flu are caused by viruses that spread from person to person. There are four major types of germs. They are called bacteria, viruses, fungi, and parasites. Not all germs are bad. Good bacteria live in our bodies as helper germs like the bacteria in our stomach that aids digestion. Germs are spread:

- To the hands by sneezing, coughing or rubbing of the eyes
- To food from unwashed hands
- From sick people to other people
- From animals to people

That's why it is important to wash our hands to stop the spread of germs.

Each letter of the alphabet has a number beneath it.

1. Use the numbers to break the code to the answers below:

A	B	C	D	E	F	G	H	I	J	K	L	M
1	2	3	4	5	6	7	8	9	10	11	12	13
N	O	P	Q	R	S	T	U	V	W	X	Y	Z
14	15	16	17	18	19	20	21	22	23	24	25	26

- a) Germs are 5.22.5.18.25.23.8.5.18.5. _____
- b) There are 6.15.21.18 types of germs. _____
- c) Germs can 19.16.18.5.1.4 easily through coughing or sneezing. _____
- d) It is 9.13.16.15.18.20.1.14.20 to wash our hands regularly. _____



Good hygiene habits

Name:..... Date:.....

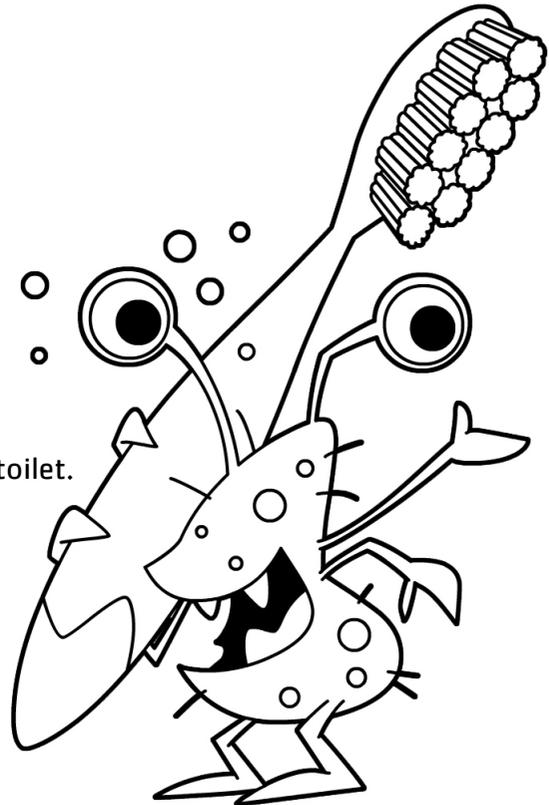


How are germs spread?

Germs can be carried into the home in or on people and pets, or in contaminated food and water. We can also pick up germs on our hands during the day. Germs can spread to anything we touch until we wash our hands. Washing our hands is one of the most important steps we can take to avoid getting sick and spreading germs to others.

1. Look at the Dettol 6-steps of handwashing poster and then complete the questions below.
2. Circle the correct answer:

- a) We should/shouldn't share toiletries.
- b) We should/shouldn't clean kitchen surfaces.
- c) We should/shouldn't wash our hands before eating.
- d) We should/shouldn't wash hands after coughing.
- e) We should/shouldn't sneeze into a tissue.
- f) We should/shouldn't keep our environment clean.
- g) We should/shouldn't wash hands after going to the toilet.
- h) We should/shouldn't brush our teeth every day.



