

CLEAN HANDS

Hand Hygiene Curriculum Resources
for Foundation, Grade 1 or Grade 2 Year Levels



Booklet 3: Grade 2 Lesson Plans

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Melbourne Aug-17

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1: Why is hand hygiene important

LEARNING INTENTIONS

At the end of this topic, students will be able to:

- explain what germs are and the different types of germs
- understand what germs need to live and where we can find them
- explain why some germs are important for us and why many germs can be harmful
- explain how our hands can become contaminated with germs.

LESSON 1.1: WHAT ARE GERMS?

Guided learning	Teacher notes
<ol style="list-style-type: none"> 1. Pose the questions – ‘Who looks after your health?’ and ‘What are some of the things you do to keep yourself safe and healthy?’ Discuss student responses. 2. Hold up a photo of germs (see Tool 2 – What are we looking at? on p. 34). Ask students – What do you think these are? 3. After this hook, you could then provide a brief overview of the hand hygiene program and how it will be organised. Ask students to think about why looking after their hand hygiene helps support their health. 4. Show the students the images in Tool 3 – Say ‘Hi!’ to our Soapy Heroes – Simon and Selina and Bubbles the dog on p. 35. Let them know that they are about to start their Hand Hygiene (Clean Hands) training. They are going on an adventure to become Soapy Heroes, like Simon and Selina. 5. Brainstorm with students – What is a germ? What are some other names for germs? Write responses on the board. 6. From the student responses, develop a class definition of ‘germs’ (or use the one provided in the Teacher notes). 7. Introduce students to Gerry the Germ (Worksheet 2 on p. 21). 8. On Worksheet 1 – Germs under the microscope on 19, students fill in the answers to the questions – ‘What are germs?’ and ‘What are the different types of germs?’ Students complete the table by briefly describing the different types of germs. If time, they can draw a picture of a germ and give it a name. 	<p>‘Hand hygiene’ is a term that is used to cover both handwashing using soap and water and cleaning hands with handrubs (also called liquid soap, handwash or sanitisers).</p> <p>‘Germs’ are tiny living things called microorganisms. They are so small that we cannot see them with our eyes. We can only see them using a microscope. They look very big. They are also of different shapes and sizes.</p> <p><i>Definition</i> – Germs are tiny organisms or living things that can cause disease.</p> <p>There are a number of different types of germs – bacteria, viruses, fungi and parasites. The following comes from the KidsHealth website:</p> <ul style="list-style-type: none"> • Bacteria – tiny, one-celled creatures that get nutrients from their environments in order to live; in some cases this environment is the human body. Bacteria can multiply outside or inside the human body where they can cause infections. They can cause ear infections, sore throats, cavities in our teeth. <p>Note: Not all bacteria are harmful. Some are good for our bodies because they help keep things in balance. Good bacteria live in our intestines and on our skin and help us use the nutrients from food and make waste from what is left over. They help us make the most of healthy meals. Some bacteria are used by scientists in labs to produce medicines and vaccines to keep us healthy.</p> <p>Other germs in the environment, such as the Lactobacillus germ, turn milk into yoghurt. There are many types of germs that help break down vegetable matter into compost.</p> <ul style="list-style-type: none"> • Viruses – these need to be inside living cells to grow and reproduce. Viruses are much smaller than bacteria. They can’t survive very long outside of a host (plant, animal or person). When viruses get inside a person, they can spread and make people sick, for example, chickenpox, measles, the flu. They can live for a short time on something like a bench top, tap or doorknob.

- **Fungi** – multi-celled (made of many cells), plant-like organisms. Unlike other plants, they cannot make their own food from soil, water and air. So, they need to get their food (nutrition) from plants, animals and people. Fungi generally don't harm people, but can cause conditions like 'athletes foot', an itchy rash that some people get between their toes.
- **Parasites** – one-celled organisms that often spread disease through water. Some parasites can cause infections in our intestines that cause diarrhoea, nausea and tummy pain.

Activities for further learning	Resources
<ol style="list-style-type: none"> 1. Students could access the link on the KidsHealth website and find out more about the different types of germs. They could read the information or listen to it. 2. If you have the resources, there is a good activity in the following reference – <i>Healthy Hands: Hand hygiene resource manual ages 4-14</i>, North Bay Parry Sound District Health Unit (see References and Resources) – Lesson Plan #13: Growing microorganisms. In this activity, students grow microorganisms by growing cultures on agar plates. 	<p>Tool 3 – Say 'Hi!' to our Soapy Heroes – Simon and Selina and Bubbles the dog (p. 35).</p> <p>Worksheet 1 – Germs under the microscope (p. 19).</p> <p>Worksheet 2 – Gerry the Germ (p. 21).</p> <p>Internet – KidsHealth, http://kidshealth.org/en/kids/germs.html</p>

LESSON 1.2: WHAT DO GERMS NEED TO LIVE AND WHERE CAN WE FIND THEM?

Guided learning	Teacher notes
<ol style="list-style-type: none"> 1. Review Lesson 1.1. 2. Pose the questions – ‘What do people need to live?’ and ‘If germs are living things, what do you think they need to live?’ Write responses on the board. 3. Discuss with students the fact that most germs are found everywhere. This means that they can be on anything we touch. Allocate students to small groups. Give each student a location, for example, classroom, school toilets, home etc. Ask them to identify areas in their location where germs might be found. Report back to the class. 4. Pose the question – ‘Where do germs live?’ 5. Refer students to the poster – <i>Be a Soapy Hero!</i> (see also Tool 12 on p. 48). Point out the gross places that Gerry the Germ lives in: <ul style="list-style-type: none"> • coughs • toilets • sneezes and boogers • poo. 6. Pose the questions – ‘How do germs get into our bodies?’ and ‘What do they do when they are in there?’ Discuss student responses. 	<p>Possible discussion script</p> <p>All animals need warmth, moisture and food in order to live. Germs aren’t any different.</p> <p>Germs are everywhere! They are found all over the world and in many different places. They get the things that they need to live from lots of different places. Germs get what they need to live from food scraps, liquids, rubbish and even faeces (poo!).</p> <p>There are even germs that live on our bodies. Most of the germs that live on our bodies are good germs and don’t cause us any harm. But sometimes we pick up bad germs that can make us sick.</p> <p>Teacher guide to question – ‘Where do germs live?’</p> <p>Germs live anywhere where they can find the things that they need to grow:</p> <ul style="list-style-type: none"> • some germs love our bodies. The environment is warm, wet and provides lots of food • they can live inside our bodies and on our skin • inside or on the bodies of animals, such as our pets • on food • on rubbish • on the ground • in the air • in unclean water • in sewerage systems; the toilet is a popular place! <p>Teacher guide to questions – ‘How do germs get into our bodies?’ and ‘What do they do when they are in there?’</p> <p>Germs are so tiny and sneaky that they can get into our bodies and we don’t even know they are there until we get sick. This doesn’t always happen of course, but there are many germs that cause us to be unwell.</p> <p>Germs can get into our bodies through our mouths, noses, eyes and even breaks in our skin.</p>
Activities for further learning	Resources
<ol style="list-style-type: none"> 1. Students could draw a picture which shows the different places where we can find germs and what they need to live. 2. Students may be familiar with the Where’s Wally? character. Students could create their own version by making a collage called ‘Where’s Gerry the Germ?’ and hiding him in places that germs are commonly found. 3. A ‘metaphor’ is a great way for students to explain concepts by using images related to their prior learning. Challenge students by thinking of a metaphor to explain one of the concepts about germs. For example, the concept might be how germs get into our bodies; the metaphor might be a car or train (a vehicle). 	<p>Paper, markers, coloured pencils.</p> <p>Tool 12 – <i>Be a Soapy Hero!</i> posters (p. 48).</p>

