CONTENTS

1: Why is hand hygiene important ......................................................... 4
   Learning intentions ........................................................................ 4
   Lesson 1.1: What are germs? ............................................................ 4
   Lesson 1.2: What do germs need to live and where can we find them? ............................................................ 6
   Lesson 1.3: Germs – always the bad guys? ........................................ 7
   Lesson 1.4: How do our hands become contaminated with germs? ............................................................. 8

2: When do I perform hand hygiene? .................................................... 9
   Learning intentions ......................................................................... 9
   Lesson 2.1: When and where is handwashing important? .................... 9
   Lesson 2.2: How clean are my hands? ............................................... 10
   Lesson 2.3: How hands become contaminated .................................... 11
   Lesson 2.4: GlitterBug activities ....................................................... 12

3. How do I perform hand hygiene? .................................................... 13
   Learning intentions ......................................................................... 13
   Lesson 3.1: Our Soapy Heroes! ....................................................... 13
   Lesson 3.2: the correct way to wash hands ........................................ 14
   Lesson 3.3: play ‘clean chasey’ ....................................................... 15
   Lesson 3.4: review ....................................................................... 16

REVIEW/EVALUATION ..................................................................... 17

WORKSHEETS .............................................................................. 18
   Worksheet 1 – Germs ..................................................................... 19
   Worksheet 2 –Gerry the Germ .......................................................... 20
   Worksheet 3 – The five common ways germs are spread ................... 21
   Worksheet 4 – Why hand hygiene is important – Our top five .......... 22
   Worksheet 5 – Before and after ....................................................... 23
   Worksheet 6 – Soap and water or liquid handwash/sanitiser? .......... 24
   Worksheet 7 – My handwashing chart ............................................ 25
   Worksheet 8 – Review – Hand hygiene (the five Ws) ......................... 26

TOOLS .......................................................................................... 27
   Tool 1 – Y-chart template ............................................................... 28
   Tool 2 – What are we looking at? .................................................... 29
   Tool 3 – Say ‘Hi!’ to our Soapy Heroes – Simon and Selina and Bubbles the dog .............................................. 30
Tool 4 – Gerry the Germ ................................................................. 32
Tool 5 – Gerry the Germ cards .................................................... 34
Tool 6 – Handwashing pictures .................................................. 36
Tool 7 – Using the GlitterBug Beginner Kit ................................ 38
Tool 8 – Be a Soapy Hero ........................................................... 39
Tool 9 – WHO’s How to Handwash? ............................................. 40
Tool 10 – WHO’s How to Handrub? .......................................... 41
Tool 11 – Soapy Hero training certificate .................................... 42
Tool 12 – Be a Soapy Hero! posters .......................................... 43
Grade 1

1: Why is hand hygiene important

LEARNING INTENTIONS

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

- understand what germs are and the different types of germs
- explain what germs need to live where they come from
- explain why some germs are important for us and why many germs can be harmful
- discuss ways that our hands can become contaminated with germs.

LESSON 1.1: WHAT ARE GERMS?

Guided learning

1. As an introduction, you could draw a Y-chart on the board (Tool 1 – Y-chart template on p. 28) and ask students what being ‘healthy’ looks like, feels like, smells like.
2. 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.
3. 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?’
4. After this hook, you could then provide a brief overview of the Hand Hygiene (Clean Hands) program and how it will be organised. You will need to explain to students what we mean by ‘hand hygiene’ or put it in words that they will understand. In simple terms, make a link between being safe and healthy and hand hygiene.
5. Show the students the images in Tool 3 – Say ‘Hi!’ to our Soapy Heroes – Simon and Selina and Bubbles the dog on p. 30. 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.
6. Do a K-W-H activity about hand hygiene – What do I know? (K), What do I want to know? (W) and How will I find out? (H).
7. Brainstorm with students – What is a germ? What are some other names for germs? Write responses on the board.
8. From the student responses, develop a class definition of ‘germs’ (or use the one provided in the Teacher notes). Pose the question – ‘What are the different words we give for germs?’ Talk about these are discuss bacteria and viruses.
9. On Worksheet 1 – Germs on p. 19, students fill in the answers to the questions – ‘What are germs?’ and ‘What are the different words we give for germs?’
10. After you have talked about bacteria and viruses, students can annotate the picture on Worksheet 1.