Learner Activity 2



Section B

Intermediate Phase

Grade 6

Name of Learner Activities Learner Activity 1: Kitchen hygiene Learner Activity 2: Germs in a kitchen		Time: 2 Hours
Grade 6		Subject Life Skills Term 1
Curriculum Standards (CAPS): Life Skills Term 1 • Health and environmental responsibility		
Objectives		
The learners will be able to: • Understand how harmful microbes are spread in a kitchen • Understand that harmful microbes can cause food poisoning; learn about food safety and hygiene		
Content	Skills	Values
Learner Activity 1: Kitchen hygiene Learners complete a crossword.	Learner Activity 1: Kitchen hygiene Listening and speaking; problem solving; analysing; critical thinking; presentation skills.	Learner Activity 1: Kitchen hygiene Understands harmful germs around food cooking and preparation and the importance of hygiene.
Learner Activity 2: Germs in a kitchen Learners find hidden words in a word search.	Learner Activity 2: Germs in a kitchen Listening and speaking; analysing; critical thinking; problem solving.	Learner Activity 2: Germs in a kitchen Establishes and maintains good food safety habits for life.
Resources needed		
Learner Activity 1: Kitchen hygiene Access to the Internet to play the video: goo.gl/oWG1Fq ; pictures of bacteria, fungus, virus to show the class; playdough and coloured glitter; printed copies of the Learner Activity worksheet. Learner Activity 2: Germs in a kitchen Access to the Internet to play the video: goo.gl/ZEMw5k ; read the story called "How Dad got sick": goo.gl/e1gTpG ; ball for the game; printed copies of the Learner Activity worksheet.		
Teacher preparation before starting		
Study the lesson plans prior to the lessons and ensure you have all the resources required for the lessons. Familiarise yourself with content for the two lessons before the lesson starts. Watch the YouTube videos mentioned in the 'Resources needed' section of this Educator Guide and decide which of them to incorporate into your lesson. Print sufficient Learner Activity worksheets.		
Teaching the Learner Activities		
Learner Activity 1: Kitchen hygiene Introduce the lesson a) Begin the lesson by asking learners what they already know about germs. Play the video about germs: goo.gl/oWG1Fq b) Explain to the learners that some diseases called infections are caused by germs and that these are tiny living organisms called 'microbes'. Show the class that there are three different types of microbes: Bacteria, viruses and fungi. Place the pictures on the board for the learners to see. Bacteria come in lots of different shapes and sizes – some are round like balls, some are like spirals and some are long like rods. Some even use tail-like structures to help them swim and move!		



Section B

Intermediate Phase

Grade 6

- c) Explain that these germs are so small that they can only be seen through a microscope. Emphasise that although some germs cause disease, there are also some germs that are beneficial to us. Talk about some examples like Lactobacillus in yoghurt and probiotics drinks, penicillin from fungi, etc.
- d) Highlight that germs can be found all around us like on the food we eat, on our skin, in our mouth, nose and stomach.
- e) Sometimes harmful germs found on food can spread to other foods, for example via hands, or kitchen utensils and cause illness when those foods are eaten. They can also be spread if raw meats are washed and germs splash onto work surfaces or other foods. This is known as cross-contamination.
- f) Show a quick activity to the class so they can see how germs are spread – use playdough to make a shape of a chicken breast or thigh and sprinkle some coloured glitter on it. Ask 2 learners to pick up the “chicken piece” and then to touch different areas in the classroom. Tell learners that the glitter represents “different germs”.
- g) Ask learners:
 - i. What do they see happening to the Germs? Answer: The harmful germs are being spread around the classroom.
 - ii. Why is it important to wash hands before and after cooking? Answer: There may be harmful germs on our hands and there are a lot of harmful bacteria on the surface of raw meat, many of which can cause food poisoning.
 - iii. How could we prevent the spread of the harmful bacteria in the kitchen? Answer: Wash hands when preparing food, especially after handling raw meat and before touching food which should be eaten raw, i.e. salad vegetables. Use separate chopping boards for raw meat, cooked meat, vegetables, bread, etc. Use separate knives for raw meat and cooked meat.
 - iv. What would happen if someone ate contaminated chicken? Answer: They would probably get ill with food poisoning.
- h) Explain that we store food in a fridge because in cooler temperatures, below 5°C, most bacteria multiply very slowly, if at all.
- i) Tell learners to design a microbe of their choice. Either a bacterium, a virus or a fungus. Tell them to decide if their microbe will be beneficial or harmful! Let them present to the class.

Complete the Learner Activity

Learners can then complete the Learner Activity worksheet.