LESSON 1.3: THE GOOD, THE BAD AND THE UGLY

Guided learning	Teacher notes
<ol style="list-style-type: none">1. Review Lesson 1.2.2. Ask students to reflect back on the previous lesson and pose the question – ‘Are all germs bad?’ Refer to Teacher notes.3. Pose the question – ‘How do germs harm us?’ See Teacher notes for a guide.	<p>Teacher guide to question – ‘Are all germs bad?’:</p> <p>There are different types of germs. Bacteria are one type of germ, but not all bacteria cause us harm. For example:</p> <ul style="list-style-type: none">• Some ‘germs’ are good for our bodies because they help keep things in balance. Good bacteria live in our intestines and help us use the nutrients from food and make waste from what is left over. They help us make the most of healthy meals.• Some bacteria are used by scientists in labs to produce medicines and vaccines to keep us healthy.• Other germs in the environment turn milk into yoghurt.• Other types of germs that help break down vegetable matter into compost. <p>Teacher guide to question – ‘How can germs harm us?’</p> <ul style="list-style-type: none">• Food, water or air can be dangerous to people and other animals by things which are living in it or mixed into it. We use words like ‘contaminated’ or ‘polluted’. Food and water can be contaminated by disease-causing germs.• When disease-causing germs are inside our body, they can stop it from working as well as it should. These germs can multiply very quickly; in a small space of time, a small number can become millions.• Germs can cause disease because they upset how our bodies work:<ul style="list-style-type: none">◦ They can produce substances called ‘toxins’. These toxins act like poisons and cause symptoms like fever, runny nose, rashes, coughing, vomiting and diarrhoea.◦ Their numbers increase rapidly and they can stop parts of our body from working properly.◦ They can attack and damage a particular part of the body.• Some germs cause harm if they get into our bodies, such as hepatitis A and salmonella germs.• There are other germs that usually stay in our bodies and don’t cause disease unless they find their way to another part of the body. For example, a bacterium called E. coli (Escherichia coli) lives in our gut and helps us to digest food. However, if it gets into our urine, it can make us sick.• Not all diseases caused by germs are serious; they may go away in a day or so. But, other times they may be very serious. Sometimes, diseases caused by germs have to be treated with medicines; they work by killing the germs.• Diseases caused by bacteria germs are called ‘bacterial diseases’, and those caused by virus germs are called ‘viral diseases’.
Activities for further learning	Resources
<ol style="list-style-type: none">1. Students could create a poster which shows the ways in which ‘germs’ can be both helpful and harmful.2. Students can research four different, common bacteria and complete Worksheet 3 – Research activity.	<p>Paper, markers, coloured pencils...</p> <p>Internet.</p> <p>Worksheet 3 – Research activity (p. 22).</p>

LESSON 1.4: HOW CAN GERMS SPREAD AND OUR HANDS GET CONTAMINATED?

Guided learning	Teacher notes
<ol style="list-style-type: none">1. Review Lesson 1.3.2. Pose the question – ‘How can our hands get contaminated with germs?’ Brainstorm this question with the class and write responses on the board.3. Ask students to reflect on Lessons 1.1 to 1.4. Students to complete a Think-Pair-Share activity where they consider the topic question – ‘Why is hand hygiene important?’ You may want to clarify with students what you mean by ‘hand hygiene’.4. Students can make their own germs from modelling clay.<ul style="list-style-type: none">• Tell students that they are going to create their own germs (bacteria, viruses) from modelling clay.• Mix together 2 cups flour, 1 cup salt, 1 tablespoon oil, 1 cup hot water, food colouring or washable paint. Knead.• Note that bacteria and viruses are so tiny that we can’t see them. They could be under our fingernails or on different parts of our hands...like the modelling clay when you knead it.• Students can make different shaped germs.• Have the students wash their hands and then talk about how difficult it may have been to get rid of all the clay. For example, did the modelling clay get onto their wrists, hands, fingers, fingernails?	<p>Teacher guide to question – ‘How can our hands get contaminated with germs?’</p> <p>Germs can be spread from one place to another, but they need something to help them. It’s a bit like how a car transports us from place to place; germs also need a way to move from place to place. Some examples of ways that germs spread are through insects, droplets in the air, water, food and contact with blood.</p> <p>Our hands are another way that germs can be moved around. If we touch something that has a bad germ on it and we don’t wash our hands before we eat, the germs can get inside our bodies and make us sick.</p> <p>Germs like to hide on our hands. Here are some important things to know about germs and our hands:</p> <ul style="list-style-type: none">• Our fingernails are a great hiding place for germs. If you have been outside playing, you may notice dirt under your fingernails. Dirt contains germs and comes from the things you have touched.• Germs also like to live in the lines on the palm of our hands and knuckles.• When you use a tissue or touch your nose, or cough or sneeze into your hands, germs can spread onto your hands.• You can get germs on your hands when playing, particularly outside by touching things that other people who may have dirty hands have also touched, or by touching things that are dirty.• Germs also get onto our hands when we play with a pet.• When a person goes to the toilet, they may get germs of their hand from the faeces (poo) or urine (wee). If hands aren’t washed properly after going to the toilet, the germs will stay on them.• Touching food, such as raw meat, can transfer germs especially to other food that is not then cooked, such as salads.• If hands are not washed properly, germs can be transferred to whatever the person touches. Someone else may then touch that same thing and pick up the germs that had been left behind.• If we have germs on our hands and touch our mouths, for example, the germs can find their way into our bodies and cause harm.
Activities for further learning	Resources
<ol style="list-style-type: none">1. There are many great resources on the Internet, such as videos on YouTube. You could show one of these to the class.2. If you are able to access it, show the students the video – ‘Milo and the Invisible World of Germs’.3. Write a story from the point of view of a germ. Imagine that you are a germ. Where would you go to be warm, cosy and well-fed? What would you do to stay on a person’s hands and avoid being moved during handwashing?	<p>Internet.</p> <p>Ingredients to make modelling clay, handwashing facilities.</p>

2: When do I perform hand hygiene?

LEARNING INTENTIONS

At the end of this topic, students will be able to:

- explain when they need to perform hand hygiene
- explain why these are key times for hand hygiene.

LESSON 2.1: THE HEALTHY HANDS GAME

Guided learning	Teacher notes
<ol style="list-style-type: none"> 1. Review the previous topic, 'Why is hand hygiene important?' 2. Play the Healthy Hands Game (Worksheet 4 on p. 23). At the conclusion of the game, complete the debrief. <p>Debrief:</p> <ol style="list-style-type: none"> 3. Ask students what important messages they learnt from this game. 4. Explain how each of these is a good way to prevent the spread of germs from one person to another. Explain that there is a good connection between good handwashing practices and how many of the students were not affected by the germs. 5. Then, explain to the students who had a blank card that good handwashing practices were not used and those students might get sick. 6. Discuss with students the importance of getting rid of germs. 7. Discuss with students the key times when they need to wash their hands. Ask them to give reasons why these times are important. Are there any other times when you should wash your hands? For example, if you have a cut or sore and need to change the dressing (Band-aid) or if you are sick. 	<p>Key points</p> <p>Washing hands with soap and water is the most effective way to prevent the spread of gastrointestinal and respiratory infections in community settings.</p> <p>The key times are:</p> <ul style="list-style-type: none"> • whenever your hands look dirty • after going to the toilet • before and after eating • after coughing, sneezing or blowing your nose • after touching pets and other animals • after you play. <p>Washing hands before and after eating is encouraged as a strategy to minimise the risks associated with known food allergens.</p> <p>This may be the appropriate time to talk about the use of liquid handrubs (or liquid soap or sanitisers etc.). Refer to the World Health Organization (WHO) – <i>How to Handwash?</i> and <i>How to Handrub?</i> These posters state that you should wash your hands or use handrub when they are visibly soiled. As students may more commonly have access to soap at home, school and other places, how to handwash is emphasised.</p> <p>Note: Germs need get into your mouth, nose, eyes, cuts or scrapes to cause infection. This can be from rubbing eyes, rubbing nose, biting nails, eating).</p> <p>Cleaning your hands with handrub (or sanitiser) kills germs. However, it doesn't remove residue such as dirt, food, mucus (boogers) or faeces (poo). If your hands are visibly dirty or may contain food residue such as peanut butter (some people are allergic to nuts) then you should use soap and water.</p> <p>Refer to the World Health Organization (WHO) – <i>How to Handwash?</i> and <i>How to Handrub?</i> These posters state that wash hands when visibly soiled. Otherwise, use handrub (or hand sanitiser). However, students would mostly have access to soap at home, school and other places. So, here, how to handwash is emphasised.</p>

Activities for further learning

1. Students complete Worksheet 5 – Venn diagram – Handwashing & handrubbing on p. 25, where they can use a Venn diagram to compare and contrast handwashing (soap and water) and handrubbing (handrub). As them to consider the times when each would be appropriate.
Worksheet 4 – The Healthy Hands Game (p. 23).
Worksheet 5 – Venn diagram – Handwashing & handrubbing (p. 25).

LESSON 2.2: HOW CLEAN ARE MY HANDS?