Teacher notes

‘Hand hygiene’ is a term that is used to cover both handwashing using soap and water and cleaning hands with liquid handrubs (also called liquid soap, handwash or sanitisers).

‘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 different shapes and sizes.

Definition – Germs are tiny organisms, or living things, that can cause disease.

There are different types of germs, but the two main types that can causes diseases in humans and animals are bacteria and viruses.

The following comes from the KidsHealth website:

- **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.

  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 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, such as the Lactobacillus germ, turns milk into yoghurt. There are many types of germs that help break down vegetable matter into compost.

- **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 and flu. Viruses can live for a time on something like a bench top, tap or doorknob.
<table>
<thead>
<tr>
<th>Activities for further learning</th>
<th>Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td>2. 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.</td>
<td></td>
</tr>
</tbody>
</table>
Guided learning

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 that we touch. Allocate students to small groups. Give each student a location, for example, classroom, school toilets, home, shopping centres 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. Pose the questions – ‘How do germs get into our bodies?’ and ‘What do they do when they are in there?’ Discuss student responses.
6. Refer students to the poster – ‘Be a Soapy Hero!’ (see also Tool 12 – Poster on p. 43). Point out the gross places that Gerry the Germ lives in:
   - coughs
   - toilets
   - sneezes and boogers
   - poo
7. Use the following ‘sentence starters’ for students to review the key parts of the lesson:
   - ‘All animals, including germs, need…to live.’
   - ‘The places that germs like to live are…’

Possible discussion script:
All plants and animals have certain things they need to live and grow. Germs aren’t any different.

Germs can be found everywhere. They are found all over the world and in every type of place. 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!).

Teacher guide to question – ‘Where do germs live?’
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.

Germs live anywhere where they can the things they need to grow:
- 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!

Teacher guide to questions – ‘How do germs get into our bodies?’ and ‘What do they do when they are in there?’

Bad germs 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.

Germs can get into our bodies through our mouths, noses and eyes.

Activities for further learning

1. Students could work individually or in small groups. Using pictures from magazines, they could create the ideal home for germs to live in.

Resources

Tool 12 – Be a Soapy Hero! posters (p. 43).

Paper, coloured pens for recording group work, magazines, glue, scissors, etc.
### LESSON 1.3: GERMS – ALWAYS THE BAD GUYS?

<table>
<thead>
<tr>
<th>Guided learning</th>
<th>Teacher notes</th>
</tr>
</thead>
</table>
| 1. Review Lesson 1.2. | **Teacher guide to question** – ‘Are all germs bad?’

There are different types of germs. Bacteria are one type of germ, but not all bacteria cause us harm. For example:

- 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 help break down vegetable matter into compost.

| 2. Pose the question – ‘Are all germs bad?’ |  |
| Pose the question – ‘How do germs harm us?’ |  |
| If you wish, you can prompt discussion by asking the questions – ‘Have you ever had a cold? How did it make you feel?’ (Tired, hard to breathe, fever, headache, a runny or blocked nose. Other examples of how germs can harm us are a sore tummy, vomiting and an infected finger or toe.) |  |
| 4. If you wish, you can prompt discussion by asking the questions – ‘Have you ever had a cold? How did it make you feel?’ (Tired, hard to breathe, fever, headache, a runny or blocked nose. Other examples of how germs can harm us are a sore tummy, vomiting and an infected finger or toe.) |  |
| 5. Students could draw a picture of a person (or use a magazine cut-out) and annotate their picture with ways in which germs can get into our bodies and what they do when they are in there. |  |

