

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 Senior Phase Grade 7

Educator Guide

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">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 diseasesAnalyse 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

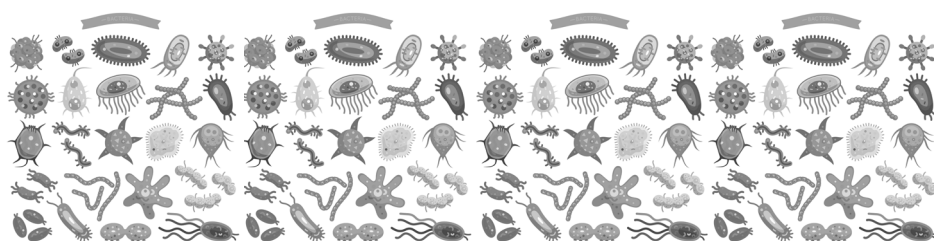
Germs are so small that you cannot see them, and they can be found almost everywhere. There are many types of germs, including bacteria and viruses. Some bacteria and viruses cause illnesses and diseases. Some are naturally occurring and do not make people sick and may be beneficial to people's health. 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.

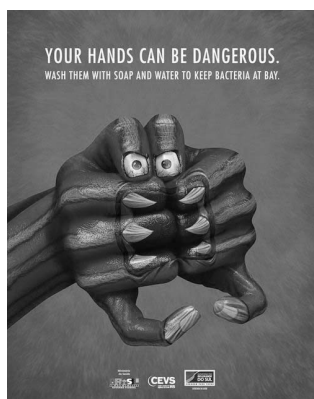


Section B Senior Phase Grade 7

- 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

*Germ*s are always waiting

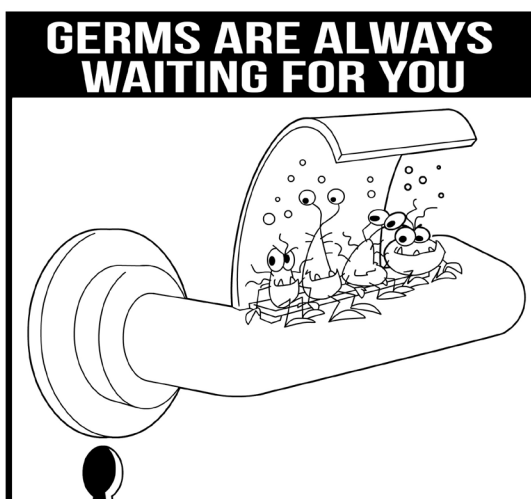
Name:..... Date:.....

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



Notes



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