Guided learning	Teacher notes
<ol style="list-style-type: none">1. Review Lesson 2.1.2. Remind students that germs can be on their hands even though they cannot see them. Correct handwashing can remove germs from our hands.3. Glitter activity:<ul style="list-style-type: none">• Each student is to rub a small amount of hand lotion all over their hands.• Ask students to open their hands and they apply a small amount of glitter, which they rub all over their hands.• Explain to students that like the glitter, germs are all over their hands; however, they can see the glitter but not the germs.• Students are then to thoroughly wash their hands using the liquid soap and paper towels and then look at their hands again.1. Debrief:<ul style="list-style-type: none">• What do students notice about the amount of glitter on their hands?• Is there any glitter still on their hands after they washed them?• Are there areas on their hands where they can still see the glitter? This means that if hands aren't washed correctly, germs could still be there. <p>(Adapted from <i>Healthy Hands: Hand hygiene resource manual ages 4-14</i>, North Bay Parry Sound District Health Unit.)</p>	<p>This lesson uses materials that are readily available in the classroom. If GlitterBug kits are available, do the activity in Lesson 2.3.</p> <p>For students in Grade 2, there are variations on this activity:</p> <ul style="list-style-type: none">• Students could be divided into two groups. One group washes their hands with water only; the second group washes with liquid soap and water. After examining their hands, discuss the results.• The groups could be divided even more. Group 1 could just wipe their hands briefly on paper towel; Group 2 uses water only; Group 3 uses liquid soap and water, but only washes for five seconds; and Group 4 uses the liquid soap and water, but washes for 20 seconds. After the four groups examine their hands, discuss the results.• The lotion and glitter can be applied on the hands of one student who then shakes hands with five classmates. Look at the hands of students involved in the handshakes. Talk about how the glitter has been transferred from the hands of the original student to those of the other five. Discuss the implications of this in relation to how germs can be transmitted from one person to another.• Divide the class into small groups and give each group a different coloured glitter. The lotion and glitter can be applied on the hands of group members. Ask each student to shake hands (or high five) with five other students. Look at the students' hands. Talk with the students about how the glitter has been transferred from the hands of the original student to the hands of others. What observations do the students make? They could focus on the different colours of glitter on their classmates' hands. <p>Note: Check that students do not have any reactions to the hand lotion or liquid soap that is being used or reasons why they cannot come into physical contact with other students.</p>
Activities for further learning	Resources
<ol style="list-style-type: none">1. Students could discuss different variations of the glitter activity to demonstrate how germs can spread and the effectiveness of correct handwashing.	<p>Hand lotion, different coloured glitter, handwashing facilities, liquid soap dispensers, paper towels.</p>

LESSON 2.3: GLITTERBUG ACTIVITIES

Guided learning	Teacher notes
<ol style="list-style-type: none">1. Review Lesson 2.2.2. The GlitterBug Potion can be applied to objects, locations in the classroom or on students' hands. When the UV light is shone, there will be a glow where the Potion has been applied. You could use these resources for the following activities:<ul style="list-style-type: none">• Students could work in groups and apply the GlitterBug Potion to areas in the classroom where a lot of germs might be found. Other groups could take it in turn to use the UV torch to find the areas.• Apply the GlitterBug Potion to a plastic toy. Pass this around the room and then use the UV torch to see who handled the objects by shining it on students' hands.• In a larger group, select 2 to 3 students to handle the contaminated toy. Then appoint 1 or 2 students to act as 'detectives' and use the UV light to find the trail or germs. Ask the selected students to wash their hands and see how much GlitterBug Potion was removed.• Apply the GlitterBug Potion to students' hands. They could engage in a range of activities, for example, playing outside. Shine the UV light on their hands. Ask some members of the class to wash their hands and then compare the results.• Look at what areas on their hands they have missed, for example, around finger nails, base of thumb and wrists.'	<p>Tool 7 has some basic information about using the GlitterBug kit.</p> <p>There are a number of ways that you can use the GlitterBug kit. These activities are examples that works well for Grade 2. However, the GlitterBug website provides you with other ideas – www.glitterbug.net.au.</p> <p>You could revisit the GlitterBug activities in 'How do I perform hand hygiene?'</p>
Activities for further learning	Resources
<ol style="list-style-type: none">1. If there is time, do more activities using the GlitterBug Potion.	<p>GlitterBug Beginner Kit.</p> <p>Tool 7 – Using the GlitterBug Beginner Kit (p. 43).</p>

3: How do I perform hand hygiene?

LEARNING INTENTIONS

At the end of this topic, students will be able to:

- understand how to perform hand hygiene
- explain the contexts in which they would perform correct hand hygiene practices
- communicate the importance of hand hygiene to others.

LESSON 3.1: OUR SOAPY HEROES!

Guided learning	Teacher notes
<ol style="list-style-type: none"> 1. Review the two previous topics, 'Why is hand hygiene important?' and 'When do I perform hand hygiene?' 2. Show students the hand hygiene video animation located on the Better Health Channel's Soapy Hero campaign page: www.betterhealth.vic.gov.au/soapy-hero. 3. Ask them the following questions: <ul style="list-style-type: none"> • Who was the bad guy in the story? • What was on Simon's hands? • How could Simon's hands become contaminated? • What are the different places that germs, such as Gerry the Germ, like to hide? • Why did Simon and Selina get sick? • Why is Gerry the Germ so sneaky? • When do we need to wash our hands? • What are the steps that Simon and Selina used to get rid of Gerry the Germ? • Describe the four steps needed for correct handwashing. 4. At this point, it would be a good opportunity to draw together a number of concepts already covered. Enlarge Worksheet 6 – Review – Hand Hygiene (the Five Ws) on p. 26 or write it on the board. Complete the different sections. Let students know that in this topic, they will find out about <i>how</i>. 	<p>Students have already be introduced to Gerry the Germ. Now, they can look at Simon and Selina and Bubbles the dog and how Simon and Selina have become Soapy Heroes.</p>
Activities for further learning	Resources
<ol style="list-style-type: none"> 1. Students could reflect back on the lessons covered so far and review their original Y-chart (from Lesson 1.1) about what being healthy looks like, sounds like, feels like. 	<p>Hand Hygiene clip.</p> <p>Worksheet 6 – Review – Hand hygiene – The Five Ws, p. 26)</p>

LESSON 3.2: THE FOUR STEPS OF HANDWASHING

Guided learning	Teacher notes
<ol style="list-style-type: none">1. Review Lesson 3.1.2. Demonstrate the technique for correct handwashing. As you are doing this, show students the Tool 8 – Be a Soapy Hero on p. 44.<ul style="list-style-type: none">• Give students the opportunity to each have a turn to demonstrate the technique.• Include a way of timing the students, so they can remember what 20 seconds is like, for example, sing 'Happy Birthday' twice and/or use a stopwatch.	<p>The technique for correct handwashing:</p> <ol style="list-style-type: none">1. WET your hands with warm, running water2. RUB soap all over your hands for 20 seconds3. RINSE the soap off your hands4. DRY your hands with a clean towel or paper towel or under a hand dryer. <p>You could also show students the correct technique for handrubbing (using a liquid handrub or sanitiser).</p>
Activities for further learning	Resources
<ol style="list-style-type: none">1. Practice the four steps at home when washing hands.	<p>Tool 8 – Be a Soapy Hero (p. 44).</p> <p>Running water, soap dispenser, paper towels, handrub.</p>

LESSON 3.3: GETTING THE MESSAGE ACROSS TO OTHERS

Guided learning	Teacher notes
<ol style="list-style-type: none">1. Review Lesson 3.2.2. Pose the question – ‘How do we communicate the hand hygiene messages to others?’ Write down student responses.3. Students could work individually, in small groups or as a whole class to communicate the hand hygiene messages to a ‘target audience’. They could:<ul style="list-style-type: none">• Identify their ‘target audience’.• Clarify the message or messages about hand hygiene that they want to focus on.• Choose an appropriate way(s) that they would like to communicate the message. For example, talk at an assembly, produce a poster, write an article for the school newsletter, create a game, perform a short play etc.• Complete the activity.	<p>One of the Learning intentions of this topic is:</p> <ul style="list-style-type: none">• communicate the importance of hand hygiene to others. <p>In this lesson, you could discuss with students the different ways that the messages to others could be communicated, including what the key messages are and who the ‘target audiences’ might be.</p>
Activities for further learning	Resources
<ol style="list-style-type: none">1. Choose another one of the ideas from above for students to complete..	<p>Materials will be determined by methods chosen during class time.</p>