<table>
<thead>
<tr>
<th>Teacher notes</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Teacher guide to question</strong> – ‘Are all germs bad?’</td>
</tr>
<tr>
<td>There are different types of germs. Bacteria are one type of germ, but not all bacteria cause us harm. For example:</td>
</tr>
<tr>
<td>- 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.</td>
</tr>
<tr>
<td>- Some bacteria are used by scientists in labs to produce medicines and vaccines to keep us healthy.</td>
</tr>
<tr>
<td>- Other germs in the environment turn milk into yoghurt.</td>
</tr>
<tr>
<td>- Other types of germs help break down vegetable matter into compost.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Activities for further learning</th>
<th>Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Students design a poster with around the theme – ‘Germs – good and bad’.</td>
<td>Paper, markers, coloured pencils, magazines, glue, etc.</td>
</tr>
</tbody>
</table>
LESSON 1.4: HOW DO OUR HANDS BECOME CONTAMINATED WITH GERMS?

Guided learning

1. Review Lesson 1.3.
2. Pose the question – ‘How do we get germs on our hands?’ Discuss answers.
3. As a follow-on from 2, discuss with students the fact that there can be germs on many of the things that we touch every day. Some of the worst places where germs can be are – the kitchen sink, dishcloths/sponges, garbage cans, refrigerator, computer key boards, shopping trolley handles, light switches, remote controls, toys… Pose the question – ‘If germs can be found on lots of everyday things, such as these, what lessons does this give us about washing our hands?’
4. Complete Worksheet 3 – The Five common ways germs are spread on p. 21. Students need to complete the sentences in the boxes. They can also decorate the handout with more images to reflect the messages on the worksheet, for example, animals, people, food
5. Students are to reflect on Lessons 1.1 to 1.4. As a group, brainstorm and ask them to come up with the key messages from these four lessons. Write these on the board. Then, see if the class can come up with an agreed list of the top five. Complete Worksheet 4 – Why hand hygiene is important – Our Top five on p. 22.

Teacher notes

Teacher guide to question – ‘How do we get germs on our hands?’

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.

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.

Germs like to hide on our hands. Here are some important things to know about germs and our hands:
- 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

1. Students could use the Internet to find out and make a list of the most likely places that germs can be found around the house. This could be an activity to do at home with their family. They could choose five high-risk items/areas and suggest how the spread of germs could be minimised, for example, dishcloths/sponges; change them often.

Resources

Worksheet 3 – The Five common ways germs are spread (p. 21).
Worksheet 4 – Why hand hygiene is important – Our Top five (p. 22).
Access to the Internet.
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: WHEN AND WHERE IS HANDWASHING IMPORTANT?

Guided learning

<table>
<thead>
<tr>
<th>Guided learning</th>
<th>Teacher notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Review the previous topic, ‘Why is hand hygiene important?’</td>
<td>Key points</td>
</tr>
<tr>
<td>2. Discuss with students the importance of getting rid of germs.</td>
<td>Washing hands with soap and water is the most effective way to prevent the spread of gastrointestinal and respiratory infections in community settings.</td>
</tr>
<tr>
<td>3. Pose the question – When and where is it important to clean my hands? Write responses on the board.</td>
<td>The key times are:</td>
</tr>
<tr>
<td>4. Reinroduce students to the character Gerry the Germ (Worksheet 3 on p. 21). Refer also to the poster – ‘Be a Soapy Hero!’ (see also Tool 12 on p. 43) which shows the gross places where Gerry the Germ lives.</td>
<td>• whenever your hands look dirty</td>
</tr>
<tr>
<td>5. Ask students to think about all the times today when they have used their hands; that is, their hands have been in contact with objects that could have Gerry the Germ on them. They may need prompting, but they should be able to suggest – the bathroom or toilet, patting their family pet, equipment in the playground….</td>
<td>• after going to the toilet</td>
</tr>
<tr>
<td>6. Make a list of these places on the board. Ask students to explain why these are the most likely places to come into contact with Gerry the Germ.</td>
<td>• before and after eating</td>
</tr>
<tr>
<td>7. Discuss with students the importance of washing hands with soap and water and/or liquid handrub (sanitiser) as being essential for good hand hygiene.</td>
<td>• after coughing, sneezing or blowing your nose</td>
</tr>
<tr>
<td>8. Complete Worksheet 5 – Gerry the Germ (p. 23).</td>
<td>• after touching pets and other animals</td>
</tr>
<tr>
<td>9. Complete Worksheet 6 – Soap and water OR hand sanitiser? (p. 24).</td>
<td>• after you play</td>
</tr>
</tbody>
</table>

