

Keeping clean and taking care of myself



Safe learning environment

To support a safe learning environment for this lesson

- Read the *Preparing to deliver Growing up with Yasmine and Tom* section of this resource and consider as appropriate.
- Ensure that any objects used are as gender neutral as possible.
- Consider any pupils who have physical or medical conditions that make some self-care activities more challenging, such as toileting, and be sensitive to how you will talk about this in an inclusive way.
- Some anxious children may become fixated with cleanliness and the removal of germs. Take care to give the message that it is fine for our bodies to come into contact with dirt and germs, and that it is often a necessary part of everyday life.
- Reflect on the needs of the class and make changes to this lesson plan to meet these needs.
- Brief support staff to ensure they use language and promote values consistent with this lesson (and those of the school community).
- Reflect on and develop responses to questions that could be asked by pupils.



Resources required

- **Worksheet E: Items to help clean!**
- Interactive whiteboard resource: Keeping clean.
- A range of objects used for keeping our bodies clean and taking care of them, such as: toothbrush, hairbrush, nit comb, face cloth, sponge, nail scissors, towel, sun hat, sun cream and plasters.
- Picture cards showing a range of tasks about keeping clean.
- Book - *Why Do I Have To ...: Keep Clean?* by Kay Barnham can be purchased from FPA.



Aim of lesson

- To develop an awareness of and take increasing responsibility for taking care of their own needs.



Learning outcome

- Pupils can name the objects that are used to help keep someone clean and healthy.
- Pupils can explain why it is important to keep clean.
- Pupils can describe which things they can do for themselves to look after their body and which things they are learning to do.



Key questions

- Why do we need to keep clean?
- What different things do we do that help to look after our bodies?
- What can we do for ourselves now that we are more grown up?
- What will you learn to do for yourself soon?

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Differentiation

- Some children may need prior learning to help them to prepare for engaging in the lesson confidently, so that they can talk about what they can do for themselves.
- Some higher attaining children will be able to explain what happens to your skin or body if germs are allowed to remain.



Introduction to lesson and baseline assessment

- Recap and display the *ground rules* that were agreed by the class and will be revisited during each lesson to ensure that everyone feels safe and valued in these lessons. These could include: listen respectfully; join in and help others to join in; there are no wrong answers; you have the right to pass; it's OK to disagree; it's OK to change your mind; be careful with what you share; you might want to share private and personal information with a trusted adult only.
- Recap the learning so far. Ask: what have we learnt about Yasmine and Tom's families, friendship and their bodies?
- Issue each pupil, pair or small group a keeping clean baseline sheet. Ask pupils to imagine they are explaining to an alien about keeping clean, what people use and why it's important and write and draw things in response to the alien's questions. (Pupils could select from pre-made images and stick onto their sheet if required). This activity can be used to assess understanding at the beginning of the lesson and to inform planning. Put this to one side until the end of the lesson.
- Briefly outline what the children will learn in this lesson. Ask: What do we need to remember to help keep everyone safe and valued in this lesson? (See above)



Activities

- Use the Yasmine and Tom interactive resource 'Keeping clean' to sort pictures of objects that help keep us clean and those that belong in a school bag.
- Children sit in a circle. Draw around one child's body on a large roll of paper. Play 'what's in the bag?' Children take turns to select an object from a bag of items that help to look after our bodies (see list above). Can the children name it and explain what it is for? Place the object on the body outline to show which bit of the body it looks after. Repeat until the bag is empty.
- Ask *talk partners* to discuss each item's job, explaining why it is important for keeping bodies clean and healthy? Ask children to feedback their responses and ideas. Expand on their answers correcting any misconceptions.

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Plenary and endpoint assessment

- Have picture cards showing a range of tasks about keeping clean and healthy. Ask *talk partners* to discuss and feedback: which of these activities do you think Yasmine and Tom can do for themselves? Which are they still learning to do? Ask *talk partners* to discuss which of them they can do for themselves and which they are still learning to do? Ask children to feedback and ask them to think about a skill they could develop for themselves.
- Read a story about keeping clean.
- Revisit the baseline activity from the start of the lesson and add to or correct the information recorded.



Embedding learning

- The children could make a poster including an outline of a body with drawings and labels for the different tasks for keeping clean.
- Home task: to learn one more skill in keeping clean and healthy.



Additional resources to support learning

- Read Why Do I Have To ...: Keep Clean? by Kay Barnham.
- Use a reputable website such as the NHS one to explore further how to wash hands properly. [How to wash your hands - NHS \(www.nhs.uk\)](https://www.nhs.uk) *
- School nurses may be able to support learning in this area.

* FPA referral does not mean external resources and links are approved by the PSHE Association.