Learner Activity 2: Germs in a kitchen

Introduce the lesson

- a) Start the lesson by showing the class the video: goo.gl/ZEMwSk
- b) After the video ask the learners if they or anyone they know has ever suffered from food poisoning.
- c) Explain that food poisoning happens when food is undercooked and from bad storage. Harmful germs found in food can lead to food poisoning, which can be dangerous. The symptoms of food poisoning can last for days and include stomach pains, diarrhoea, vomiting, nausea and fever. The symptoms usually come on suddenly, but can occur several days after eating contaminated food.
- d) Explain that not all germs associated with food are harmful. Talk about examples of some of the good and bad germs associated with food.
 - **Useful Germs** – these can be used to make food and drink, e.g. the yeast in bread and bacteria used in yoghurt and cheese making
 - **Harmful Germs** – these can cause food poisoning e.g. the bacteria Salmonella, E. coli and Campylobacter are commonly found on raw meats and can cause diarrhoea and vomiting
 - **Food Spoilage Germs** do not usually cause harm to humans. These are generally mould or bacteria, e.g. bread fungus



Section B

Intermediate Phase

Grade 6

<p>e) Ask learners if they know how we can prevent food poisoning and delay food spoilage.</p> <p>f) Let the class brainstorm some ideas:</p> <ul style="list-style-type: none"> • Wash your hands with soap, like Dettol, and water often • Wash surfaces • Wash fruits and vegetables thoroughly with water just before eating, cutting, or cooking • Wash your hands before you make or eat a snack or meal, after playing with pets, after playing on the playground, after using the toilet • Always use clean knives, forks, spoons and plates • Cooked foods should not be placed on the same plate that held raw meat, poultry or fish • Never put your food on a dirty table or counter • Put backpacks and books on the floor and not on the kitchen table or counters <p>g) Explain that most germs we find on food grow in warm and damp places. They are generally destroyed when cooked at temperatures above 70°C. In cooler temperatures, most bacteria multiply very slowly, if at all. Some bacteria will perish, but many survive and can start to multiply again if warm conditions return. Therefore, we should keep our food in the fridge and cook our meat well before we eat it.</p> <p>h) Read the story called "How Dad got sick" to the learners: goo.gl/e1gTpG</p> <p>i) Ask the learners:</p> <ol style="list-style-type: none"> i. What did the Dad eat when he got home? Answer: Chicken. ii. What happened to him, one hour after eating? Answer: His stomach started to bother him, but he was tired and went to sleep. iii. What happened that night? Answer: He got stomach cramps and started throwing up. iv. What did the doctor say to the mother? Answer: Dangerous bacteria that grow very fast on food left out of the refrigerator for more than 2 hours. You cannot tell if food is still safe just by looking at it because you can't see, smell, or taste harmful bacteria. Next time, refrigerate chicken within 2 hours after cooking it. <p>j) Now hand the ball to a learner and tell the class that in this game you will throw a ball to a different person in the class. Whoever catches the ball must give one fact they learned from the food poisoning lesson. (If the fact the learner stated was wrong, correct them).</p> <p>k) Once the learner has answered correctly, they can throw the ball to another learner.</p> <p>l) Question guideline:</p> <ol style="list-style-type: none"> i. How does food poisoning happen? Answer: When food is undercooked and from bad storage. ii. Another name for germ? Answer: Microbe. iii. What useful microbe is found in bread? Answer: Yeast. iv. What is the name of the bacteria found on chicken? Answer: Salmonella. v. What type of microbe is found on bread? Answer: Mould or bacteria. vi. Do bacteria multiply fast in cool conditions? Answer: No, they multiply slowly, if at all. vii. Where are germs found? Answer: Everywhere. viii. Are all germs harmful? Answer: No. ix. Name at least two types of germs. Answer: Virus, Fungi, Bacteria. x. What are 3 ways to prevent the spread of germs? Answer: Handwashing with soap, like Dettol, and water, washing food before eating, after playing on the playground, after going to the toilet, after coughing or sneezing, after preparing food. xi. What are some things germs can cause? Answer: Vomiting and diarrhoea
Assessment
Refer to the Resource Section for the Assessment Rubric.
Teacher reflection
Is there anything you would do differently if you taught this unit again?



Kitchen hygiene

Name:..... Date:.....

Did you know that most food poisoning happens when we eat food that has been contaminated? Germs from raw foods can be moved to kitchen surfaces or other foods when preparing meals, or when food is not cooked properly.