LESSON 3.4: REVIEW

Guided learning	Teacher notes
<ol style="list-style-type: none"> 1. Review the three previous topics, 'Why is hand hygiene important?', 'When do I perform hand hygiene?' and 'How do I perform hand hygiene?' 2. At the end of this last topic, students could work in small groups to complete a Web activity. The question in the centre of the web could be – 'Why do we need to practice hand hygiene?' 3. You could use Worksheet 6 – Review – Hand Hygiene (the Five Ws) on p. 26 as a way to review the three topics. 4. At the end of this last topic of the Clean Hands program, talk to students about the following: <ul style="list-style-type: none"> • We have finished the activities in the Hand Hygiene (Clean Hands) program and you have received your Soapy Hero training certificates. • Pose the question – 'What do we need to keep doing from now on to be Soapy Heroes?' • Pose the question – 'How do we remind others about taking care of our hand hygiene?' • Place the Soapy Hero posters in prominent places around the school. • Regularly reinforce the messages about correct handwashing to students. 5. A more challenging activity to draw together a number of concepts uses the 'What if...?' template (Worksheet 7 on p. 32). This helps students explore a topic and generate interesting and creative solutions. Some starting questions include: <ul style="list-style-type: none"> • 'What if we didn't wash our hands?' • 'What if I saw a friend go to the bathroom and then not wash their hands?' • 'What if...?' Students could come up with their own scenarios. 6. Hand out the Soapy Hero training certificates (Tool 11 on p. 51). 	<p>There is a wide range of activities that students could do at the conclusion of the Hand Hygiene (Clean Hands) program.</p> <p>How to use the 'What if...?' activity template (Worksheet 7):</p> <ul style="list-style-type: none"> • Students can work with partners, in small groups or as a whole class. • Look at the question provided, which is written in the bubble on the left-hand side. • Students are to come up with as many answers as they can; then choose two to explore further. • Write these answers in the next set of bubbles and phrase them as questions. • For each of these, students are to come up with two more and fill these in. • To make the activity more challenging, more bubbles can be added. <p>For example, the first question could be 'What if we didn't wash our hands?' One answer might be – 'We could get sick'; linked to the question, 'What would happen if we got sick?'</p>
Activities for further learning	Resources
<ol style="list-style-type: none"> 1. Students use the material in Worksheet 8 to create their own 'Soapy Hero story'. 2. Complete Worksheet 9 – Did you know? on p. 31. Using information and activities from all three topics of <i>why</i>, <i>how</i> and <i>when</i> to perform hand hygiene, students are to write down five facts in the spaces provided. 3. Students could make up their own Hand Hygiene (Clean Hands) crossword puzzle, word search or word scramble puzzle using the Internet or an App. 	<p>Worksheet 6 – Review – Hand Hygiene (the Five Ws) (p. 26).</p> <p>Worksheet 7 – 'What if...?' (p. 27).</p> <p>Worksheet 8 – A Soapy Hero story (p. 28).</p> <p>Worksheet 9 – Did you know? (p. 31).</p> <p>Web activity template at https://www.eduweb.vic.gov.au/edulibrary/public/teachlearn/student/webs.pdf</p> <p>Tool 11 – Soapy Hero training certificate (p. 47).</p> <p>Internet or App. There is a wide range of free programs available.</p>

REVIEW/EVALUATION

This review/evaluation can be completed by the teacher before, during and/or after completing all three topics of *why*, *how* and *when* to perform hand hygiene. It may be used for individual students or overall for the whole class. Both formative and summative assessment can provide information to assess students against the learning outcomes and learning intentions. This may be formal or informal, depending on the year level and the role of these resources in the school curriculum.

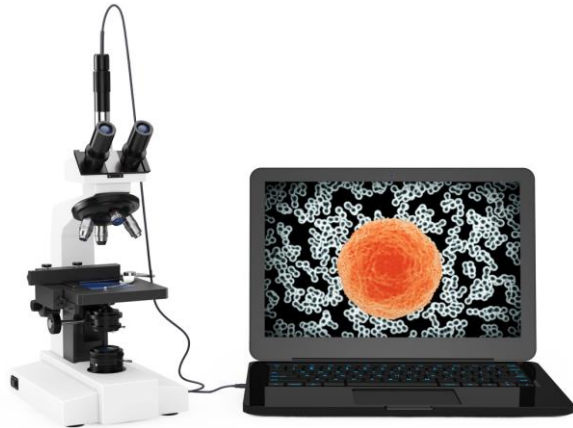
- It can be used as a tool for formative assessment (that is, assessment *for* learning). The teacher is able to use evidence of student progress to inform their teaching and learning; assess student progress and how well they understand the learning; help modify activities. It can also be used for assessment *as* learning; students can reflect and evaluate their own progress to inform their learning.
- It can be used as a tool for summative assessment (that is, assessment *of* learning). The teacher is able to use evidence of student learning to make judgements about student achievement against the learning outcomes and learning intentions.

Circle a number 1 to 5 to indicate your opinion about the student's or students' knowledge and understanding.

In your opinion does the student or most of the students:	Very low					Very high				
	1	2	3	4	5	1	2	3	4	5
explain what germs are and the different types of germs										
understand what germs need to live and where we can find them										
explain why some germs are important for us and why many germs can be harmful										
explain how our hands can become contaminated with germs										
explain when they need to perform hand hygiene										
explain why these are key times for hand hygiene										
understand how to perform hand hygiene										
explain the contexts in which they would perform correct hand hygiene practices										
communicate the importance of hand hygiene to others.										

WORKSHEETS

WORKSHEET 1 – GERMS UNDER THE MICROSCOPE



What are germs?

What are the different types of germs?

In the table below, briefly describe the different types of germs:

Type _____	Type _____
Type _____	Type _____

If there is time:

Draw a picture of a germ and give it a name!



WORKSHEET 3 – RESEARCH ACTIVITY

Use books or the Internet to find out about the following four common bacteria. Complete the table below.

Name of bacteria	What it looks like (draw a picture or find an image)	Where is it found?	What it does in people (type of infection if causes)
Escherichia coli (E coli)			
Streptococcus pyogenes			
Salmonella enteritidis			
Staphylococcus aureus			

WORKSHEET 4 – THE HEALTHY HANDS GAME

Playing the Healthy Hands game

1. Remind students that germs are tiny living things that can make us sick. They cannot be seen with our eyes but only under a microscope.
2. Germs are everywhere, but can be removed from our hands with correct handwashing techniques using soap and water or a hand sanitiser.
3. Photocopy the 'Healthy Hands game cards' (Worksheet 4). Three Gerry the Germ cards, two handwashing cards and 2 hand sanitiser cards can be handed out. The remaining students receive a blank card.
4. Randomly, hand one card, face down, to each student. Students should not look at their cards until asked to do so.
5. Students are to shake hands with two other students in the class and remember the classmates they shook hands with. Set a time limit, for example, 1 minute.
6. Students return to their seats and turn over their cards.
7. Students are asked to stand up if they have a Gerry the Germ card and explains, for this game, that these are the students who may be sick.
8. Ask any student who shook hands with the students who have the Gerry the Germ cards to stand. He/she explains that these people could get sick too, since they shook hands with someone who had germs.
9. Ask all the students with the handwashing cards and then the hand sanitiser cards to sit down.

Debrief

- Ask students what important messages they learnt from this game.
- Explain how each of these is a good way to prevent the spread of germs from one person to another. Explain that there is a good connection between good handwashing practices and how many of the students were not affected by the germs.
- Then, explain to the students who had a blank card that good handwashing practices were not used and those students might get sick.

(Adapted from *Healthy Hands: Hand hygiene resource manual ages 4-14*, North Bay Parry Sound District Health Unit.)

