God is Wise Teacher's Topic Guide Year 3

Topic: Hygiene and safety **Duration: 4 weeks**

Spiritual Awareness
Our bodies are temples of the Holy Spirit. Each individual is extremely valuable. It is therefore our responsibility to look after ourselves, to think ahead and act wisely for our own protection. Wisdom involves listening to others and obeying rules.

Values: Our response to 'God is Wise'
- **Integrity**: Ask God and find out from the Bible: What is the right thing to do? Put this into practice
- **Wisdom**: Learn from people who are wise
- **Trust** in God to be a guide for the journey of life
- **Responsibility**

Outcomes: Students will
- explain the basics of hygiene
- explain the importance of obeying safety rules
- explain the safety rules for preparing with hot food
- compare the health benefits of natural foods with junk foods / processed foods
- assess their own lifestyle for health and fitness; identify strengths and weaknesses

B**ible stories and passages**
Matthew 10:29-30; Luke 12:6-7 We are of more value than many sparrows.
Exodus 15:26; Deut 7:15 In obeying health laws, God promised to protect the Israelites from the diseases of the Egyptians.
Exodus ch 20 the Ten Commandments: God's people had to obey rules.
Exodus ch 16 God provided manna in the wilderness. Verse 17 tells us what happened when the people didn't obey the rules about collecting the manna.

Bible verses:
1 Corinthians 6:19-20 Don't you know that your body is a temple of the Holy Spirit?
Proverbs 4:20 & 22 Listen to my words. Remember them and keep them in your heart. They will give life and health to anyone who understands them.
Proverbs 16:16 It is better to have wisdom than gold or silver.
Proverbs 3:7-8 Never let yourself think you are wiser than what you are; simply obey the Lord and refuse to do wrong. If you do, it will be like good medicine, healing your wounds and easing your pains (GNB).
Luke 2:52 Jesus grew both in body and in wisdom (GNB).
Proverbs 19:20 Listen to advice and accept instruction, that you may gain wisdom in the future.

Key Questions
What is wisdom?
Why should we take care of our bodies?

Why does God want us to follow rules?
What rules can we make for keeping safe?
What rules can we make for keeping germs away from our bodies, (including teeth)
What rules can we make for keeping our bodies strong and healthy?

Activities

a) Safety

- Discuss times of feeling safe or unsafe.
- Suggest wise behaviour regarding relating to strangers.
- Devise a set of rules for safety for different situations - in the home, in the playground, on an outdoor adventure, at the beach, crossing roads, riding bikes.
- Make safety posters.

Safety in the kitchen
Conduct some cooking activities.
Preliminary discussion and activities:
What are some of the things we must remember when preparing hot food?
What other dangers might there be in the kitchen?
Why do we need to wash our hands before we start preparing food?
Why do we need to put some foods in the refrigerator? Which foods? What happens to foods when they are left out of the refrigerator?

Safety in the kitchen demonstration and game

Discuss potential dangers in working in the kitchen. Make a list and ask students to contribute, e.g.
DON'T

- don't leave saucepan handles hanging over the edge of the stove.
- don't pick up hot food with your hand.
- don't leave toys on the kitchen floor.
- don't run and play around Mum when she's preparing hot food.
- don't leave perishable food out of the fridge

DO

- use an oven mitt for handling hot things.
- take care not to bump anyone who is holding hot food or drinks.
- take care when using knives.

The teacher can act out an unsafe action while working in the kitchen, e.g. taking something out of the oven without oven mitts; preparing food without washing hands. Students explain why it is unsafe. Then students can explain the safe way of performing the job.