To avoid food poisoning in the home, follow the Cs of food safety: Cross-Contamination, Cleaning, Cooking and Chilling

- Wash hands with soap, like Dettol, and clean water before touching food and immediately after handling raw food
- Cover food or keep it in sealed containers to stop germs getting in
- Store and prepare raw food away from cooked and ready-to-eat foods
- Keep any pets or animals away from food preparation and eating areas
- Clean and disinfect all surfaces immediately after preparing food
- Cook meat thoroughly to kill the harmful germs that cause food poisoning
- Keeping foods cool or frozen slows the growth of harmful bacteria

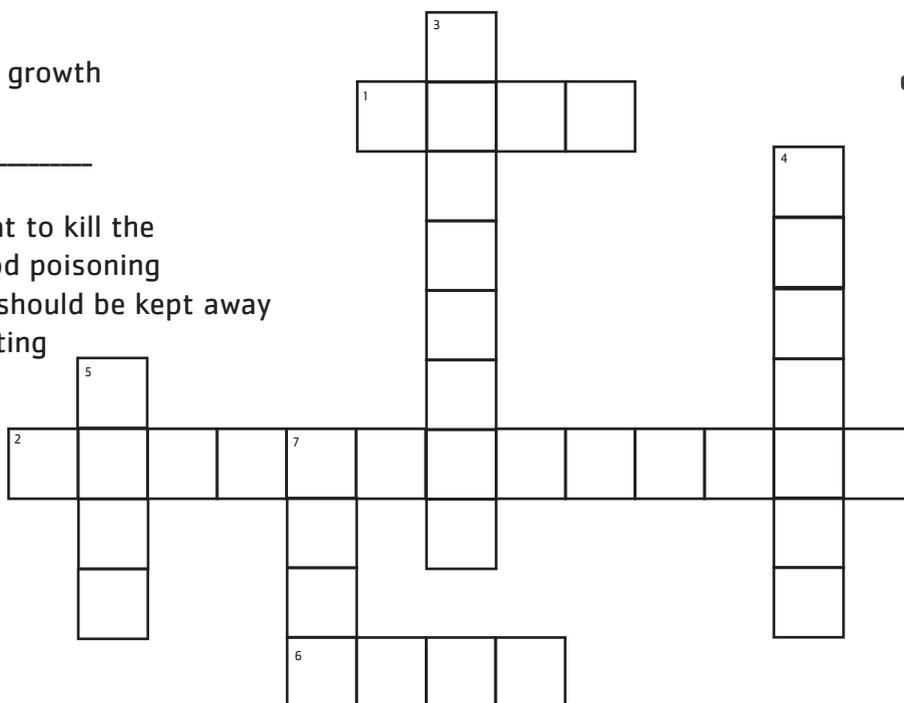
1. Complete the crossword below

Across

1. _____ hands before handling food 2. This happens due to poor kitchen hygiene
6. Hands should be washed thoroughly with _____

Down

3. Keeping foods cool slows the growth of harmful _____
4. All surfaces need to be _____ before and after cooking
5. This needs to be done to meat to kill the harmful germs that cause food poisoning
7. _____, rodents and flies should be kept away from food preparation and eating areas



Section B

Intermediate Phase

Grade 6

Germs in a kitchen

Name:..... Date:.....

Did you know that the kitchen is a popular place for bacteria to lurk around. Most food poisoning happens at home because of poor food and bad kitchen hygiene. Where are germs found in the kitchen?

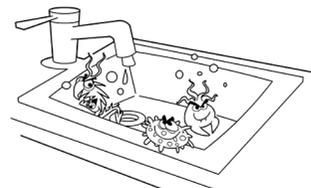
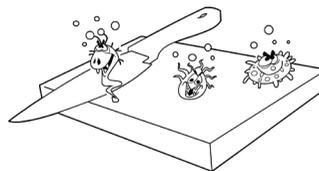
1. Find the hidden words in the word puzzle to find out where germs are found in a kitchen.

