

**East Renfrewshire Council: Education Department
Practitioner Moderation Template**

School Code	
Practitioner Code	A4
Curriculum Area(s)	HWB (Food + Health) and L&E (T&L)
Level	Early
Stage(s)	P1
Specific subject (if applicable)	

Experiences and Outcomes:

I am becoming aware of how cleanliness, hygiene and safety can affect health and wellbeing and I apply this knowledge in my everyday routines such as taking care of my teeth.

HWB 0-33a

As I listen and talk in different situations, I am learning to take turns and am developing my awareness of when to talk and when to listen.

Tools

LIT 0-02a / ENG 0-03a

Learning Intentions:

- To become aware of how cleanliness, hygiene and safety can affect health and wellbeing.
- To apply this knowledge in my everyday routines.
- To listen and talk in different situations.
- To be able to take turns and develop my awareness of when to talk and when to listen.

Success Criteria:

- I can state why it is important to wash our hands each day (dialogue of lesson 2).
- I can demonstrate how to wash my hands correctly (photographs and dialogue of lesson 2).
- I can state what might happen if I do not wash my hands properly (dialogue lesson 2).
- I can make valuable contributions to a group discussion (dialogue lesson 1).
- I make sure that I look at the person who is talking (photograph dialogue lesson 1).

Briefly outline the context and range of quality learning experiences that have been provided making reference to the chosen design principles.

Lesson 1:

Bread in a bag experiment. CT passed a piece of bread around the class. Every pupil touched it before it was placed in plastic bag and sealed. Next, CT washed hands correctly, showing the pupils how this is done. CT took a piece of bread out of the packet and placed it in a separate bag which was then sealed. CT explained that the pupils were to sit in groups of four and discuss what they think will happen to the two pieces of bread. They are to discuss the following:

- What do you think will happen?
- What piece of bread do you think will last longer and why?

AD was in a group with IR, LT and AG.

Lesson 2:

We looked at the two pieces of bread. The piece that the CT touched was still white, however it had become a little bit hard. The piece of bread that the pupils touched had a green spot of mould on it and was quite tough. We had a class discussion on why we thought the piece of bread they all touched went mouldy first. Next, we watched a video on the importance of washing our hands. The video explained when we should wash our hands and why. We then discussed what we learned from watching the video. We talked about when it is important for us to wash our hands e.g. after sneezing/coughing, before we eat and after we go to the toilet. We talked about why this is important and what will happen if we don't wash our hands correctly. CT then demonstrated the correct way to wash our hands and what each step of the process does. The pupils then spread out between the bathrooms and the sinks in the wet area to wash their hands correctly. AD stayed in the classroom and explained the process as he was doing it.

Lesson 3:

We looked at different posters that highlight the importance of washing our hands. The pupils then made their own posters to show to the Nursery. Some of the pupils then went into the Nursery to tell them about the importance of washing their hands.

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Learner Evidence

Record the range of assessment evidence that was gathered to meet the success criteria (Say, Write, Make, and Do) considering breadth, challenge and application.

Say, Write and Do

1. Dialogue of group discussion and teacher feedback (SAY).
2. Picture of AD washing hands and dialogue of what he is doing and why (SAY and DO).
3. Poster made by AD (Write).
4. Picture of AD talking to nursery. Dialogue provided of what he said (SAY).

Did the learner successfully attain the outcomes? YES

Briefly outline the oral/written feedback given to the pupil on progress and next steps, referring to the learning intention and success criteria.

Lesson 1: Oral feedback given, see transcript.
Lesson 2: Oral feedback given, see transcript.
Lesson 3: Written feedback, see poster.

Pupil Voice:

What have you learned? How did you learn? What skills have you developed?

CT typed AD's response.

About hygiene – hand washing:

It's important to get all the germs off. We should always put soap on our hands. Soap gets most of the germs off first. Bread will go mouldy if you don't wash your hands before touching it. There are germs on tables. You should wash your hands before you eat food and after you go to the toilet. You should put soap on your hands, wash your nails, the back of your hands and thumbs. I learned that it is important to wash your hands. I am better at washing my hands.

About Talking and Listening:

We have to look at people. *Where?* In their eyes. I should listen to the person talking. Put my hand up to speak. I think I am better at talking to people than before.

I am now better at washing my hands properly and listening properly.

Learner Evidence

Lesson 1: All pupils touched a piece of bread with unwashed hands. Bread was placed in a plastic bag and sealed. CT washed hands, demonstrating the correct technique, and placed a different piece of bread in a separate plastic bag. CT reminded pupils about talking and listening skill (eye contact/turn taking).

IR asks to talk first.

IR: I think the piece of bread Miss Pope touched won't last long.

CT: Why do you think that...?

IR: Because you washed your hands.

CT: So you think that because I washed my hands before I touched the bread, it won't last long.

IR: Yes.

CT: Can you explain that?