Activities for further learning

1. Students are to choose one of the key times for washing hands, for example, after going to the toilet. They can create a poster showing why it is important to wash hands at this time.

Resources

Worksheet 3 – Gerry the Germ (p. 21).
Worksheet 5 – Before and after (p. 23).
Worksheet 6 – Soap and water or hand sanitiser? (p. 24).
Paper, markers, coloured pencils, magazines, glue, pictures on handwashing, hand sanitiser.
Tool 12 – ‘Be a Soapy Hero!’ posters – (p. 43).
LESSON 2.2: HOW CLEAN ARE MY HANDS?

<table>
<thead>
<tr>
<th>Guided learning</th>
<th>Teacher notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Review Lesson 2.1.</td>
<td>This lesson uses materials that are readily available in the classroom. If GlitterBug kits are available, do the activity in Lesson 2.4.</td>
</tr>
<tr>
<td>2. Remind students that germs can be on their hands even though they cannot see them. Correct handwashing can remove germs from our hands.</td>
<td></td>
</tr>
<tr>
<td>3. Glitter activity:</td>
<td></td>
</tr>
<tr>
<td>- Each student is to rub a small amount of hand lotion all over their hands.</td>
<td></td>
</tr>
<tr>
<td>- Ask students to open their hands and they apply a small amount of glitter, which they rub all over their hands.</td>
<td></td>
</tr>
<tr>
<td>- Explain to students that like the glitter, germs are all over their hands; however, they can see the glitter but not the germs.</td>
<td></td>
</tr>
<tr>
<td>- Students are then to thoroughly wash their hands using the liquid soap and paper towels and then look at their hands again.</td>
<td></td>
</tr>
<tr>
<td>4. Debrief:</td>
<td></td>
</tr>
<tr>
<td>- What do students notice about the amount of glitter on their hands?</td>
<td></td>
</tr>
<tr>
<td>- Is there any glitter still on their hands after they washed them?</td>
<td></td>
</tr>
<tr>
<td>- 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. Areas such as the thumbs, between the fingers and around the fingers can be missed.</td>
<td></td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Activities for further learning</th>
<th>Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Students could devise another creative way of demonstrating this concept of the importance of thorough handwashing.</td>
<td>Hand lotion, glitter, handwashing facilities, liquid soap dispensers, paper towels.</td>
</tr>
</tbody>
</table>
# LESSON 2.3: HOW HANDS BECOME CONTAMINATED

<table>
<thead>
<tr>
<th>Guided learning</th>
<th>Teacher notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Review Lesson 2.2.</td>
<td>You could use a tennis ball, plastic ball or toy for this activity. The water in the bottles could be coloured (but make sure it washes off!).</td>
</tr>
<tr>
<td>2. Water activity:</td>
<td>You could vary this activity by dividing the class into two groups. One group keeps the water on their hands while the other group wipes the water off using a tissue. Each group then passes a tennis ball around. How do the two tennis balls compare?</td>
</tr>
</tbody>
</table>

- The purpose of this activity is to demonstrate how hands become contaminated and how we can pass those germs onto others.
  - Spray water onto each students' hands. The water on their hands represents germs which come out of their mouths and noses when they cough and sneeze.
  - Pass the tennis ball around to the students. What has happened to the tennis ball?