Sink Rubbish bin Sponges Cloths Taps Door knobs Cutting boards Worktops

w	c	l	o	g	n	a	s	p	o	t	k	r	o	w
a	s	a	p	t	h	i	d	o	o	b	s	k	n	o
o	t	p	k	b	b	t	b	d	r	a	n	o	b	s
s	i	k	o	n	g	s	e	h	t	i	n	s	e	p
k	n	d	a	n	r	o	b	g	s	i	n	t	u	c
r	u	b	u	i	g	s	h	d	b	i	o	o	r	k
a	s	d	b	t	j	e	g	h	o	p	b	t	o	n
s	p	o	b	g	e	k	s	k	n	o	f	b	j	k
h	s	c	s	h	t	i	l	c	k	s	h	p	u	a
n	i	b	h	w	u	r	k	t	r	p	s	a	t	r
d	l	r	a	o	b	g	i	k	o	r	o	w	a	t
s	c	u	t	t	i	n	g	b	o	a	r	d	s	w
n	o	o	n	g	e	s	h	a	d	p	t	s	p	a
l	a	o	l	c	s	h	b	n	p	m	o	d	a	w
k	p	n	k	l	t	c	l	o	t	h	s	a	t	s

2. What word can replace 'lurk?' in the paragraph? _____

3. What word can replace 'poor' in the paragraph? _____



Section B Senior Phase Grade 7

Name of Learner Activities Learner Activity 1: Types of Germs Learner Activity 2: Germs are always waiting		Time: 2 Hours
Grade 7		Subject Life Orientation Term 1
Curriculum Standards (CAPS): Life Orientation Term 1		
<ul style="list-style-type: none"> • Health, social and environmental responsibility <ul style="list-style-type: none"> o Common diseases 		
Objectives		
The learners will be able to: <ul style="list-style-type: none"> • Understand how germs are transmitted and understand that there are many types of germs (bacteria and viruses, some harmful and others not harmful); identify some of the illnesses and diseases that harmful germs can cause. Understand that proper handwashing removes harmful germs from hands and prevents the spread of illnesses and diseases • Analyse adverts; synthesise knowledge into advertisements of their own creation. Understand strategies and persuasive techniques used by advertisers 		
Content	Skills	Values
Learner Activity 1: Types of Germs Learners read a text and answer questions related to the text and from a class experiment.	Learner Activity 1: Types of Germs Relating background knowledge; summarising; drawing conclusions, self-questioning.	Learner Activity 1: Types of Germs Learns about healthy habits that are essential for maintaining good health; identifies how germs are spread, the diseases they can cause, and how handwashing can help prevent the spread of germs.
Learner Activity 2: Germs are always waiting Learners create their own advert.	Learner Activity 2: Germs are always waiting Uses persuasive language; writing skills; focus on process writing: Planning, drafting, revision, editing, proofreading and presenting.	Learner Activity 2: Germs are always waiting Identifies advertising strategies and information presented about germs.
Resources needed		
Learner Activity 1: Types of Germs Access to the Internet to play the video: goo.gl/o4bq45 ; printed copies of the Learner Activity worksheet; find magnified pictures of viruses on the Internet so class can use for activity as reference (or learners can bring in their own). Activity: 2 cups flour (500 ml); 1 cup salt (250 ml); 1 tablespoon oil (15 ml); 1 cup hot water (250 ml); food colouring; paint. Learners should bring in other items to decorate their germs like toothpicks, string, beads, different food colouring etc. The Dettol 6-steps of handwashing poster.		
Learner Activity 2: Germs are always waiting Access to the Internet to play the video: goo.gl/rbVUBb ; germ advertisement; printed copies of the Learner Activity worksheet.		
Teacher preparation before starting		
Study the lesson plans prior to the lessons and ensure you have all the resources required for the lessons. Familiarise yourself with content for the two lessons before the lesson starts. Watch the YouTube videos mentioned in the 'Resources needed' section of this Educator Guide and decide which of them to incorporate into your lesson. Print sufficient Learner Activity worksheets.		