IR: I think that because you washed the germs off your hands, the bread won't last.

CT: What do you think AD?

AD: I think the one you touched will last longer.

CT: What are your reasons for this?

AD: Because you washed your hands so there are no germs on it. We touched the other bread with dirty hands so it has lots of germs on it and it won't last.

AG: I think the same.

CT: Why do you agree?

AG: Because the one we touched has lots of germs on it.

CT: LT, what do you think? Do you agree with AD and AG or IR?

LT: With AD and AG.

CT: Why do you agree?

LT: Because you washed the germs off your hands so that piece of bread will last longer.

IR: That's what I meant.

CT: What do you mean?

IR: I wanted to say that the piece you touched will last longer.

CT: What made you change your mind?

IR: I didn't. I said the wrong thing.

CT: So you think the piece of bread that I touched will last longer?

IR: Yes.

CT: Can you explain why?

IR: Because you washed your hands so you didn't have any germs.

AD: You washed the germs off so...well the bread you touched has no germs on it.

AG: Yes, your hands are clean.

CT: I agree with you boys and girls. I think that the piece of bread I touched will last longer. What do you think will happen to the bread? What will it look like if we leave it in the bag for a week or two?

AD: It will go bad?

IR: Yes it will go bad.

LT and AG nod their heads.

CT: How will it go bad, what do you think it will look like?

None of the pupils can answer.

CT: We will have to wait and see what happens to the bread, won't we?

All: Yes.

CT: Well done boys and girls. You were all sitting nicely and listening to the other boys and girls when they were speaking. I also saw you looking at each other's eyes when you were talking and listening. Well done everybody.

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Learner Evidence

Lesson 2: Showed the pupils the two pieces of bread 1 week later. Pupils watched a video on the importance of hand washing. CT demonstrated the correct way to wash hands explaining each step.

CT shows the two pieces of bread (the one CT touched is still white, the one the class touched has a green spot on it).

CT: This is the piece of bread you all touched and this is the piece of bread I touched after I washed my hands. Who can tell me what the difference is?

IR: The one you touched is still white and the one we all touched has a spot on it.

CT: Can anyone tell me what that spot is? TS?

TS: Wasting.

CT: You think it's wasting? That's a good guess. What about you AD, what do you think it is?

AD: I think it's a rotten spot.

A few children say me too.

CT: Does anyone know what the rotten spot is called?

No response

CT: It is called mould. When bread goes bad, it grows mould. Both of these pieces came from the same packet of bread. Why do you think this one (holds up the piece we all touched) has mould on it and this one (holds up piece that CT touched after washing hands) doesn't?

AD: Because you washed your hands and then touched it because you had germs on your hands.

CT: Could you explain that?

AD: If you had germs on your hands then...well everyone didn't wash their hands before they touched it. So if everyone touched it without washing their hands first then it will go mouldy but if you washed your hands and then touched the bread then it won't go mouldy. So that's why the one we touched has mould on it.

LC: Maybe the spot that is mouldy, maybe that's the spot where most people touched with their hands.

CT: That's a very interesting point LC. Maybe the spot that went mouldy (*points to green spot*) is the spot where most of you touched.

SH: Or maybe someone had lots of germs on their hands.

CT: These are all really great points boys and girls. The video we are going to watch explains why it is so important to wash our hands.

Pupils watched a video on the importance of washing our hands.

CT: What did we learn from this video? AD?

AD: That it's important to wash our hands.

CT: Why is it important to wash our hands?

AD: Because if we have germs on our hands and we touch stuff, then that will get our germs.

CT: Can you give me an example?

AD: Em...if I sneeze I will wash my hands because there will be lots of germs on them.

CT: What would happen if you didn't wash your hands?

AD: If we touched the table, that will get our germs.

CT: Only if we touched a table?

AD: No. Everything we touch will get our germs.

CT: How many times a day should we wash our hands?

AD: Lots of times.

CT: You already told me that if you sneeze into your hands, you will wash them. Can you think of another time when you should wash your hands?

AD: Before I eat?

CT: Why do you think it's important to wash your hands before you eat?

AD: Because when I eat...if I don't wash my hands, my food will have germs on it and I might get sick.

CT: Well done AD, you were listening carefully to the video and could tell me what you learned.

IR: We should wash our hands after we go to the toilet.

CT: Why do you think it's important to wash our hands after we go to the toilet?

LW: Because it's dirty and has lots of germs.

IR: Yeah and we might spread the germs if we don't wash our hands.

CT: You're right, it is really important that we wash our hands after we go to the toilet, before we eat and if we sneeze or cough into our hands. Let's go over to the wet area so we can learn how to wash our hands correctly.

CT demonstrates the correct technique for washing hands ensuring all parts of the hand and nails are cleaned. AD to show how he will wash his hands. CT talks to AD as he is doing it.

CT: Why are you washing your hands?

AD: To take the germs off.

CT: What are you going to do first?

