

Teacher's Notes

UNIT 2 Tiger values – Wash your hands!



Type of activity: whole-class and individual work

Focus: listening and speaking skills

Active language: numbers, *clean, dirty, germs, wet/dry your hands, apply soap, rub your hands together, rinse the germs away, This is the way we wash our hands to make them nice and clean.*

Level: beginners, Grade 1

Time: 45 minutes

Materials:

- flashcards attached to the Teacher notes, Tiger puppet (from Tiger values Lesson 1 *Polite words*)
- Student's Worksheets 1, 2 and 3 – one copy for each pupil
- masking tape, scissors, (optional) glue

Procedure:

1. Say *Hello* and shake hands with the pupils sitting at the front. Ask the pupils to greet and shake hands with the classmates sitting beside them. Explain in L1 that because we all shake hands and touch the same objects around us, it is everybody's responsibility to wash their hands regularly. Elicit that dirty hands spread dirt and germs that cause illnesses. Explain that today's lesson is about how to wash our hands.
2. Show a flashcard of a clean hand and say: *clean*. Say the word several times in a different manner, e.g. whispering or singing. The pupils repeat the word in the same way. Repeat the procedure with the flashcard of a dirty hand.
3. Put the flashcards on the board separately. Point to and name different areas and objects in the classroom, e.g. *floor, board, window, apple*. The pupils say: *clean* or *dirty*, depending on the state of the objects, and point to the correct flashcard.
4. Explain in L1 that we can see dirt, but even if something looks clean, it can be covered in germs. Hand out the copies of Student's Worksheet 1 and say: *These are germs. Colour and cut out the germs*. When the pupils have completed the task, ask them to use masking tape to attach one germ to each part or piece of furniture that they have touched in the classroom today. Set a time limit of 3 minutes. Point to the objects with the most germs and count the germs aloud in English together with the whole class. Ask: *How many germs are there on the (board)?* The pupils answer, e.g.: *Five germs*.
5. Explain in L1 that the objects touched by many people are covered in germs. That is why we should wash our hands after visiting public places. Elicit other situations when we need to wash hands: before cooking/eating, after using the toilet/playing games/playing with pets/blowing our nose.
6. Name the five steps of proper hand washing and mime the actions:
 - 1) *Wet your hands* (mime turning on the tap and placing your hands under running water),
 - 2) *Apply soap* (mime squeezing liquid soap out of a dispenser onto your hands),
 - 3) *Rub your hands together* (rub your hands together, also between your fingers),
 - 4) *Rinse the germs away* (mime rinsing your hands under running water),
 - 5) *Dry your hands* (mime drying hands with a towel).The pupils mime the actions together with you. Then say the phrases and the pupils mime the actions. Next mime the actions and the pupils call out the corresponding phrases.
7. Show the class the Tiger puppet and play *Tiger* says. The pupils respond to your instructions only when you say *Tiger* says first. Say: *Tiger says: Apply soap!* The pupils mime the correct action. Say: *Dry your hands!* The pupils do not move. Repeat several times. A volunteer can then continue to give instructions.
8. Sing the *Wash our hands* song (lyrics below) and mime the five stages of hand washing. The pupils mime the actions together with you. Repeat the song, asking the pupils to sing and mime. (tune: *Here We Go Round the Mulberry Bush*)

*This is the way we wash our hands,
Wash our hands,
Wash our hands.
This is the way we wash our hands
To make them nice and clean.*

Tell the pupils to sing the song twice whenever they wash their hands, as this is how long the procedure should last.
9. Hand out the copies of Student's Worksheet 2. The pupils point to the pictures and name the actions. Then the pupils put the pictures in the correct order. Check the answers by saying numbers 1–5 in turn. The pupils call out the correct actions.

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10. Give out the copies of Student's Worksheet 3. Explain that the pupils are going to prepare a poster on how to wash our hands. Read out the captions. The pupils can either draw their own illustrations or cut out the pictures from Student's Worksheet 2 and stick them on the poster in the correct order. The pupils can hang the finished posters in their bathroom at home.
11. Review the lesson by eliciting in L1 when and why we need to wash our hands. Then ask the pupils to mime and describe in English how to wash your hands. Finally, the pupils sing the *Wash our hands* song.

Extension

The pupils make a poster for the classroom with pictures of situations after and/or before which we should wash our hands (see examples in Point 5 above).