Section B

Senior Phase

Grade 7

Teaching the Learner Activities

Learner Activity 1: Types of Germs

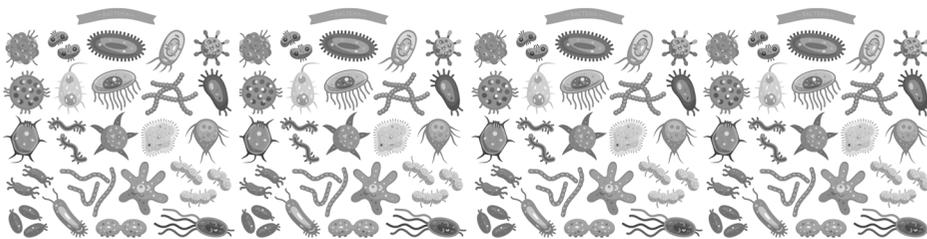
Germs are so small that you cannot see them, and they can be found almost everywhere. There are many types of germs, including bacteria and viruses. Some bacteria and viruses cause illnesses and diseases. Some are naturally occurring and do not make people sick and may be beneficial to people's health. Examples of beneficial bacteria are ones used to make yoghurt and cheese. People also have beneficial bacteria in their intestines or stomach that help them digest food. Some illnesses and diseases that are caused by bacteria and viruses can be harmful. Some examples of illnesses and diseases caused by bacteria and viruses are: pink eye, pneumonia, food poisoning. Washing hands with soap, like Dettol, and water removes germs from your hands. Washing your hands properly and often can prevent the spread of many illnesses and diseases.

Introduce the lesson

- a) Introduce the lesson by playing the video to the class: goo.gl/o4bq45
- b) Explain what germs are and discuss the 4 different types of germs: Bacteria, Viruses, Fungi, and Parasites.
 - i. **Bacteria** are one celled organisms that are only seen through a microscope. Some bacteria cause diseases like strep throat, tuberculosis, and urinary tract infections. Most bacterial diseases can be cured with antibiotics.
 - ii. **Viruses** are reproducing organisms. Viruses reproduce by invading healthy cells in your body and hijacking them and changing how the cells work. Viruses are responsible for causing many diseases such as: AIDS, the common cold, the Flu, and chickenpox.
 - iii. **Fungi** comes in all shapes and sizes. Fungi are a group of living organisms, classified in their own kingdom. Candida is an infection that can be given to people and it is caused by yeast which is a type of fungi, this is usually called a yeast infection. Other examples of fungi infections are athlete's foot and ringworm.
 - iv. **Parasites** are harmful and can cause diseases such as giardia, malaria, and toxoplasmosis. This single celled organism invades the human body by multiplying easily which is why they have a great advantage against humans. Parasites can be contagious and can be transmitted through sharing food, or even touching the person that has it.
- c) Instruct learners to create a table in their workbook and list the different germs and how they make you sick.
- d) Tell learners they will be making their own germs.

Activity: Creating your own germs

- Materials needed
- 2 cups flour (500 ml)
- 1 cup salt (250 ml)
- 1 tablespoon oil (15 ml)
- 1 cup hot water (250 ml)
- Food colouring, paint
- Toothpicks
- Explain that bacteria and viruses are the most common germs that cause illnesses and diseases
- Have learners mix modelling compound from the ingredients listed above and create their own bacteria and virus shapes based on those from a picture like this:



- a) Discuss how bacteria, although they are so small they cannot be seen, can be all over hands and under the fingernails just like the modelling clay.
- b) Learners will then present their germ product to the class and describe: what germ it is; how it affects the body and examples of illnesses.
- c) Explain that practising healthy habits stop the spread of germs. List the ways like washing hands; coughing and sneezing into your elbow; not sharing personal items (toothbrush, towels, or razors); staying at home when you are sick
- d) Have learners demonstrate the proper handwashing technique when washing off the modelling clay.
 1. Rub your palms together.
 2. Rub your fingers and palms and the space in between them.
 3. Rub your fingers and thumbs.
 4. Rub your nails and palms.
 5. Rub your thumbs in your palms.
 6. Rub your fingers in your palms.

Complete the Learner Activity

Learners can then complete the Learner Activity worksheet.