**Debrief:**
- The tennis ball will have become damp. Explain that if we cough or sneeze into our hands, germs can transfer to other things that we touch.
- If another student touches the tennis ball while it is still wet, this would be like someone having germs on their hands and they could get sick or pass the germs onto another person.
- Point out that when we cough or sneeze, germs also pass into the air and can fall on nearby objects.
- Discuss that if you wash your hands after coughing or sneezing, you wash away most of the germs. Correct handwashing can help stop us from getting sick.
- Pose the questions – ‘What else can you do if you are coughing or sneezing to stop germs spreading?’ and ‘What else do you need to make sure you do after coughing or sneezing? Why?’

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

## Activities for further learning

<table>
<thead>
<tr>
<th>Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. You could do a variation on this activity by using hand lotion and glitter, instead of water.</td>
</tr>
</tbody>
</table>
LESSON 2.4: GLITTERBUG ACTIVITIES

**Guided learning**

1. Review Lesson 2.3.
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:
   - 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.
   - 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.

**Teacher notes**

- Tool 7 has some basic information about using the GlitterBug kit.
- There are a number of ways that you can use the GlitterBug kit. These activities are examples that work well for Grade 1. However, the GlitterBug website provides you with other ideas - [www.glitterbug.net.au](http://www.glitterbug.net.au)
- You could revisit the GlitterBug activities in ‘How do I perform hand hygiene?’

**Activities for further learning**

1. Ask students to think of some creative ways that the GlitterBug Potion could be used to teach others about how germs are spread and the importance of correct handwashing.
2. Over the next week, students could complete Worksheet 7 – My handwashing Chart on p. 25 by keeping track of each time they washed their hands by marking it on the chart. This table can be modified for Grade 1s, for example, two or three days.

**Resources**

- GlitterBug Beginner Kit
- Tool 7 – Using the GlitterBug Beginner Kit (p. 38)
- Worksheet 7 – My Handwashing Chart (p. 25)
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.

LESSON 3.1: OUR SOAPY HEROES!

**Guided learning**

1. Review the two previous topics, ‘Why is hand hygiene important?’ and ‘When do I perform hand hygiene?’
2. If students completed Worksheet 7 – My Handwashing Chart on p. 25, you could discuss this with the class.
4. Ask them the following questions:
   - Who was the bad guy in the story?
   - How could Simon’s hands become contaminated with Gerry the Germ?
   - What are the different places that germs, such as Gerry the Germ, like to hide?
   - How did Simon and Selina feel when they were 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?
   - List the four steps needed for correct handwashing.

**Activities for further learning**

1. Students could use the information so far to suggest the actions that Simon and Selina make to be Soapy Heroes.

**Teacher notes**

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.

**Resources**

Hand Hygiene video
LESSON 3.2: THE CORRECT WAY TO WASH HANDS

Guided learning

1. Review Lesson 3.1.
2. Demonstrate the technique for correct handwashing. As you are doing this, show students Tool 8 – Be a Soapy Hero (p. 39).
   - 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.
3. Pose the question – ‘What factors could help or act as barriers to correct handwashing?’ Brainstorm this with students and write responses on the board. For each barrier, write down what could be done to remove it.

Teacher notes

The technique for correct handwashing:

1. WET your hands with warm, running water.
2. RUB soap all over your hands for 20 seconds.
3. RINSE the soap off your hands.
4. DRY your hands with a clean towel or paper towel or under a hand dryer.

Teacher guide to question – ‘What factors could help or act as barriers to correct handwashing?’

Factors that help: availability of water, soap and paper towels.

Factors that act as barriers: remembering to wash, no facilities or equipment (for example, at the park).

For each barrier, what could be done to remove it?
Examples – signs in prominent places, such as toilets, taking a hand sanitiser (or hand wipes) in your backpack when you go to the park to play.

Activities for further learning

1. Students can practice the technique for correct handwashing at home. Report back to the class.

Resources

Tool 8 – Be a Soapy Hero (p. 39).