AD: Put the tap on?

CT: Well done.

AD wets his hands and places soap on his right hand. He then rubs his hands together.

CT: What will you do next?

He digs his nails on his left hand into the palm of his right hand and repeats using the nails on his right hand.

CT: Why are you doing that?

AD: To get the dirt and germs off my nails.

CT: Good remembering.

AD: I need to wash the back of my hands.

CT: Can you show me how you will do that?

He then rubs his hands together again. He places his left hand on top of his right hand and rubs the fingers in between, and repeats this with his right hand on top of his left hand.

CT: Why is it important for us to do that AD?

AD: To get the germs off the inside of your fingers.

CT: Could you tell me more?

AD: In case it makes you sick.

CT: How could this happen?

AD: If we don't wash the germs off, they could go onto our food when we touch it.

Next, he rubs his thumb and the area between his thumb and index finger (on both hands). He then rubs his hands together ensuring he is cleaning every part.

CT: Where are you washing now?

AD: My thumb?

CT: Is this important?

AD: Yes.

CT: I think I have forgotten why this is important. Can you remind me?

AD: Because I didn't wash it yet. I need to wash all over my hands.

CT: Why do you think you need to wash all over your hands?

AD: Because the germs could be anywhere.

CT: That's a great point AD. Did everyone hear that?

Some pupils say no.

CT: AD said that it is important for us to wash all over our hands because the germs could be anywhere. So when we wash our hands, we need to make sure that the soap gets every part of our hands and that we rinse off the soap with water.

AD rinses his hands and dries them with a paper towel.

CT: Well done Andrew. You washed your hands just like I showed you and you were able to tell me why you were washing the different parts of your hands.

CT ask some of the pupils to go to the bathroom to wash their hands the way I demonstrated. The rest of the class do it in the classroom.

Lesson 3: Making posters and presenting to the Primary Two class.

AD gives a presentation to the Primary Two class with LT. They hold up the posters that they made.

LT: We touched a piece of bread with dirty hands and put it in a bag. Miss Pope washed her hands and put a piece of bread in a bag. The one we touched went green.

AD: It went green because everyone didn't wash their hands.

CT: What did we learn next?

AD: That it's important to wash our hands because you might have germs.

CT: Can you tell the boys and girls how they washed their hands?

AD: Puts poster between his legs and uses his hands to show the steps involved. We put soap on our hands. We get the germs off our nails. We clean the back of our hands, between our fingers, all over our hands. We wash the soap and germs off with water.

CT: Can you tell the boys and girls what you learned?

AD: How to wash my hands properly.

CT: Well done boys. That was an excellent presentation. You remembered what we learned and why it is so important to wash our hands.

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Learner Evidence

SC: I make sure that I look at the person who is talking.

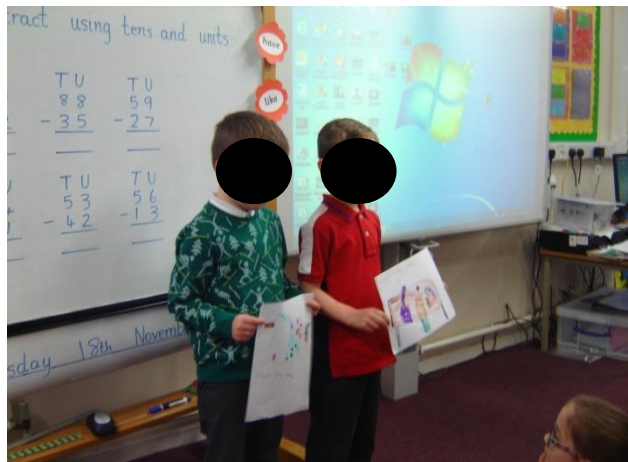
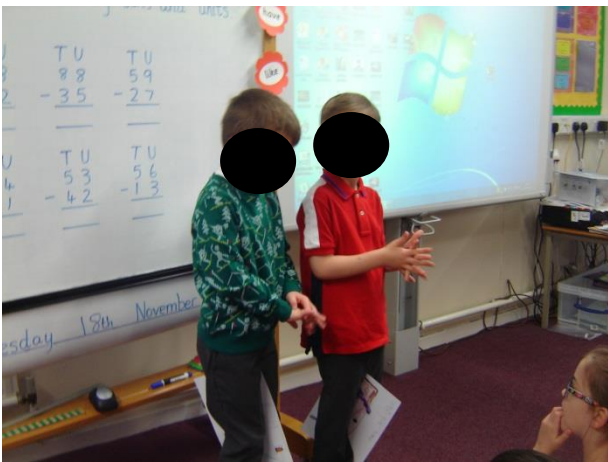


SC: I can demonstrate how to wash my hands correctly.





SC: I can present my ideas to a group of children.



Our experiment





Well done
Andrew 😊

[Practitioner Moderation Template](#)

[Learner Evidence](#)