



Thinking Skills

Ages 5-8

Total Time: 2 Hours

PART 1: Ice Breaker

PART 2: Taking Care of Your Body

PART 3: Appreciating Your Body

PART 4: Follow-Up Activities

ANNEXURE 1: Teeth Brushing Activities

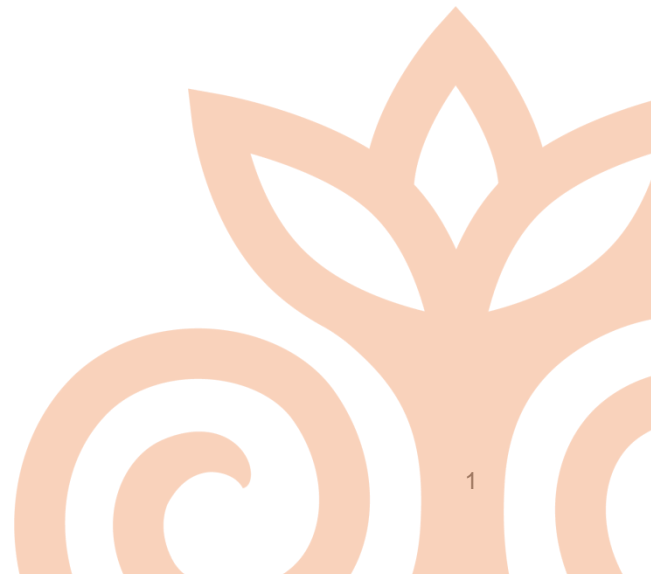
ANNEXURE 2: I Like ...

ANNEXURE 3: Evaluation

ANNEXURE 4: "I am a Star"

ANNEXURE 5: Sample Drawing

ANNEXURE 6: Private Parts are Private





Part 1: Ice Breaker

Time:

10-15 Minutes

Objective:

Participants will take part in an ice breaker activity to become energized and get ready for the session.

Materials:

(Depending on Option Selected)

Option One:

- Video: <https://www.youtube.com/watch?v=ZanHgPpri-0>

Option Two:

- None

Techniques:

- Ice Breaker

TRAINER INSTRUCTIONS:

1. Explain that the topic for today's session is "taking care of your body." Choose one of the icebreaker activities below to get the children to begin thinking about their bodies.

Option One: Head, Shoulders, Knees and Toes – Invite the children to sing the song and point to that body part for each word. Play the video as an example. You will need to start slowly, but can go faster once all children can follow.

Option Two: Hokey Pokey – Lead a game of hokey pokey with the children to begin discussions about their bodies.



Part 2: Taking Care of Your Body

Time:

1 Hour

Objective:

Participants will learn how to keep their body clean, healthy, and free of germs.

Materials:

- Flour or water
- Lotion
- Glitter
- Access to a sink, water, and soap
- Annexure 1: Teeth Brushing Techniques

Techniques:

- Group Activity
- Discussion

TRAINER INSTRUCTIONS:

1. Explain the concept of germs:
 - Germs are everywhere and they are so small you cannot see them. They're in the air, in food, water, on your body and on everything you touch.
 - Germs can make you sick.
2. Show how we transfer germs through the following activity:
 - Dip your hand in flour or water.

- Using that hand, shake hands with one child and ask that child to shake hands with another. They will all have flour/water on their hands just from the initial dip.
 - Then touch an object with the floured/wet hand and ask a child to touch that object where you touched it. They will pick up the flour/water too.
 - Explain that germs spread in a similar manner. Every time you touch something you are spreading or picking up germs.
3. Explain that coughing and sneezing also spreads germs. Cough/sneeze into the inside of your elbow or your handkerchief so you don't spread germs.

Tell the group that you can get rid of germs and stop their spread by washing your hands. For best results, wet hands, apply soap, lather, rub hands together for at least 20 seconds (sing happy birthday song twice), rinse and dry. Use clean towels or you will just be picking up germs from the towel. Wash under fingernails (nails are breeding ground for bacteria, germs live under nails and can transfer to eyes, nose, and mouth).