Running water, soap dispenser, paper towels
LESSON 3.3: PLAY ‘CLEAN CHASEY’

Guided learning

1. Review Lesson 3.2.
2. Play ‘Clean Chasey’ and then do a debrief:
   - Ask the students what happened when they were tagged by the germs. In real life, what might happen? (They could get sick)
   - Explain what happened when they were ‘cleaned’ by the handwashers. What might happen if there were no handwashers in the game? What might happen if there were no handwashers in real life? How would the game change if these were one germ and four handwashers? How about four germs and one handwasher?
   - Talk with students about what this means in real life. How does this change their handwashing habits?

Activities for further learning

1. Play ‘Clean Chasey’ again, but this time alter the number of characters, for example, more germs than handwashers or more handwashers than germs. After students have played the game, discuss what this means in terms of what they know about germs and handwashing.

Teacher notes

‘Clean Chasey’

1. Remind students of the steps for correct handwashing.
2. Explain to students that they are going to play a game called ‘Clean Chasey’. Four students will play special roles: two will be disease-causing germs, a third will be handwasher (soap and water) and the fourth will be hand sanitiser. You may like to give the students different coloured bands. The remaining students need to run away from the germs.
3. If they are tagged by one of the germs, they need to freeze. The handwasher and hand sanitiser are the only ones who can unfreeze (clean) the frozen students (contaminated) by tapping them on the shoulder.
4. The ‘cleaned’ students are then free to run around again.
5. At various points in the game, students can swap roles.

Resources

Suitable size space for students to move around.
LESSON 3.4: REVIEW

<table>
<thead>
<tr>
<th>Guided learning</th>
<th>Teacher notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Review the three previous topics, ‘Why is hand hygiene important?’, ‘When do I perform hand hygiene?’ and ‘How do I perform hand hygiene?’</td>
<td>There is a wide range of activities that students could do at the conclusion of the Hand Hygiene (Clean Hands) program.</td>
</tr>
<tr>
<td>2. Use the review template in Worksheet 8 – Review template on p. 26 for students to reflect on their learning. This could be used as:</td>
<td>You may choose from amongst these before issuing the Soapy Hero training certificates.</td>
</tr>
<tr>
<td>3. a worksheet to be completed by individual students</td>
<td></td>
</tr>
<tr>
<td>4. a worksheet to be completed in small groups</td>
<td></td>
</tr>
<tr>
<td>5. a discussion focus to be completed by the whole class on the board</td>
<td></td>
</tr>
<tr>
<td>6. the basis of a summary poster.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Activities for further learning</th>
<th>Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td>At the end of this topic of the hand hygiene (Clean Hands) program, talk to students about the following:</td>
<td>Worksheet 8 – Review template (p. 26).</td>
</tr>
<tr>
<td>7. We have finished the activities in the Hand Hygiene (Clean Hands) program and you have received your Soapy Hero training certificates.</td>
<td>Tool 11 – Soapy Hero training certificates (p. 42).</td>
</tr>
<tr>
<td>8. Pose the question – ‘What do we need to keep doing from now on to be Soapy Heroes?’</td>
<td></td>
</tr>
<tr>
<td>9. Place the Soapy Hero posters in prominent places around the school.</td>
<td></td>
</tr>
<tr>
<td>10. Regularly reinforce the messages about correct handwashing to students.</td>
<td></td>
</tr>
</tbody>
</table>
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.

<table>
<thead>
<tr>
<th>In your opinion does the student or most of the students:</th>
<th>Very low</th>
<th>Very high</th>
</tr>
</thead>
<tbody>
<tr>
<td>understand what germs are and the different types of germs</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>explain what germs need to live where they come from</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>explain why some germs are important for us and why many germs can be harmful</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>discuss ways that our hands can become contaminated with germs</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>explain when they need to perform hand hygiene</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>explain why these are key times for hand hygiene</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>understand how to perform hand hygiene</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>explain the contexts in which they would perform correct hand hygiene practices.</td>
<td>3</td>
<td>4</td>
</tr>
</tbody>
</table>
WORKSHEETS
What is a germ?