The Healthy Hands game

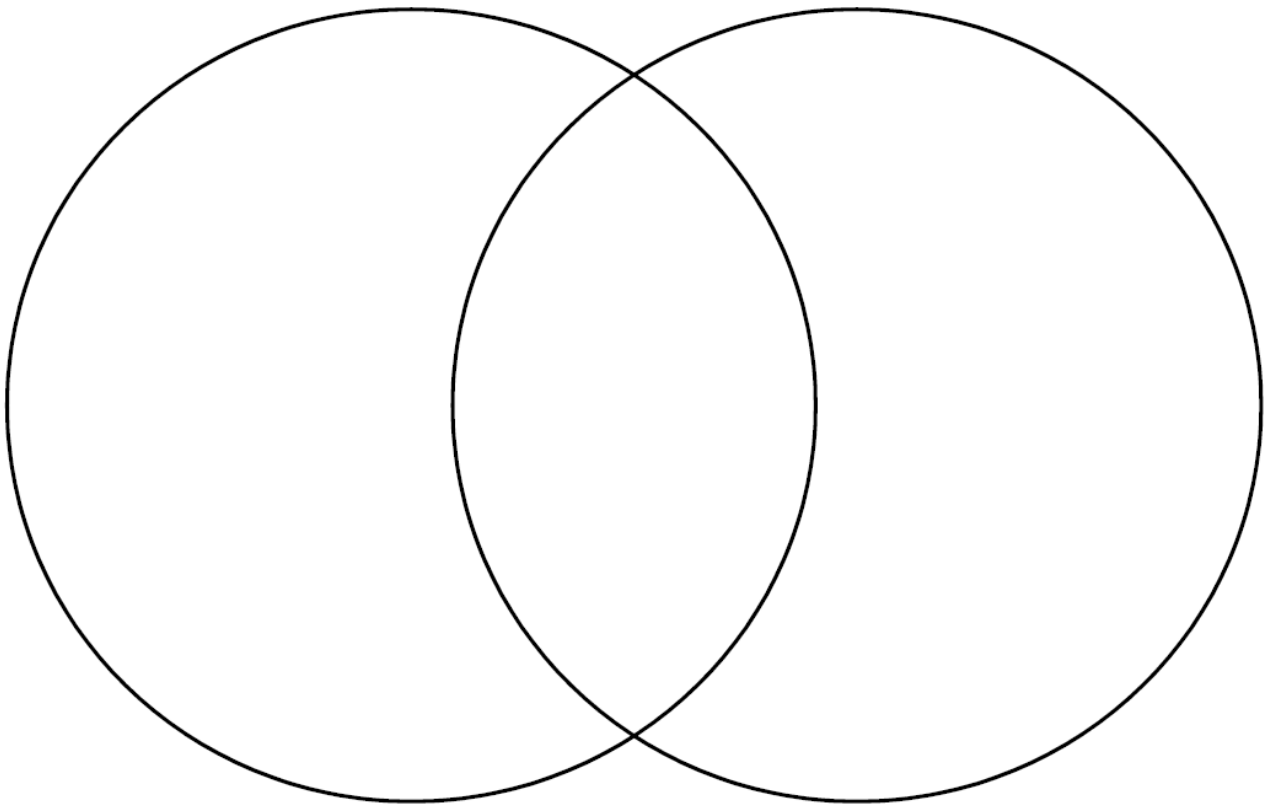
Game cards

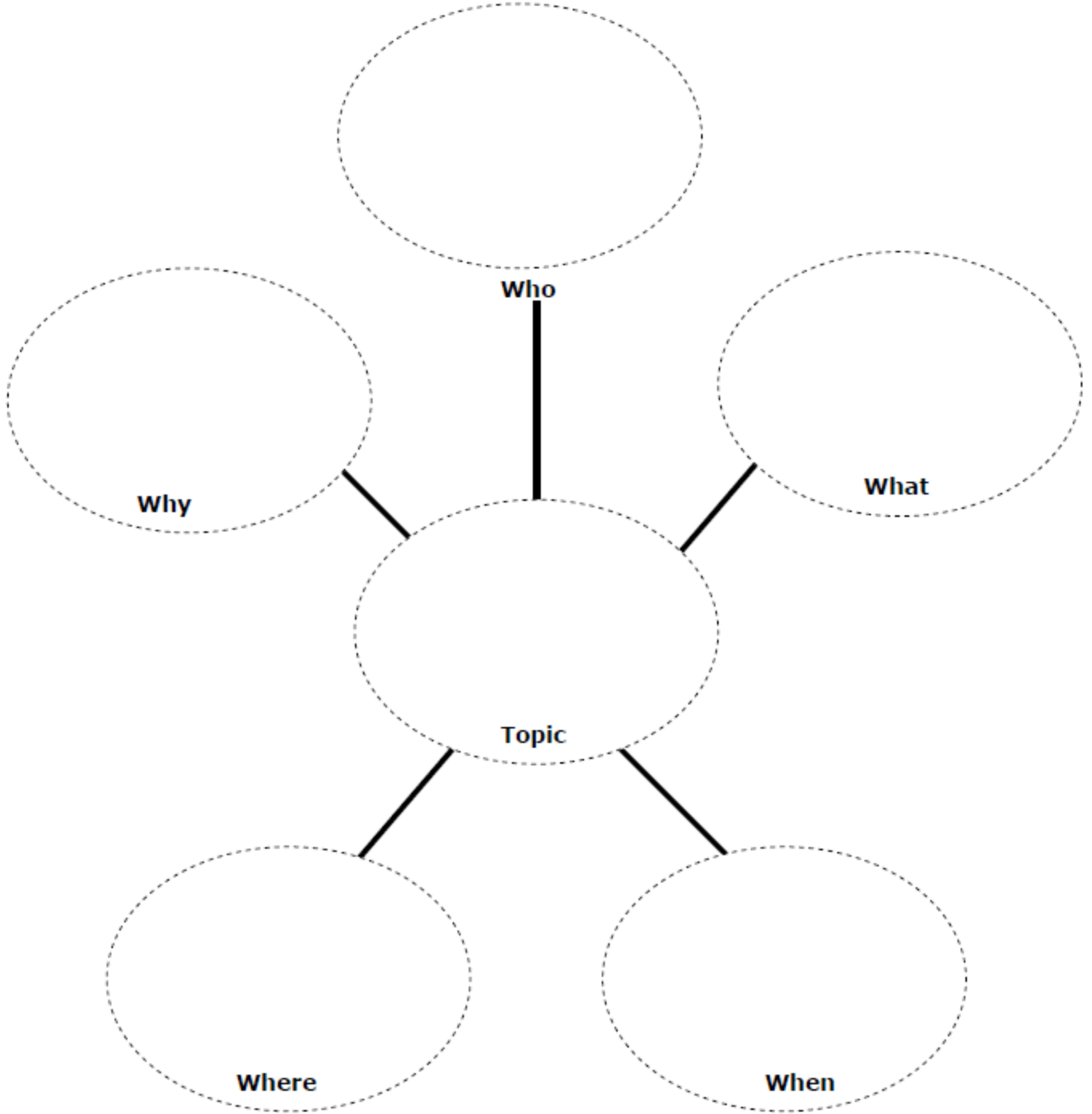
(Adapted from *Healthy Hands: Hand hygiene resource manual* ages 4-14, North Bay Parry Sound District Health Unit.)

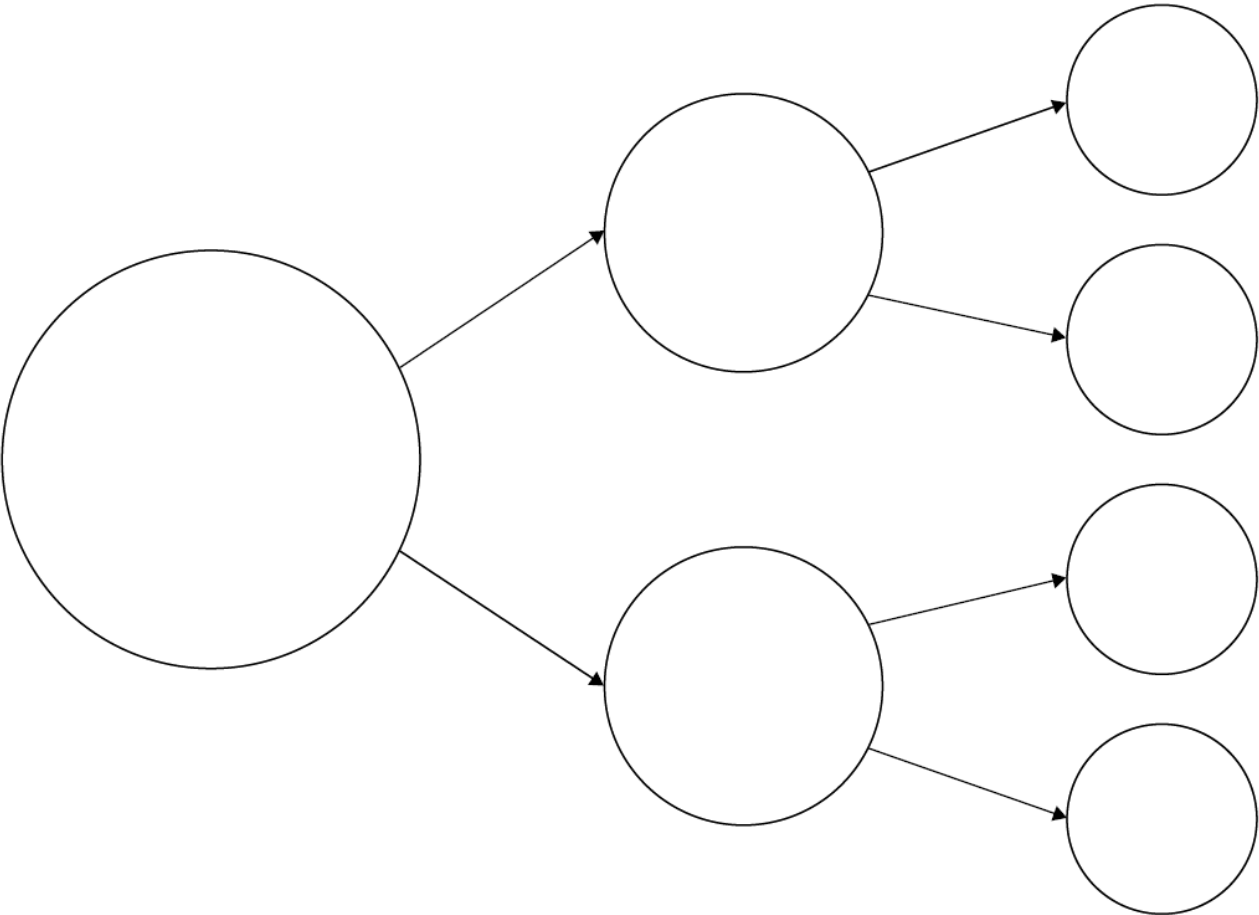
WORKSHEET 5 – VENN DIAGRAM – HANDWASHING & HANDRUBBING

Complete the Venn diagram below to compare handwashing (soap and water) with handrubbing (using a handrub or sanitiser).



Name:





WORKSHEET 8 – A SOAPY HERO STORY



Using our Soapy Hero characters, write your own story about an adventure that they did to challenge Gerry the Germ.

