

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

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 <ul style="list-style-type: none"> Health and environmental responsibility 		
Objectives		
The learners will be able to: <ul style="list-style-type: none"> 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/ZEMwSk ; 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 <ol style="list-style-type: none"> Begin the lesson by asking learners what they already know about germs. Play the video about germs: goo.gl/oWG1Fq 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

Educator Guide

- 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

- e) Ask learners if they know how we can prevent food poisoning and delay food spoilage.
- f) Let the class brainstorm some ideas:
 - 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
- 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.
- h) Read the story called "How Dad got sick" to the learners: goo.gl/e1gTpG
- i) Ask the learners:
 - 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.
- 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).
- k) Once the learner has answered correctly, they can throw the ball to another learner.
- l) Question guideline:
 - 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

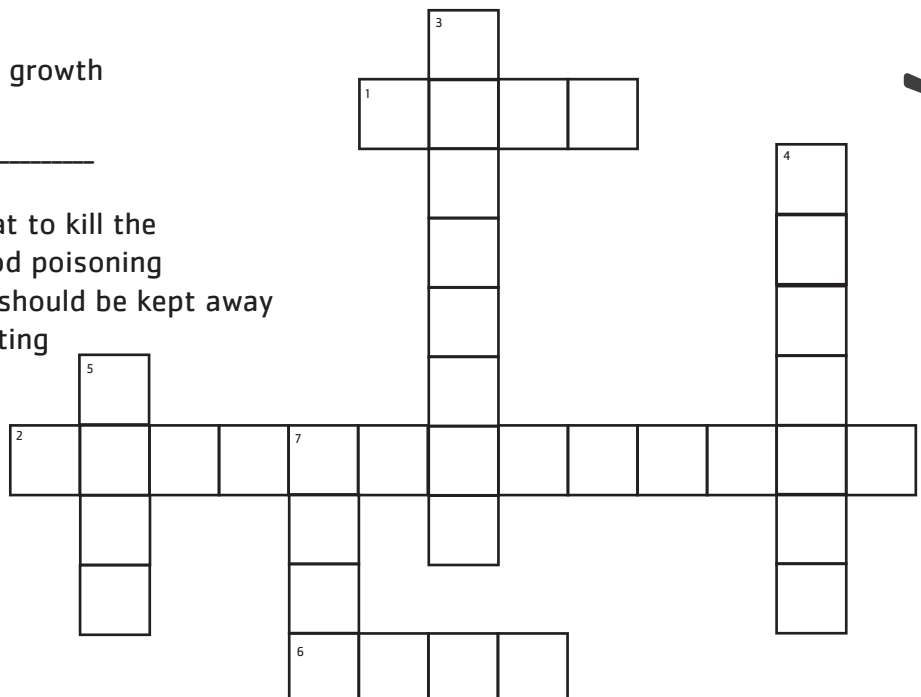
1. Complete the crossword below

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



Learner Activity 1



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?

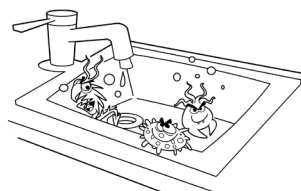
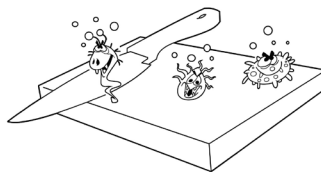
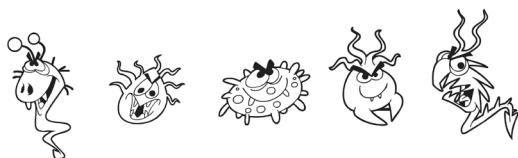
1. Find the hidden words in the word puzzle to find out where germs are found in a kitchen.

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? _____



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



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