Props needed for the demonstration:

- a table or desk to act as the kitchen bench
- oven mitts/ oven cloth
- heat proof mats
- saucepan, baking dish, bowl, knife

- soap and bowl for washing hands

Learning Connections:
Literacy – speaking and listening; reading and writing of recipes
Art – drawing kitchen utensils and cutting them out to make a collage
Maths – identify shapes of kitchen utensils; weighing and measuring ingredients

b) Hygiene

- Discuss hygiene at school and home.
- Make a list of rules for good hygiene.
- Discuss the consequences of not washing hands, not cleaning teeth etc.
- Discuss germs and how they affect our bodies
- Discuss the importance of cleaning teeth

Germs
Germs are everywhere. Germs are so small that you can't see them.
Germs can make you sick.
You can get rid of germs by washing your hands and your body.

How to wash your hands
Use warm running water. (If you don't have warm water, use cold running water.)
Use liquid soap where possible.
Rub hands together for at least 15 seconds.
Scrub underneath the fingernails.
Rinse and then dry.

How to dry your hands
If you don't have paper towel or a clean towel, shake your hands dry before touching anything.

When to wash your hands
Before eating or touching food
After using the toilet
After playing with animals

Teaching idea
Use a spray bottle filled with clean water.
Spray water on children's hands.
Explain that the water on their hands is like the germs that come out of their mouths every time they cough or sneeze.
Now ask the children to touch an object such as a table or chair. Ask them what happened to the object they touched. (It became damp.)
Explain that this is what happens when we sneeze or cough into our hands and then touch an object.
What will happen if one of their friends touches the damp object?
What can we do to prevent our friends from catching our germs?
Use a tissue to cover your mouth when coughing or use a tissue to blow your nose.

If you don't have a tissue and you use your hand to cover your mouth while coughing, wash your hands after.

Assessment
Divide a page into four. In each section draw examples of things to remember about keeping germs away from our bodies.

c) Wisdom in choosing healthy food

Natural food: Also called 'unprocessed food'. These are foods directly from nature, such as fruit, vegetables, nuts, meat, fish and eggs. Some dried or tinned foods can be classified as natural foods if they do not have food additives, e.g. dried beans, lentils, rice, butter, milk, tinned tomatoes. Natural foods are the best foods.

Fast food: Convenience food from outlets. Ready-to-eat foods such as hamburgers, hot dogs, fried chicken and chips. These have some nutritional value but contain ingredients that are not good for our health. These should be eaten rarely.

Food additives: Chemicals added to give artificial colour or flavour, or to preserve the food. The long-term effects are unknown but it is better to avoid them.

Processed food: These are foods that are changed from their natural state and sold in packets, cartons and cans. Some have nutritional value. Some have nutritional value. These foods are not as healthy as foods from nature.

Junk food: food with no nutritional value and food that may be bad for our health. These include sweets, sugary foods, savoury snacks such as potato crisps, and soft drinks or imitation fruit drinks. Should be consumed rarely.

Eight rules for keeping healthy
NEW START stands for:

- **N**utrients – are the parts of food that makes us grow, and stay healthy. Only healthy foods do this.
- **E**xercise – at least half an hour every day
- **W**ater – 6 glasses a day, (not fruit juice or fizzy drink)
- **S**unlight – for vitamin D for strong bones.
- **T**oxin-free – avoid artificial food additives and avoid toxic chemicals in the environment
- **A**ir – get fresh air every day
- **R**est – don't stay up late
- **T**hink happy thoughts and trust in God

God is Wise
Values education Year 3
Wisdom
God is wiser than anyone in the whole universe. We can ask God for His wisdom.

Wisdom is…

- knowing the right thing to do, and doing it
- listening to people who are more experienced than we are
- listening to parents and teachers, and doing what they say
- doing what Jesus would do
- making right choices and decisions
- making right choices about the use of time and money

Activities

1. Imagine you are at a new school. What type of people would you look for when choosing new friends?
2. Pretend you are going to the supermarket. Imagine that you are going to buy the following things. Choose wisely! Remember to consider cost, nutrition and size. Next to each item write the type or brand and the size you would choose for your family. Explain why you consider these to be your wisest choice.
   e.g. yoghurt milk carrots peas toilet paper toothpaste

Set it out like this:

YOGHURT
type/brand……
size……
price……
I chose this because…….

What does the Bible say about wisdom?

