


ADAPTED							GRADE 2						
Lesson	Topic	Content Learning Objective(s)	Lesson Activity	Life Skills Learning Objective(s)	Academic Standard Connections	Health Standards							
Welcome to the Kitchen! Hand Washing 	Personal and Community Life Skills (CLS and PLS) Food Preparation (FP)	FP.2.1 Demonstrate ability to properly handle, wash and prepare fruits and vegetables.	Engage students by asking them “how clean are your hands?” Have students go to corners of the room that describe how clean their hands are. Then, have students rub their hands with Glow Germ. Place students in groups and have them wash their hands for 10 seconds, 30 seconds and then 1 minute. Have students observe their hands for differences after each washing. Then, have each group discuss the importance of washing hands when in the kitchen and in daily life.	CLS.5 Students participate in the development of agreed upon protocols and behaviors for the garden and kitchen environments.	CCSS.ELA-LITERACY.SL.2.1 Participate in collaborative conversations with diverse partners about <i>grade 2 topics and texts</i> with peers and adults in small and larger groups.	National Health Education Standard 7: Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.							

Note: This lesson was adapted from **Grade 2 Kitchen Lesson #1: Welcome to the Kitchen!**, pg. 288.



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WELCOME TO THE KITCHEN

HAND WASHING EXPERIMENT

Kitchen



MATERIALS

- Black light or ultraviolet light
- Sink
- Pen/crayons
- Towels
- Powder or gel that simulates the presence of germs on students' hands.

ADAPTED

GRADE 2 | SCHOOL PARTNER
LESSON PLAN

These products are commercially available:

- Glo Germ
- Germ Juice
- GlitterBug (Brevis)

PROCEDURE

1. Have students develop a chart that will help them score how clean their hands are. Divide a piece of paper into four sections. Trace the outline of a hand in each section. Now have students use pens or crayons to shade their idea of completely dirty, very dirty, dirty, and slightly dirty. Label the completely dirty hand as +++, the very dirty hand as ++, and so on. Use a minus sign (-) to represent "completely clean." For consistency, choose one or two students to act as the judge. Other students can act as recorders.
2. Have students construct a data table to record their results.

Washer	Washing Time in Seconds				
	0	5	10	15	20
Student 1					
Student 2					
Student 3					
Student 4					
Average					

3. Spread some of the germ-simulating powder or gel on a student's hands. Spread it evenly over both hands, including the backs of the hands and the skin next to and under the fingernails. Allow hands to dry completely (this should take a minute or two). Then place the student's hands under the black or UV light.



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4. Under the light, the “germs” will show up. Have students use the chart to determine the cleanliness of the washer’s hands. Enter it on their data table. Label this “0 seconds.”
5. Have the student wash hands for five seconds. Stop and check the cleanliness of the hands under the black or UV light. Record this as “5 seconds.”
6. Have the student wash hands for five additional seconds. Stop and check under the black or UV light. Record this as “10 seconds.”
7. Repeat the procedure twice more, for 15 and 20 seconds. Each time, have students record the level of cleanliness.
8. Change roles and repeat the activity until everyone (including the judges) has had a turn being the hand washer.
9. Have students graph their results. Put the time on a horizontal line going across the page. Mark every number between 0 and 20 seconds. Put the average cleanliness scores on the vertical line.

Washer	Washing Time in Seconds				
	0	5	10	15	20
Maria	++++	+++	++	+	—
LaToya	++++	+++	++	+	—
James	++++	++++	+++	++	+
Jacob	++++	+++	++	+	—
Average	++++	+++	++	+	—



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