



PERSONAL HYGIENE LESSON “*Scrubba Bubba*” Second Grade

WELCOME!!

MORE HEALTH is going to look a little different this school year. We are very excited to continue to offer you our health and safety lessons via a live virtual platform. Our instructors have been preparing and working hard to bring you the fun, interactive, and engaging lessons you have come to expect and rely on for over 30 years. Because things will look a little different this year, I urge you to read through this pre-packet thoroughly. As always, if you need further assistance please don't hesitate to reach out to us directly. Along with this pre-packet, you will find the necessary materials you will need to assist in student learning. **If you would like to access this pre-packet virtually, use the instructions below.**

Online Teacher Resources

- **The MORE HEALTH website is equipped with a classroom Teacher section.** In this section you have the capability to access pre and post-visit activities, vocabulary words, and in many cases pre and post-visit videos. **Books will not be sent for the school year 2020-2021.**
- **To access Teacher section - visit morehealthinc.org,** The teacher section is located on the top of the home page. Click on “teacher” and find the MORE HEALTH lesson you need.
- **Password: resources**

Take Home Materials for Students

- Parent Letter
- MORE HEALTH Newsletter
- Personal Hygiene Word Search

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Pre-Visit Activities

1. Review the enclosed Vocabulary. Students do not need to have a working knowledge of the words, but rather a beginning familiarity.
2. Follow the directions on the cover page to access the video: *Germ Smart: How to Wash Your Hands*: (5:05 minutes) https://www.youtube.com/watch?v=3e_B5dtAAfc

Suggested Post-Visit Activities

1. Gather items used for healthy habits on a tray (suggested items: comb, brush, toothbrush, toothpaste, dental floss, nail clippers, nail brush, emery board, bar of soap, wash cloth, towel). Discuss with the students which items can be used together and describe how they are used.
2. Make reminder posters for strategic places at school: a flush poster over the toilet, hand-washing poster by the sink, a tissue disposal reminder near the trashcan, etc.
3. Visit www.headlice.org for interactive learning activities.
4. Show how germs grow. With clean hands, put a slice of white bread into a plastic zip lock bag. Using a hand covered with soil, put a slice of white bread in another bag. Label each and place on a shelf. Check the progress of mold growth each day. Does the slice touched with dirty hands grow mold more quickly?
5. **Recommended reading (NOT REQUIRED):** Read to the class one of the following suggested books: What’s Bugging Nurse Penny? by Catherine Stier or The Berenstain Bears Come Clean for School. Give them a chance to identify the author’s purpose in writing. Students can look for a persuasive message being given. Finally, students could use this reading to make a report or conduct an interview about personal hygiene.

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Vocabulary

1. **antibody** _n a chemical substance that can kill or stop the growth of germs; cannot kill viruses
2. **bacteria** _n microorganisms that are shaped like a rod, sphere, or spiral; many are harmless, but some cause infection and disease
3. **bath** _n a washing of the body with water and soap
4. **deodorant** _n a solid, liquid, spray or gel used on the body to stop body odor
5. **disease** _n a specific illness
6. **germs** _n microorganisms such as bacteria and viruses that may cause illness, infection, and disease
7. **healthy** _{adj} being well in body and mind, freedom from sickness
8. **hygiene** _n ways to keep the body clean and healthy
9. **infection** _n redness, pain, swelling, and warmth caused when germs enter the body
10. **immune system** _n the body’s special defenses to fight off germs and infections
11. **lice** _n small insect pests that live in the hair or on the skin of human beings and other animals and sucks their blood.
12. **microorganism** _n a living cell that is so small it can only be seen under a microscope
13. **microscope** _n an instrument that helps a person see something very small by making it appear large
14. **plaque** _n colorless, soft, sticky film of germs that forms on the teeth with regular eating
15. **viruses** _n microorganisms that are much smaller than bacteria; they cause illness and disease when they enter cells in your body

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Goal:

1. Students will know personal hygiene behaviors that influence individual well-being.

Objectives:

1. Students will be able to define personal hygiene and identify ways to keep neat and clean.
2. Students will be able to differentiate between bacteria and viruses.
3. Students will be able to describe how germs are spread and how to stop them from spreading.

Standards:

The student will...

- HE.2.C.1.1 identify that healthy behaviors affect personal health.
- HE.2.C.1.2 recognize the physical, mental/emotional and social dimensions of health.
- HE.2.C.1.3 describe ways a safe, healthy home environment can promote personal health.
- HE.2.C.1.6 determine when it is important to seek health care.
- HE.2.C.2.1 describe how family rules and practices influence health behaviors.
- HE.2.C.2.2 describe how friends’ health practices influence health behaviors of others.
- HE.2.C.2.3 describe how the school and community influence health behaviors of children.
- HE.2.C.2.4 explain the ways that rules make the classroom, school, and community safer.
- HE.2.B.3.2 select trusted adults and professionals who can help promote health.
- HE.2.B.4.1 demonstrate healthy ways to express needs, wants, feelings, and listening skills to enhance health.
- HE.2.B.5.1 differentiate between situations when a health-related decision can be made individually or when assistance is needed.
- HE.2.B.5.2 name healthy options to health-related issues or problems.
- HE.2.B.5.3 compare the consequences of not following rules/practices when making healthy and safe decisions.
- HE.2.B.6.1 establish a short-term personal health goal as a class and take action toward achieving the goal.
- HE.2.P.7.1 demonstrate health behaviors to maintain or improve personal health.
- HE.2.P.8.1 support peers when making positive health choices.

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- LAFS.2.RI.2.6 identify the main purpose of a text, including what the author wants to answer, explain, or describe.
- LAFS.2.RI.3.8 describe how an author uses reasons to support specific points in a text.
- LAFS.2.L.2.3 use knowledge of language and its conventions when writing, speaking, reading, or listening.
- LAFS.2.L.3.4 determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly for an array of strategies.
- LAFS.2.W.1.2 write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.
- LAFS.2.W.3.8 recall information from experiences or gather information from provided sources to answer a question.
- LAFS.2.SL.1.2 recount or describe key ideas or details from a text read aloud or information presented orally or through other media.
- LAFS.2.SL.1.3 ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.

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