Proverbs 13:10 Wisdom is found in those who take advice.
James 1:5 Ask God for wisdom.
Proverbs 2:6-10 The Lord gives us wisdom.
1 Corinthians 3:18-19 The wisdom of this world is foolishness to God.
Matthew 7:24-27 The wise and foolish builders.

Practical Science: Kitchen chemistry

Dissolving Sugar at Different Heats

http://www.sciencekids.co.nz/experiments/dissolvingsugar.html

Learn about solutions as you add more and more sugar cubes to different temperature water. This easy experiment shows that you can only dissolve a certain amount and that this changes as the water gets hotter.

What you'll need:

- Sugar cubes
- Cold water in a clear glass
- Hot water in a clear glass (be careful with the hot water)
- Spoon for stirring

Instructions:

1. Make sure the glasses have an equal amount of water.
2. Put a sugar cube into the cold water and stir with the spoon until the sugar disappears. Repeat this process (remembering to count the amount of sugar cubes you put into the water) until the sugar stops dissolving, you are at this point when sugar starts to gather on the bottom of the glass rather than dissolving.
3. Write down how many sugar cubes you could dissolve in the cold water.
4. Repeat the same process for the hot water, compare the number of sugar cubes dissolved in each liquid, which dissolved more?

What's happening?

The cold water isn't able to dissolve as much sugar as the hot water, but why? Another name for the liquids inside the cups is a 'solution', when this solution can no longer dissolve sugar it becomes a 'saturated solution'. This means that sugar starts forming on the bottom of the cup.

The reason the hot water dissolves more is because it has faster moving molecules which are spread further apart than the molecules in the cold water. With bigger gaps between the molecules in the hot water, more sugar molecules can fit in between.

Practical Science: Kitchen chemistry

The Floating Egg

Find out which liquids an egg will float in.

MATERIALS

- 4 glasses of water
- Salt
- Sugar
- Flour
- Fresh egg

STEPS

1. Fill each glass three-quarters full with water.
2. Stir a few tablespoons of salt into one glass of water, until it dissolves.
3. Stir the same amount of sugar into the second glass of water.
4. Stir the same amount of flour into the third glass of water. Leave the fourth glass of water plain.
5. Guess which glass of liquid the egg will float in. Now try them all!

DID YOU KNOW?

Density is how tightly the matter of a mixture is packed together. For example, an egg is denser than plain water, so the egg sinks. Salt water, however, is denser than an egg, and so the egg floats! Are you more or less dense than sea water? Note: If the egg is stale it will float in water because gas forms inside the egg when the egg is going bad. You can use this trick to check the freshness of an egg.

Practical Science: Kitchen chemistry

Acid or alkaline?

Introduction: There are different types of liquids. Based on its PH (amount of hydrogen) we can classify them into 3 types. Liquids that have a pH of 7 are called Neutral liquids. (Example water and milk) Liquids that have a pH greater than 7 are called alkaline liquids. (examples: soap, bleach, dishwashing liquid) Liquids that have a pH less than 7 are called acidic liquids. (vinegar and lemon juice)

Aim: to test the reaction between and acid and an alkaline liquid.

Materials: Fresh Lemons, a knife, a small measuring cup & measuring spoon, baking soda, liquid dishwashing soap and a clear cup for the reaction

Procedure:

1. Roll the lemons on a table top like rolling dough. This releases the juice inside the lemon.
2. Cut the lemon in half (adults only, please) and carefully squeeze out the juice into a small measuring cup. Note how much juice was created from each lemon and put the juice aside.
3. Into the empty glass place 1 tablespoon of baking soda.
4. Add 1 teaspoon of liquid dish soap to the baking soda. Stir these up a bit.
5. Pour the lemon juice into the cup and stir. Now watch the lemon suds erupt!

Observation: record your observations:

How does it work? This is a classic example of an acid-alkaline reaction. This is often done with vinegar and baking soda. The baking soda (alkaline) and the lemon juice (an acid) combine to release Carbon Dioxide gas. The liquid soap turns the bubbles into foam that often erupts right out of the glass.