Learner Activity 2: Germs are always waiting

Introduce the lesson

- a) Introduce the lesson by playing the video: goo.gl/rbVUBb
- b) Recap with learners about what they know about germs and bacteria. Lead a discussion that focuses on introducing bacteria, where they are found and how they can be transferred and prevented. Discuss how food can become contaminated with bacteria due to poor handling and storage. These bacteria in food can cause food poisoning. Explain that the bacteria don't put poison in your food; but when the bacteria multiply, they can get to the point where there are too many of them for your body to fight. If you eat contaminated food and get sick, that's called food poisoning.
- c) Explain that harmful germs can be transferred from food to people, from people to food, or from one food to another. These germs can grow quickly at room temperature and are usually invisible. So, food may look fine but still not safe to eat. Bacteria are all around us, so mild cases of food poisoning can happen quite often. However, serious cases of food poisoning can be very dangerous, especially for small children and older people. Generally, foods from animals, and unwashed vegetables and fruit all contain germs that can cause food poisoning.
- d) Ask learners if they know what the most common sources of food poisoning are. Answer: Meats, chicken and turkey, eggs, milk and shellfish.
- e) Discuss that one of the best ways to prevent food contamination and food poisoning is by washing your hands. Proper handwashing before and after handling food is one easy way to help ensure that your food is safe. Bacteria are found all around us but, if our food is not handled with clean hands, it can contaminate our food.
- f) Tell learners that they will be creating an advertisement about germs. Engage in a brief discussion about their experiences with and the effects of advertising.
- g) Ask them if they can remember any good adverts. What makes these advertisements memorable? Ask if they think advertisements influence their personal interests?
- h) Explain that advertisers very carefully construct their adverts to make them memorable and appealing to consumers, and that the ways in which they try to convince them to buy products are like the ways they have been taught to write persuasively, using certain techniques and aiming toward an audience.



Section B

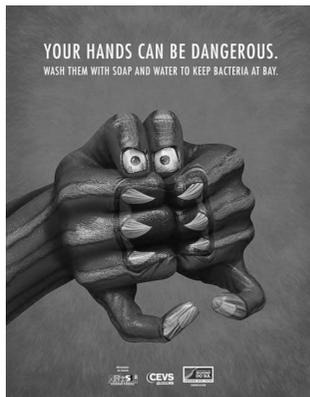
Senior Phase

Grade 7

- i) Show the class the advertisement about germs and ask the following questions:
 - What is the first thing that grabs their attention about the advert?
 - Is there a catchy slogan?
 - How do they feel about it? (emotion)
 - What is the ethos?
 - Is the copy short and to the point?
- j) Discuss the visual elements
- k) Is there a preventative measure included in the text?
- l) Explain that adverts need to appeal to the target audience and language should be persuasive.
- m) Learners should now design their own advert that explains that germs are all around us – they should include a preventative measure.

Complete the Learner Activity

Learners can then complete the Learner Activity worksheet.



<http://www.onlinemastersinpublichealth.com/powerfully-creative-hand-hygiene-ads/>

Assessment

Refer to the Resource Section for the Assessment Rubric.

Teacher reflection

Is there anything you would do differently if you taught this unit again?



Types of Germs

Name:..... Date:.....

What do we know about germs? Germs, also known as pathogens, are microscopic organisms that can cause illness and infections if they get into our bodies. The most common types are:

- Bacteria (e.g. Salmonella which can cause food poisoning)
- Viruses (e.g. Rhinovirus which causes the common cold)
- Fungi (e.g. Trichophyton which can cause athlete's foot)
- Parasites (e.g. Giardia Intestinalis which can cause diarrhoea)

Viruses are smaller than bacteria and need living hosts such as people, plants or animals to multiply. Germs can spread to the hands by sneezing, coughing, or rubbing the eyes and then can be transferred to other people. Washing your hands with soap and water can help prevent illnesses like the common cold or eye infections.

Common sources of germs in the home are:

- Contaminated food and water
- Regularly touched surfaces like doorknobs, taps, TV remotes and telephones
- Cleaning and waste areas like bins, sinks and toilets
- Household waste like used or expired food, used tissues and soiled nappies
- Cleaning items like cleaning cloths, sponges and dirty toothbrushes
- Pets and other animals like rodents and flies
- Other people



1. Answer the following questions:

- a) Germs are also known as _____
- b) What is the meaning of "microscopic"? _____
- c) What microscopic organism causes athletes foot? _____
- d) What is the difference between bacteria and a virus? _____
- e) Name three ways that germs are spread _____
- _____
- f) How can germs be prevented? _____
- g) What is meant by the word 'contamination'? _____