4. Demonstrate how long they need to wash their hands to remove germs through the following activity.
- This activity needs to be completed near a sink.
 - Have the children apply lotion to their hands.
 - Spill some glitter into the hands of a child and ask them to rub their hands together to distribute the glitter.
 - Then, instruct the child to wash the glitter off by placing their hands under running water. (It should be difficult for them to remove all glitter.)
 - Allow each child to have a chance to take part in the activity.
 - Explain that this activity helps them to see how long they need to wash their hands to remove germs.
5. Ask the group, "When is it important to wash your hands?" (Before eating, after toileting, after playing outside, after coughing or sneezing, etc.)
6. Ask, "What else is important to keep clean?" (Examples: Dishes, water supply, **your body and your teeth** – this leads to the next topic)
7. Explain that it is important to keep your body clean by taking baths at least once a day using soap, and washing your hair with shampoo at least once a week.
- One way to keep your body clean is to wear clean clothes. Change your clothes when they become dirty or stained, and wear clean undergarments every day.

8. Tell the children that germs also hide in your mouth and can harm your teeth and gums. Brush your teeth at least twice a day. Distribute Annexure 1 and discuss proper teeth brushing techniques. Ask the children to follow along and pretend they are brushing their teeth.
 - Explain that taking care of your body also means healthy eating (the next unit covers nutrition) and getting exercise. For safety reasons, always wear slippers outside to keep from getting injuries and parasites.



Part 3: Appreciating Your Body

Time:

30 Minutes

Objective:

Participants will learn to appreciate their body and recognize how important it is to take care of it since it does so much for them.

Materials:

- Annexure 2: I Like ...
- Crayons/Markers
- Annexure 3: Evaluation

Techniques:

- Group Discussion
 - Individual Activity
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TRAINER INSTRUCTIONS:

1. Tell the group that your body does so much for you every day. It is important that you take care of it and **love** it. Recognize all of the amazing things you can do because you have an amazing body.
2. Distribute Annexure 2 and go through the booklet with them.
 - Ask the children to think about what special things each body part does for them. (Since the drawing will take some time, go through the booklet with them completely before they begin drawing.)

- Start with the first page – I like my hands because... (For example, I like my hands because I can draw beautiful pictures with them.) Ask the children to brainstorm what their hands allow them to do.
 - Go through each page of the booklet, asking the children to brainstorm what that body part allows them to do.
 - Then invite them to draw pictures on the pages, illustrating the activities they enjoy doing with that body part.
 - Invite them to share their pictures with the group when they are finished.
 - The children may need to finish the book after the session depending on time limitations – it could be completed during a follow-up session.
3. Distribute Annexure 3 and invite the children to complete the evaluation form regarding this Unit.
- Explain that they are to circle the appropriate smile face for each part of the Unit, as well as for the Unit overall. (Circle the smile if they liked it, circle the straight mouth if it was ok, or circle the frown if they didn't like it.)
 - Briefly recap what was covered in each part so their memory is fresh when evaluating.
 - Solicit comments from the group and write them on the back of your form. The older children are welcome to write comments on the back of the form if desired. Instruct them to be as specific as possible in their comments.
 - Items to consider include:
 - Did you understand the topics covered? If not, what was confusing?
 - Was there enough time to cover the material?
 - Was the presentation interesting?
 - Were the handouts/power points helpful?
 - Gather the completed evaluations and include them in your trainer report.



Part 4: Follow-Up Activities

Time:

Varies by Activity

Objective:

Participants will review material learned through activities they will complete throughout the upcoming weeks.

Materials:

(Depending on Option Selected)

Option One:

- Paper
- Crayons / Markers

Option Two:

- Annexure 4: Star Poster

Option Three:

- Paper
- Crayons / Markers
- Annexure 5: Sample Drawing

Option Four:

- Annexure 6: Private Parts are Private

Techniques:

- Applying learning to daily life
-

TRAINER INSTRUCTIONS:

1. Explain to participants that these follow-up sessions are designed to give them the opportunity to review the material learned in the session.
2. Assign one of the options below for this first week. Additional activities will be assigned in the following weeks.

Option One: When Should I Wash My Hands? – Distribute the paper and markers/crayons. Invite the children to draw a situation in which they should wash their hands (eg, before eating, after playing outside, after sneezing, etc.). When all are complete, invite them to share with the group, and then create a larger poster by combining all drawings. Hang in a prominent place in the home.

Option Two: “I’m a Star” Poster – Distribute Annexure 4 and markers/crayons. Review the important hygiene related activities they learned in the life skills unit. (Wash hands, brush teeth twice a day, bathe once a day, shampoo once a week, wear slippers outside, etc.)

Ask the children to write their name on the top and color in the list of actions they will work on for the next week along the left side of the page. Then, every time they do that activity during the week, they draw a star in the square for that action. You may decide how you want to reward the children for their behavior, and you may want to extend this activity beyond one week.

