

OUCH! I GOT A CUT!

Why is it important to clean our cuts?



Abstract

We will begin learning that when we get a cut, it must be cleaned and then covered. This lesson teaches the first-aid approach “cut, clean, cover” as a way to help prevent infection, understand and control the spread of germs and disease, and reinforce hygienic practices. We will learn how infection occurs and identify safe practices through a read-along story.

Grade Level

PreK-2

Subject Area

Health

Time

45 minutes

Suggestion: Do this lesson after “Germ Gems”

Setting

Classroom

Skills

Analyze problems in a story; identify cause and effect in unhealthy situations; develop fine motor skills by practicing first-aid techniques.

Standards Addressed

New York State Health Education Standards

- **ORH.E.4** – Individuals have routine medical and dental check-ups to assess physical development and sensory perception.
- **CM.E.1** – Uses qualities of active listening, following directions, and responding to others in health enhancing ways.
- **CM.E.2** – Identifies and applies effective verbal (assertiveness) and non-verbal communication skills to enhance health.
- **CM.E.3** – Demonstrates healthy ways to express needs, wants and feelings.
- **CM.E.4** – Describes characteristics of a responsible family member and friend.
- **CM.E.5** – Identifies barriers that interfere with effective healthy communication.
- **CM.E.6** – Demonstrates ways to communicate care, consideration, and respect of self and others.
- **CM.E.7** – Demonstrates effective refusal skills in health-related situations.
- **DM.E.1** – Identifies personal health decisions and influences.
- **DM.E.2** – Recognizes personal capabilities and limitations as they relate to possible healthy solutions.
- **DM.E.3** – Locates and uses information sources to enhance health.
- **DM.E.4** – Personalizes health risk of decisions to self and others.
- **DM.E.5** – Applies a decision making model to real-life health-related situations.
- **DM.E.6** – Questions perceptions of normative health-related behavior.
- **DM.E.7** – Describes how personal health decisions are connected to subsequent decisions.

National Health Education Standards

- **1.5.2** – Identify examples of emotional, intellectual, physical, and social health.
- **1.5.5** – Describe when it is important to seek health care.

National Consortium for Health Science Education

- **9.12** – Describe strategies for prevention of disease.



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Materials

The book "Ouch! I Got a Cut" by Orlaith and Kathleen Staunton; face paint; bandages, gauze, tape and various other medical supplies; notebook.

Making Connections

Students will see the importance of proper hygiene and first aid. In addition, they will learn who to go to when they are not feeling well, and who to talk to even if someone says there is nothing wrong with them. Let the students know that every person knows him- or herself better than anyone else. They will know if there is something wrong or not right.

Lesson Authors

Orlaith Staunton, Kathleen Staunton and Ann Smith

Directions

1. The class will read "Ouch! I Got a Cut!" together and use the questions below to discuss the story and its message.
2. Next, the teacher will explain and demonstrate the "cut, clean, cover" (three C's) approach: "When you get a *cut* (or a scrape or blister or any other small wound), don't forget to *clean* it well with soap and warm water and then *cover* it with a bandage. These simple steps can protect you from dirt and germs that cause infections and keep you healthy and strong." The teacher may want to make flashcards or a poster to help students remember the slogan.
3. In pairs, students will practice the three C's approach, with one student pretending to have a cut or scrape and the other caring for the wound. Once complete, they can switch roles.
4. The students should also act out:
 - a. Finding a trusted adult to tell about their cut.
 - b. Asking a trusted adult to clean and bandage their cut.

Optional: Teachers may choose to use stickers or face paint to indicate an actual cut.

Questions from the story

- Where did Sebastian, Jilly and Nelson like to play?
- What time of the day did the three friends like to play in the park?
- Was there someone else with them when they went there?
- What happened to Sebastian?
- What did Sebastian want to do after he fell?
- What did Jilly tell him to do?
- Where did Sebastian's mom take him after he fell?
- What did Sebastian's mom do there?
- Why did Sebastian's mom clean and cover his cut?
- How did Sebastian feel after his mom helped him?
- What did Sebastian's mom say to Sebastian, Jilly and Nelson?
- What song did Sebastian, Jilly and Nelson sing?

Questions for discussion

- How do you think the friends felt as they walked away?
- Who is the responsible person in the story? Is there more than one? Why do you think that?
- Who are responsible people in your family? Why do you think that?
- What will you do the next time you get a scrape or a cut?
- What lesson can we learn from this story?
- Would anyone like to retell this story to me, in their own words?