Section B

Senior Phase

Grade 7

Germs are always waiting

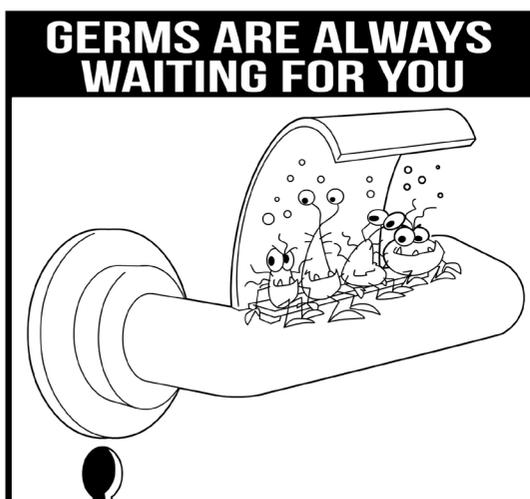
Name:..... Date:.....

We know that germs are all around us and that they are spread by contaminated food and water, surfaces like doorknobs, taps, TV remotes and telephones, cleaning and waste areas like bins, sinks and toilets, pets and other animals like rodents and flies and other people.

1. Look at the example advert below.
2. Create an advert that will explain to your schoolmates that germs are all around us – your advert needs to include a preventative measure.

Remember an advert should:

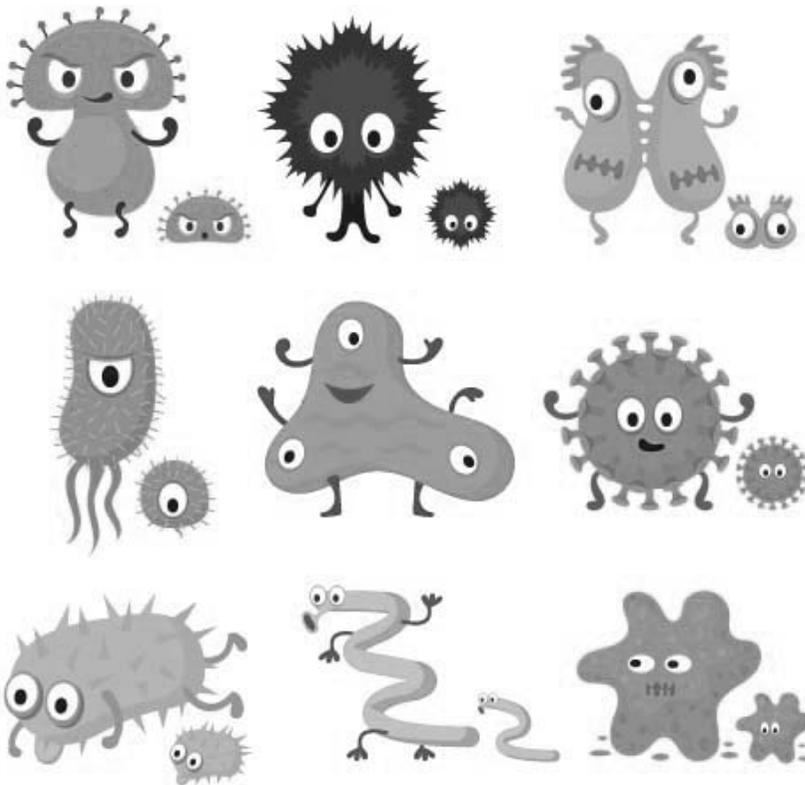
- Have a catchy slogan
- Appeal to the target audience
- Have copy that is sharp and to the point
- Have a purpose, target group and context
- Include thought on word choice and sentence construction
- Have visual elements such as font types and size, headings, symbols and colour
- Use persuasive language
- Focus on process writing:
 - o Planning
 - o Drafting
 - o Revision
 - o Editing
 - o Proofreading and presenting



Assessment Rubric:

Assessment	
Rating code	Description of competence
7	Outstanding achievement
6	Meritorious achievement
5	Substantial achievement
4	Adequate achievement
3	Moderate achievement
2	Elementary achievement
1	Not achieved

Grade R
Learner Activity 1: Find the hidden germs



<http://freedesignfile.com/173202-funny-cartoon-bacteria-and-virus-vector-10/>



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