



Healthy Habits

Science Explorers: Clean and Dirty Exploration Bins

Science Category:

Health

Activity Goal:

Students explore clean and dirty objects and cause-and-effect relationships through a play-based science exploration activity.

Embedded Skill Targets:

Curricular Area	Learning Spectrum	
	Increased support needs	Extended learning
Social Communication and Play Skills	Sharing Turn-taking Imitating actions in play Following one-step directions in play	Imitating multiple-step actions in play Following two-step directions in play Commenting with one or two words Answering questions

Materials:

Provided:

- "My turn" and "finished" cards
- Bin labels

Needed:

- Large bins or boxes (2)
- Small container
- Timer
- Bowl of water
- Towels or paper towels
- Toothbrushes (1 per student or group)
- Small toys (e.g., toy cars, rubber bath toys, toy animals, etc.)

Preparation:

1. Print, laminate, and cut out the “my turn” and “finished” cards (1 set per student).
2. Print and cut out the bin labels.
3. Create a science exploration bin:
 - a. Create “dirt” on the toys by marking them with washable paint or markers or other items.
 - b. Fill the first bin with the “dirty” toys. Tape the “Dirty” label on the bin.
4. Place the other bin next to the first bin on a large table. Tape the “Clean” label on the bin.
5. Place a bowl of water on the table near the bins.
6. Place toothbrushes and towels near the bowl of water.

Note: This activity might create a mess. Use a clearly designated area that is easy to clean.
7. Prepare an alternate activity for students to do while they wait for their turn.

Helpful Learning Tool

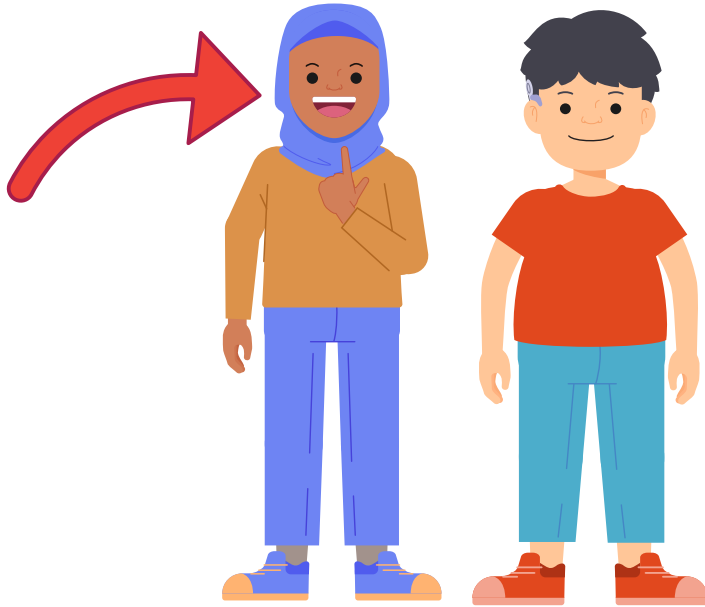
- Review the Learning Differentiation Guide to individualize this lesson for each student’s learning level.

Instructions:

1. Divide the class into small groups of 2–3 students.
2. Hand the first group of students the “my turn” card, and transition them to the science exploration table. Have the students put their “my turn” card in a small container, and set the timer for 5–10 minutes.
3. While the first group works at the table, have the other groups engage in an alternate activity.
4. Meanwhile, encourage students at the science exploration table to engage in cause-and-effect exploration and observation:
 - Model simple actions such as cleaning the objects with the toothbrush and drying the objects with a towel. Demonstrate moving the toothbrush back and forth and in a circular motion.
 - Show students how to use the bowl of water to clean or re-wet their toothbrushes.
 - Encourage students to imitate your actions.
 - Give simple one-step directions such as, “Scrub in circles!” or “Put your toothbrush in the water.”
 - Once the objects are clean, have students place them in the “clean” bin.
 - Comment on your own actions, and encourage students to make comments as well.
5. Once the timer goes off, hand the students at the activity area the “finished” card, and have them transition to the alternate activity.
6. Transition the next small group of students from the alternate activity to the science exploration table.
7. Repeat Steps 2–6 with each group of students.



My turn

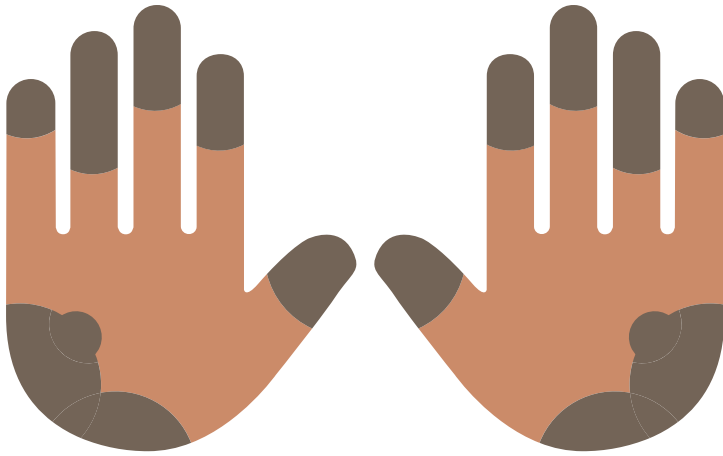


Finished





Dirty



Clean

