**Content Area:** Communicable and Chronic Diseases

**Grade Level:** 1st Grade

**Creative Title:** Stop Those Germs!

**Health Education Standards (write them out fully):** NHES 1: Students will comprehend concepts related to health promotion and disease prevention to enhance health.

NHES 6: Students will demonstrate the ability to use goal-setting skills to enhance health.

NHES 7: Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.

**Performance Indicators:**

-Name types of germs and tell how they spread.

- Make a health plan to prevent the spread of germs in your family.

**Health Goals/Skills:** I will protect others and myself from germs.

**Materials :**

-5 or more different colored glitters

-Chalk

-Exit Tickets

-Rubric for student plans

**Curriculum Infusion:** Music Studies

**Health Literacy:** Responsible Citizen

**Motivation:**

1. Get the students all settled in their seats(desks are arranged into 'teams' of four to make group work easier and less of a hassle). Ask the class what their definition of a germ is and how they think germs spread. Have each group write down their answers on a sheet of paper and pass it up front. Then call on a small handful of students to hear their answers and get a general idea of what the class already knows.

2. After a few students give their answers, write the definition of a germ on the board (a microorganism that causes disease). Give the students some examples like, a virus which gives you the flu or a germ that just gives you a cold. Once we've defined a germ, go back and ask a few students how they thought germs spread. Then under your germ definition, write down the ways germs spread (through the air in coughs and sneezes and through touch).

2. After this quick discussion, give each team of desks a colored tube of glitter (each teams color should be different). Have each student put just a few drops of their colored glitter on the inside of their hand. Then have the students go about their normal class, for about 10 minutes, trying their best to ignore the glitter.

3. During these 10 minutes have the students get up and move around the classroom, make sure there is a lot of interaction between the students. After the 10 minutes call students back to their seats. Have them carefully look at how many new colors of glitter are on their hands now. Ask the students what this activity helped to demonstrate. Hopefully you will get a response along the lines of, 'how easily germs spread' or simply 'how germs spread'.

4. Before students begin washing the glitter off their hands, teach them the proper way and time to wash their hands. Students should scrub their whole hand for at least twenty seconds. To judge this time have the students sing the Happy Birthday song to themselves two times through. Only after the two songs are complete should they rinse and dry their hands.

5. After the students get settled back down with clean hands, have them brainstorm ways to stop the spread of germs. Once they have a good plan of how to stop the spread, have them put their brainstorming into a better structured plan. Their plan should focus on stopping the spread of germs at home. Their plan should be at least one page and include three ways to stop the spread of germs at home.

**Evaluation:**

Before the students leave, each one must complete the exit ticket that is handed out in the last five minutes of class.

**Exit Ticket**

NAME:\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. What is a germ?

Small organism that causes disease or sickness

2. Name two ways that germs can spread.

Through the air and by touch

Bonus: what are some ways to prevent the spread of germs besides washing our hands? \*hint: think about the ways we said they spread\*

Covering our coughs and sneezes

Cleaning door knobs and other frequently touched surfaces

**Rubric**

|  |  |  |  |
| --- | --- | --- | --- |
| **Criteria** | **10-7 points** | **6-3 points** | **0-3 points** |
| One Page Plan | Full one page | Half a page to three fourths of a page | Under half a page |
| Includes 3 ways to stop germs | Includes three ways | Includes only two ways | Only includes one way |
| Grammar (capitalization and punctuation) | Properly used throughout whole paper | Properly used throughout most of the paper | Hardly used throughout the paper |