When you have finished your story, fill in the table by identifying the problems they encountered and the actions that our Soapy Heroes took to look after their hand hygiene.

This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

Problem	Actions of our Soapy Heroes

WORKSHEET 9 – DID YOU KNOW?

Using the information and activities from all three main topics of *why*, *how* and *when* to perform hand hygiene, write down five facts in the spaces provided about hand hygiene.

For example, 'Did you know that...?'

'Handwashing is the single most important means of preventing the spread of infection.'

'Viruses can be transferred from a dry, smooth surface up to 20 minutes after being contaminated'.

'Bacteria double every 20 minutes. So, five bacteria in a sandwich at one o'clock will total over 10 million by eight o'clock that night.'

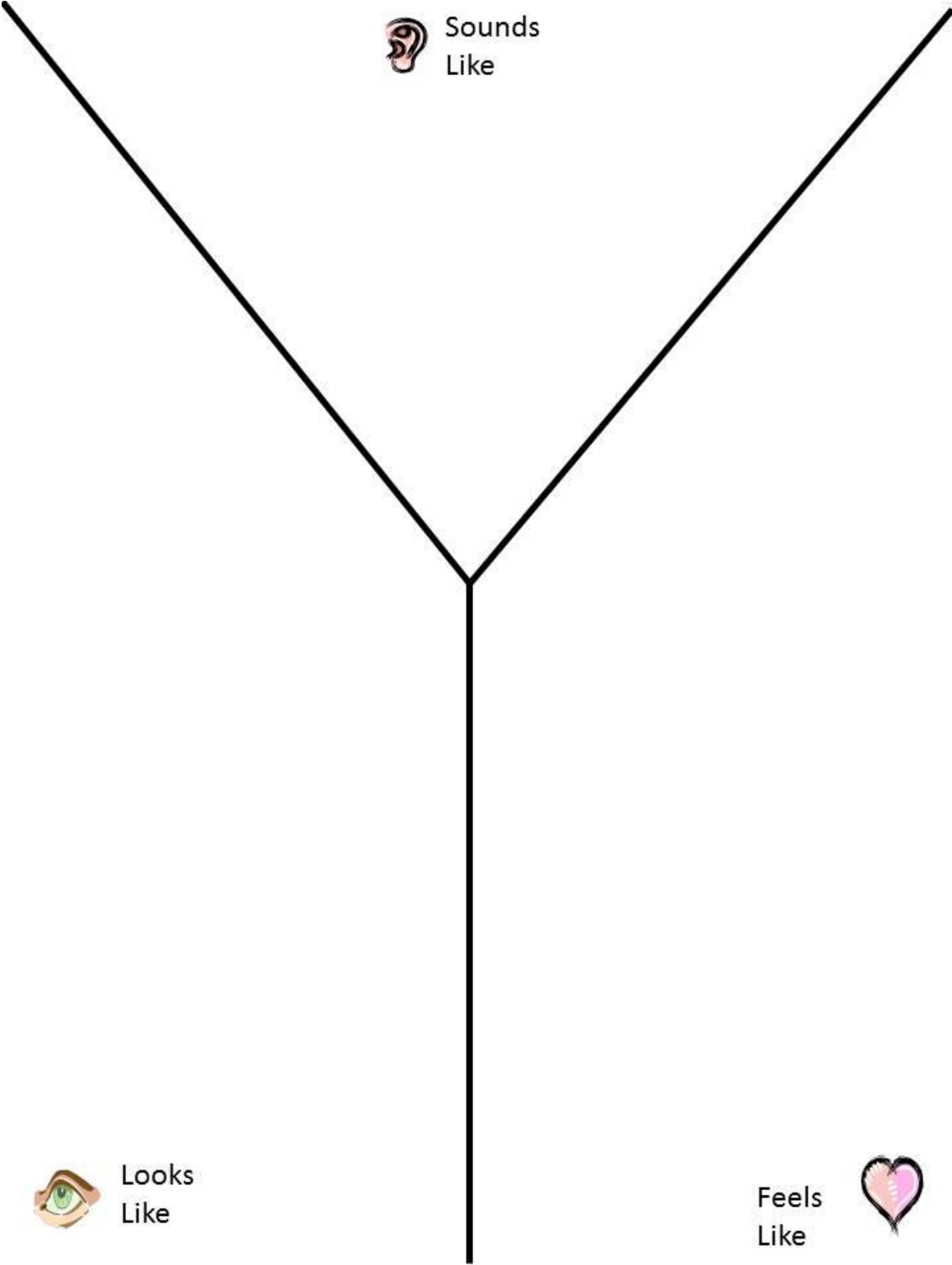
You may want to look in books or use the Internet to come up with your five facts.

See how challenging you can make them and share them with your classmates.

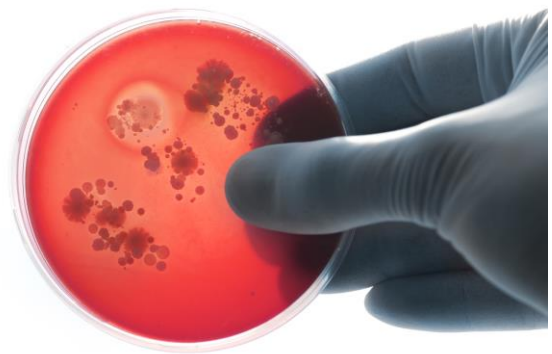
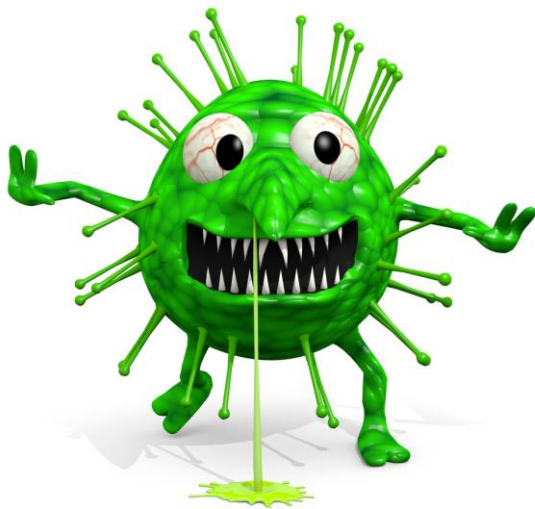


TOOLS

TOOL 1 – Y-CHART TEMPLATE



TOOL 2 – WHAT ARE WE LOOKING AT?