Practical Science: Kitchen chemistry

Volcano in the kitchen

Materials

6 cups flour

2 cups salt

4 tablespoons cooking oil

warm water

plastic soda bottle

dishwashing detergent

food coloring

vinegar

baking dish or another pan

2 tablespoons baking soda

Make the Chemical Volcano

First, make the 'cone' of the baking soda volcano.

Mix 6 cups flour, 2 cups salt, 4 tablespoons cooking oil, and 2 cups of water. The resulting mixture should be smooth and firm (more water may be added if needed).

Stand the soda bottle in the baking pan and mold the dough around it into a volcano shape. Don't cover the hole or drop dough into it.

Fill the bottle most of the way full with warm water and a bit of red food color (can be done before sculpting if you don't take so long that the water gets cold).

Add 6 drops of detergent to the bottle contents. The detergent helps trap the bubbles produced by the reaction so you get better lava.

Add 2 tablespoons baking soda to the liquid.

Slowly pour vinegar into the bottle. Watch out - eruption time!

Experiment with the Volcano

Make a prediction about what happens if you change the amount of baking soda or vinegar. Record and analyze the effect, if any.

Can you think of ways to change the volcano to make the eruption go higher or last longer? This might involve changing the chemicals or the shape of the volcano. It helps to record numerical data, such as the volume of liquid, the height of the "lava", or duration of the eruption.

Does it affect your volcano if you use a different kind of chemical to color the volcano? You could use tempera paint powder. Try using tonic water instead of regular water to get a volcano that glows under black light.

What happens if you substitute other acids instead of vinegar or other bases instead of baking soda? Examples of acids include lemon juice or ketchup. Examples of bases include laundry detergent and household ammonia. Use caution if you substitute chemicals because some mixtures can produce hazardous gasses. Don't experiment with bleach or bathroom cleaners.

Useful Tips

The cool red lava is the result of a chemical reaction between the baking soda and vinegar.

In this reaction, carbon dioxide gas is produced, which is also present in real volcanoes.

As the carbon dioxide gas is produced, pressure builds up inside the plastic bottle, until the gas bubbles (thanks to the detergent) out of the 'volcano'.

Adding a bit of food coloring will result in red-orange lava! Orange seems to work the best. Add some red, yellow, and even purple, for a bright display.

Art Year 3

God is Wise Yr 3
Topic: Hygiene and safety

Biblical connection: Wise people follow wise advice. We should obey the rules for health and hygiene.

Bible art as a wall display: Mary and Martha with caption, “Mary listened.”

Proverbs 4:20 & 22 Listen to my words. Remember them and keep them in your heart. They will give life and health to anyone who understands them.

Drawing

- Make a poster showing ways to stop spreading germs that cause sickness: wash hands after the toilet and before eating or food preparation; use tissues when you sneeze and cover your mouth when you cough.

For safety in the kitchen:

- Draw kitchen utensils and cut them out to make a collage.
- Make another poster: Be careful with sharp things and hot things in the kitchen.

Printing

- Build up a picture using kitchen equipment such as plastic forks and spoons, plastic cups and old unwanted kitchen utensils such as an egg lifter or potato masher – anything that could make interesting print patterns. Make a stamp pad from a kitchen sponge in a shallow container. Pour a little paint on the sponge and you are ready to print.

Thinking Skills Wise Yr 3

Hygiene 1 Draw tap. Now redesign it by doing this: B – make one part bigger A – add something extra R – replace one part with something else	**Hygiene 2** Name 5 things that NEVER need to be washed.
Hygiene 3 Think of 3 different things this picture could represent. It must have something to do with keeping clean. 	**Hygiene 4** Give 10 ways of making things clean in and around your home.
Hygiene 5 Give 3 possible reasons why: someone would not be allowed to use soap for bathing or showering.	**Hygiene 6** Find 5 different uses for some "bubble bath".