Option Three: Germs, Germs, Germs! – Review the information on germs from the life skills unit and remind them how easily germs can be spread. Discuss ways that they pick up germs on their hands. (Door handles, chairs, desks, playground equipment, etc.) Ask the children to think about the many things they touched that day. Instruct them to trace their handprint on the paper. Then tell them to draw germs on the hand, labeling where their germs came from that day. (See example on Annexure 5.)

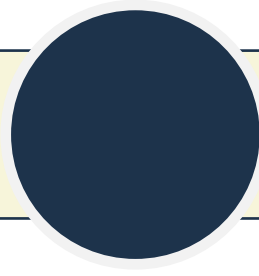
When finished, invite them to share their drawings with the group, and discuss ways to avoid picking up and spreading germs.

Option Four: Private Parts are Private – Note: this activity is taken from Miracle Foundation Child Protection Unit: Child Abuse Prevention for ages 5-9. This is a good time to review this material while children are focused on taking care of their bodies.

- Define “Private Parts” as our body parts covered by undergarments and blouses (genitals, buttocks, and breasts).
- Explain that the reason they are called “private parts” is that they are private to each of us. Someone else, either an adult or another child, should never touch your private parts. Although touching private parts can sometimes feel ok at the

beginning, this kind of touch is bad touch. When someone touches your private parts it can hurt your heart.

- State that sometimes a house parent, doctor or parent needs to touch your private parts if there is an injury, you need help bathing, or you need help dressing. However, even if this touch makes you feel uncomfortable it is important to tell an adult.
- Distribute Annexure 6 to each child and ask them to color in where their private parts are located (where undergarments and blouses cover). They can also color in the phrase, "Private Parts are Private!" and draw a happy face on the child.
- After the children are finished, ask if there are any questions.



Annexures

Caring For My Body

Ages 5-8

ANNEXURE 1: Teeth Brushing Techniques

ANNEXURE 2: I Like ...

ANNEXURE 3: Evaluation

ANNEXURE 4: "I am a Star"

ANNEXURE 5: Sample Drawing

ANNEXURE 6: Private Parts are Private





Annexure 1: Teeth Brushing Techniques

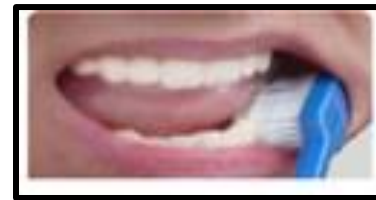
1. Squeeze a pea-sized amount of toothpaste onto a small, soft toothbrush.



2. Using small circular motions, gently brush the insides of your teeth. Make sure to jiggle along every tooth down to the gums.



3. Using a back and forth motion brush along the chewing surfaces of your back teeth (molars).



4. Using a small circular motion again, gently brush the outsides of your teeth. Make sure to brush all the way down to the gums.



5. Repeat steps 2-4 on your top and bottom teeth. Be sure to brush every tooth until they are nice and bright.



6. Don't forget to brush your tongue. Germs and bacteria can be found anywhere in your mouth, so include your tongue when brushing.

Remember:

- **Brush your teeth for 2 minutes every time so you can keep your smile bright!**
- **Brush your teeth at least twice a day – once after breakfast and again before bed.**



Annexure 2: I Like ...

I like my hands because...

I like my feet because...
















I like my eyes because...

I like my ears because...

I like my mouth because ...





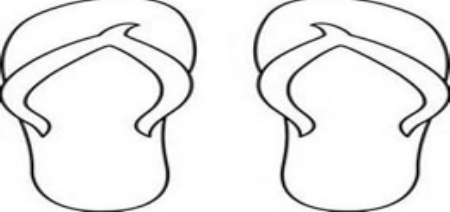


Annexure 3: Evaluation

Unit 11 – Caring for my Body	 Liked It	 It was OK	 Didn't Like It
Part 1: Ice Breaker			
Part 2: Taking Care of Your Body			
Part 3: Appreciating Your Body			
Overall Score			



Annexure 4: "I am a Star"

Name:	Sun	Mon	Tues	Wed	Thurs	Fri	Sat
							
							
							
							
							



Annexure 5: Sample Drawing

DESK AT SCHOOL



PLAYING BALL OUTSIDE



COUGHING/SICK



BATHROOM DOORKNOB





Annexure 6: Private Parts are Private

Private Parts are Private!