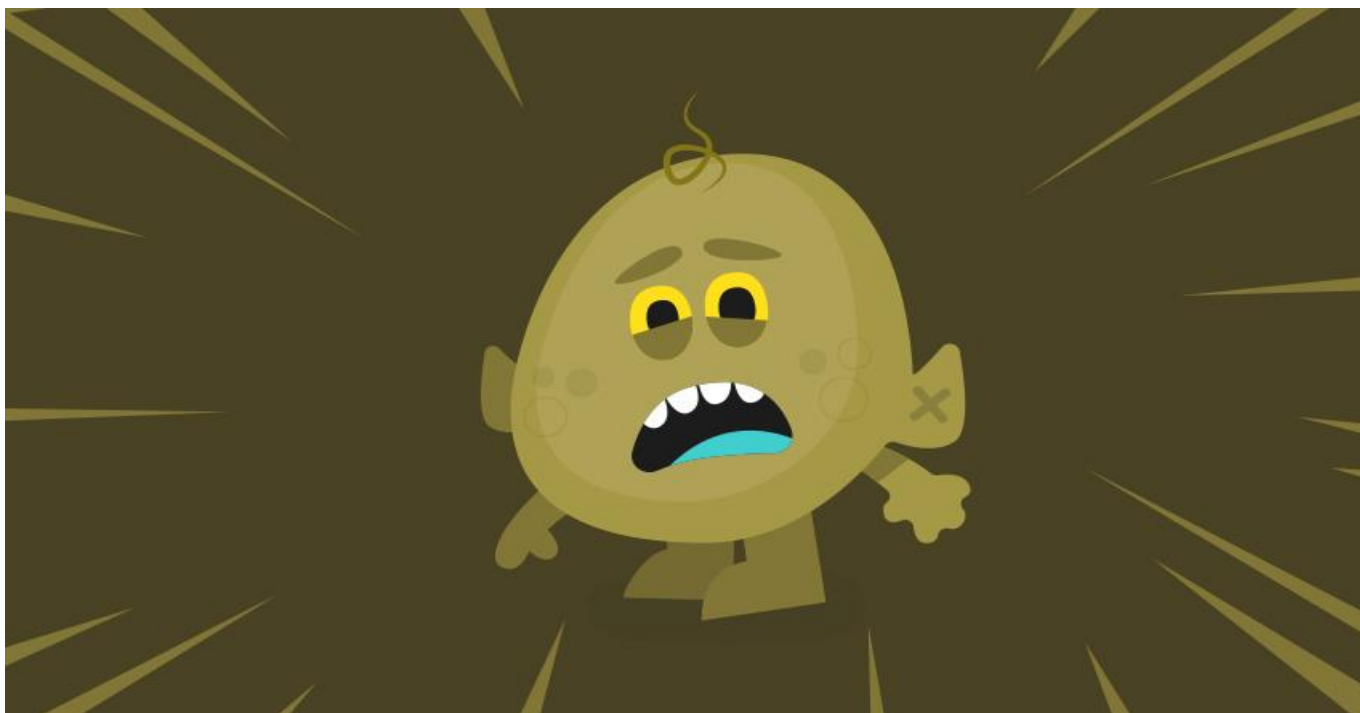
TOOL 3 – SAY ‘HI!’ TO OUR SOAPY HEROES – SIMON AND SELINA AND BUBBLES THE DOG





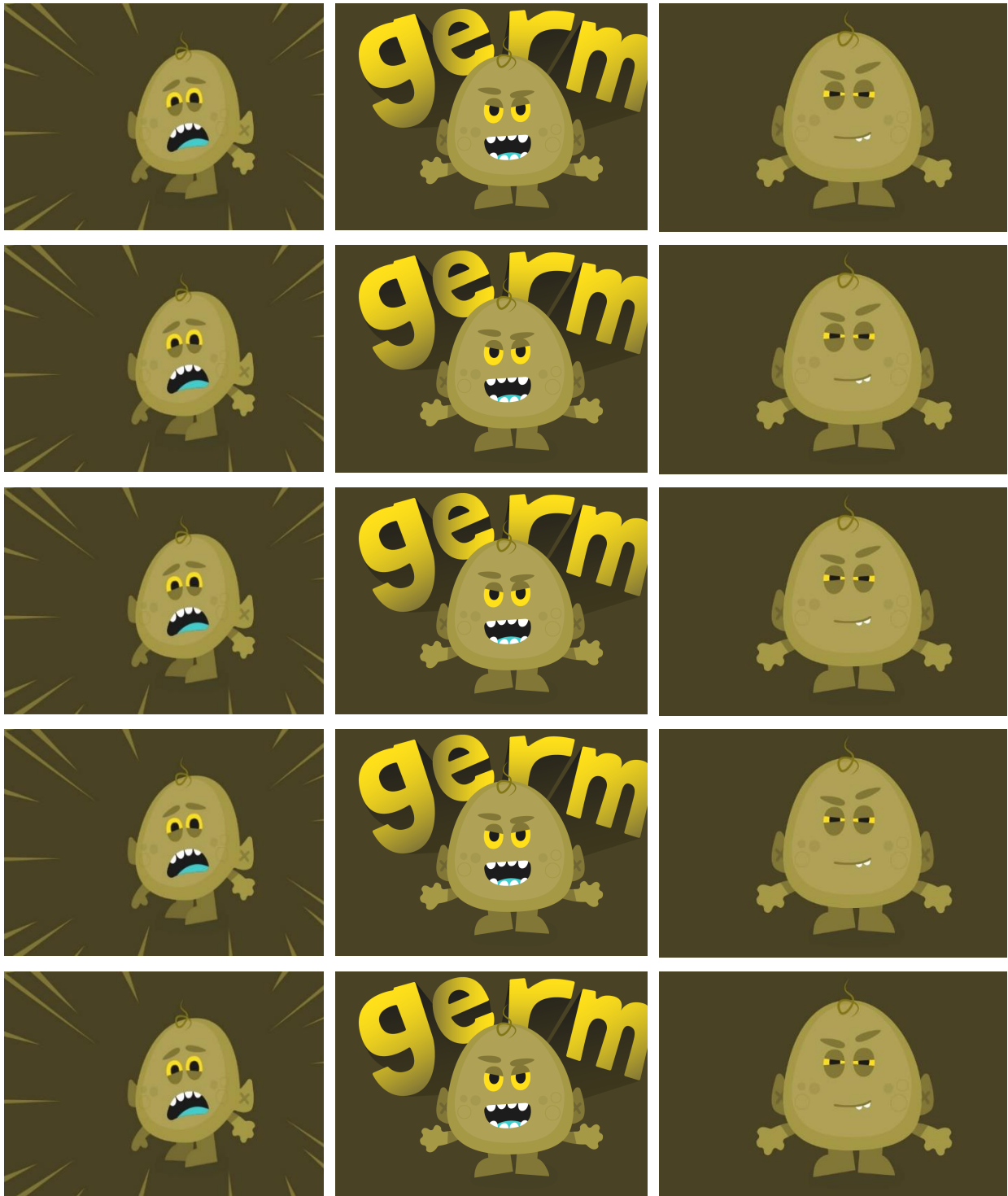
**are you
ready?**

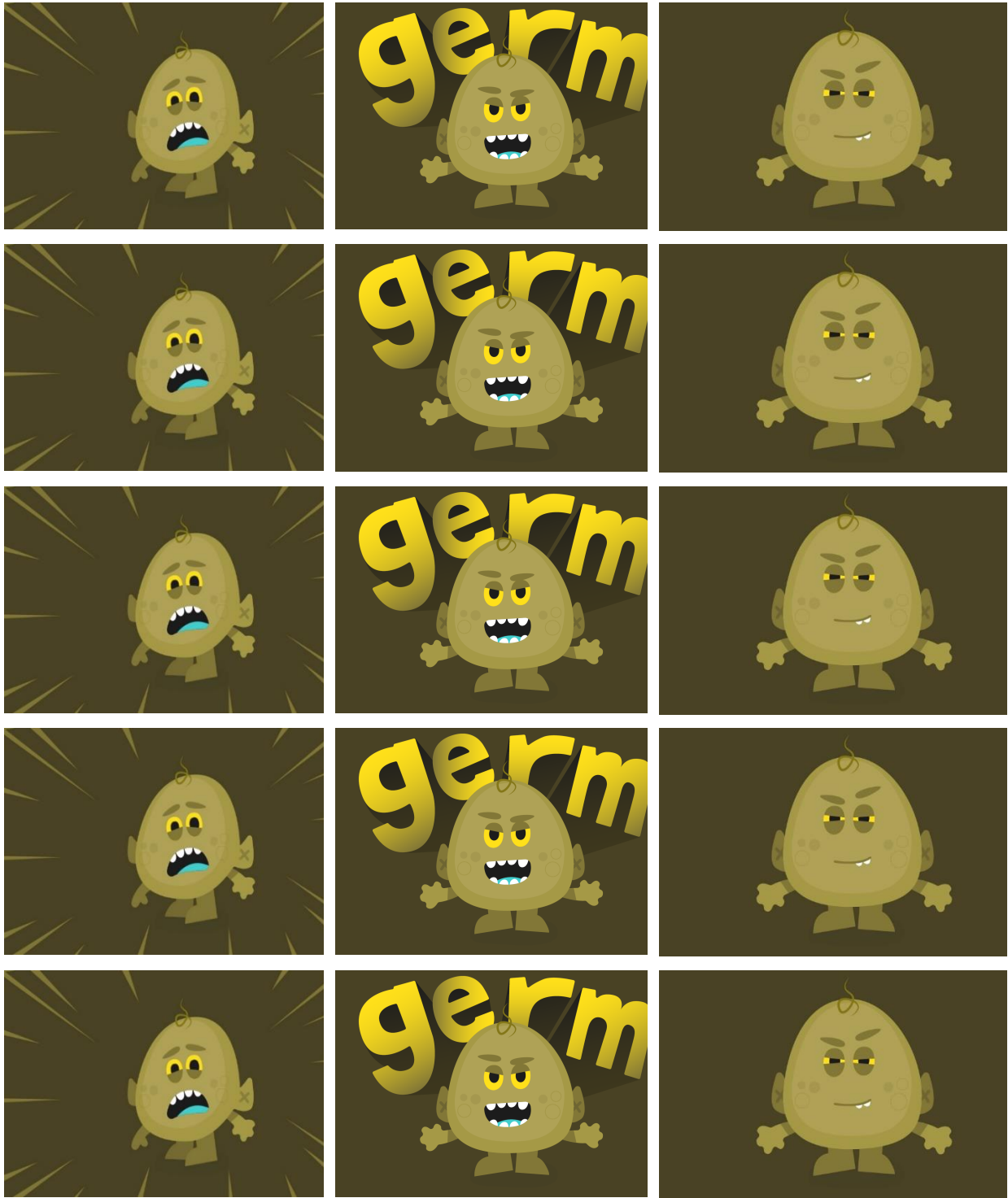
TOOL 4 – GERRY THE GERM





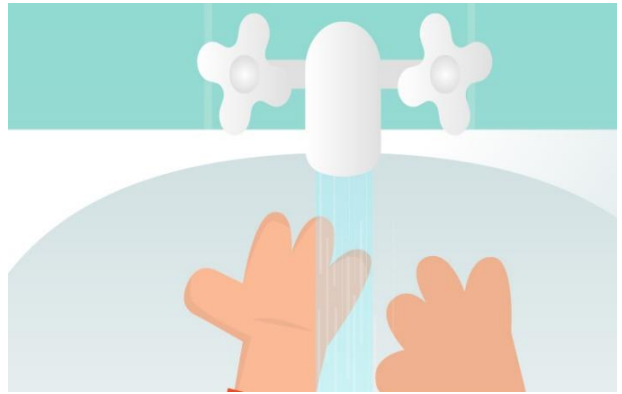
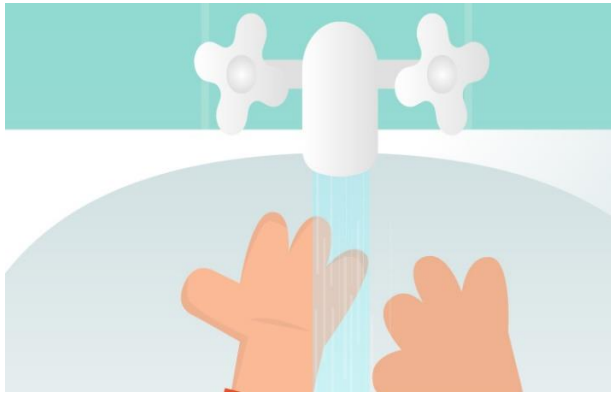
TOOL 5 – GERRY THE GERM CARDS





TOOL 6 – HANDWASHING PICTURES





TOOL 7 – USING THE GLITTERBUG BEGINNER KIT

The GlitterBug Beginner Kit comes with:

- one GlitterBug Potion (240 ml bottle for handwashing training)
- one UV torch
- one cardboard case.

The basic instructions for using the GlitterBug Potion are as follows:

Using GlitterBug Potion is simple:

- Squirt one pump of GlitterBug Potion onto your hands and rub it in, just as you would with moisturiser.

Wash and dry your hands

Use the UV Torch to illuminate all the lotion that hasn't been washed off. This represents germs which have been left to spread to everything you touch or could be ingested if you put your hands to your mouth or face.

The GlitterBug website (www.glitterbug.net.au) provides information on Getting Started, Products, Hand Hygiene and cost if your school would like to purchase one.

Be a Soapy Hero

How to...
wash your hands



WASH YOUR HANDS
TO GET RID OF GERRY THE GERM

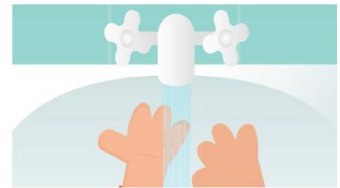


Remember, you need to wash your hands:

- Whenever your hands look dirty
- After going to the toilet
- After coughing, sneezing or blowing your nose
- Before and after eating
- After touching pets or other animals
- After you play



1 WET your hands with warm, running water



2 RUB soap all over your hands for 20 seconds
Sing 'happy birthday' twice!



3 RINSE the soap off your hands



4 DRY your hands with a clean towel or paper towel or under a hand dryer

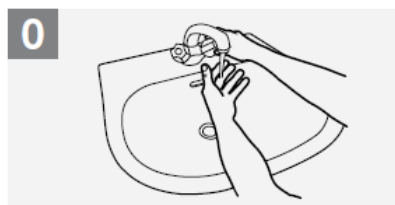


How to Handwash?

WASH HANDS WHEN VISIBLY SOILED! OTHERWISE, USE HANDRUB



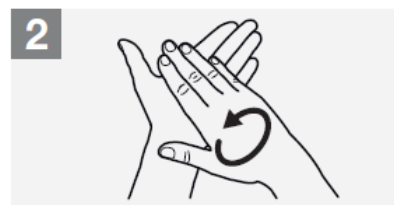
Duration of the entire procedure: 40-60 seconds



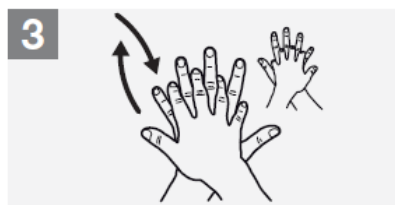
Wet hands with water;



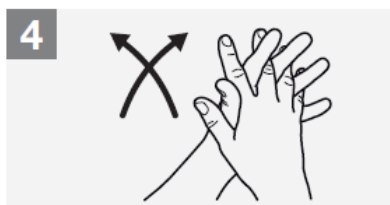
Apply enough soap to cover all hand surfaces;



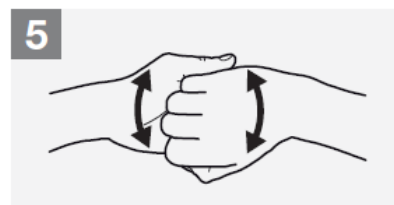
Rub hands palm to palm;



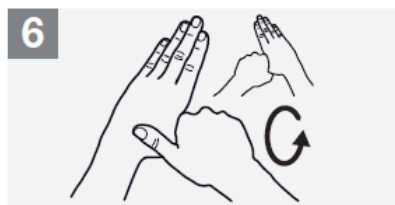
Right palm over left dorsum with interlaced fingers and vice versa;



Palm to palm with fingers interlaced;



Backs of fingers to opposing palms with fingers interlocked;



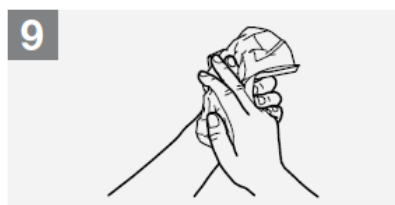
Rotational rubbing of left thumb clasped in right palm and vice versa;



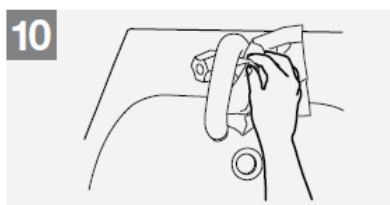
Rotational rubbing, backwards and forwards with clasped fingers of right hand in left palm and vice versa;



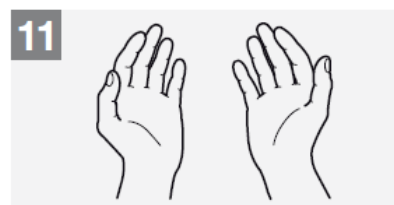
Rinse hands with water;



Dry hands thoroughly with a single use towel;



Use towel to turn off faucet;



Your hands are now safe.



World Health Organization

Patient Safety

A World Alliance for Safer Health Care

SAVE LIVES

Clean Your Hands

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3. Rev. 0000

How to Handrub?

RUB HANDS FOR HAND HYGIENE! WASH HANDS WHEN VISIBLY SOILED



Duration of the entire procedure: 20-30 seconds

1a



Apply a palmful of the product in a cupped hand, covering all surfaces;

1b

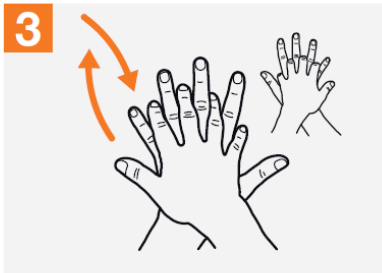


2



Rub hands palm to palm;

3



Right palm over left dorsum with interlaced fingers and vice versa;

4



Palm to palm with fingers interlaced;

5



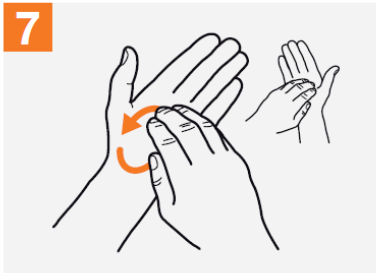
Backs of fingers to opposing palms with fingers interlocked;

6



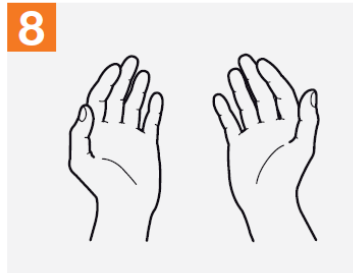
Rotational rubbing of left thumb clasped in right palm and vice versa;

7



Rotational rubbing, backwards and forwards with clasped fingers of right hand in left palm and vice versa;

8



Once dry, your hands are safe.



World Health Organization

Patient Safety

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SAVE LIVES

Clean Your Hands

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May 2009

TOOL 11 – SOAPY HERO TRAINING CERTIFICATE

(Electronic version of this resource available DET website)



I completed my

Soapy Hero

training

Name: _____

Date: _____

Find out more about hand hygiene at: www.betterhealth.vic.gov.au/soapy-hero



TOOL 12 – BE A SOAPY HERO! POSTERS

(See below for examples. Posters are available to download from the DET website.)