________________________________________________________________________________
________________________________________________________________________________
________________________________________________________________________________

What are the different words we use for germs?

________________________________________________________________________________
________________________________________________________________________________
________________________________________________________________________________
________________________________________________________________________________

________________________________________________________________________________
The five common ways germs are spread

**Mouth, nose or eyes to hands to others**

Germs spread to the hands by coughing, sneezing or touching eyes and then transferred to others.

We can help prevent the spread of illnesses such as the common cold or eye infections by...

**Food to hands to food**

Germs are transmitted from raw foods such as meat or chicken to hands while preparing food. These germs can then be transferred to other uncooked foods such as salads. When the raw foods are cooked, it kills the germs but the salad remains contaminated.

We can prevent this cross-contamination by...

**Hands to food**

Germs are transferred from unclean hands to foods if the person preparing the food hasn’t washed their hands after...

These germs are then passed on to those eating the food.

We can prevent the spread of germs this way by...

**Infected person to hands to others**

If a person is sick, germs can be passed on to others. So, you should...

**Animals to people**

After petting an animal or touching any surfaces they come into contact with, you should...
WORKSHEET 4 – WHY HAND HYGIENE IS IMPORTANT – OUR TOP FIVE
WORKSHEET 5 – BEFORE AND AFTER

It is important to wash your hands BEFORE some activities and AFTER other activities. Use the pictures from magazines, or ones that you have drawn, to create a collage of the different activities where you could come into contact with Gerry the Germ and when you should wash your hands (before or after).
**Worksheet 6 – Soap and Water or Liquid Handwash/Sanitiser?**

In the spaces provided below, write a list of the times when you could use hand sanitiser and when it is best to use soap and water.

<table>
<thead>
<tr>
<th>Soap and water</th>
<th>Liquid handwash/sanitiser</th>
</tr>
</thead>
</table>


**WORKSHEET 7 – MY HANDWASHING CHART**

How often do you wash your hands? 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

Each time you wash your hands, mark it on the chart below. When you have marked all the boxes, YOU ARE A SOAPY HERO! CONGRATULATIONS!

<table>
<thead>
<tr>
<th>MONDAY</th>
<th>TUESDAY</th>
<th>WEDNESDAY</th>
<th>THURSDAY</th>
<th>FRIDAY</th>
<th>SATURDAY</th>
<th>SUNDAY</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
TOOL 1 – Y-CHART TEMPLATE

Sounds
Like

Looks
Like

Feels
Like
TOOL 2 – WHAT ARE WE LOOKING AT?
TOOL 3 – SAY ‘HI!’ TO OUR SOAPY HEROES – SIMON AND SELINA AND BUBBLES THE DOG
TOOL 4 – GERRY THE GERM
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:

1. Squirt one pump of GlitterBug Potion onto your hands and rub it in, just as you would with moisturiser.
2. Wash and dry your hands
3. 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](http://www.glitterbug.net.au) – provides information on Getting Started, Products, Hand Hygiene and cost if your school would like to purchase one.
TOOL 8 – BE A SOAPY HERO

Be a Soapy Hero

How to... wash your hands

WASH YOUR HANDS TO GET RID OF GERRY THE GERM

It only takes 20 seconds

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

0. Wet hands with water;
1. Apply enough soap to cover all hand surfaces;
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. Rinse hands with water;
9. Dry hands thoroughly with a single use towel;
10. Use towel to turn off faucet;
11. Your hands are now safe.

World Health Organization | Patient Safety | SAVE LIVES
Clean Your Hands
How to Handrub?

RUB HANDS FOR HAND HYGIENE! WASH HANDS WHEN VISIBLY SOILED

Duration of the entire procedure: 20-30 seconds

1. Apply a pinchful of the product in a cupped hand, covering all surfaces;
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
SAVE LIVES
Clean Your Hands

May 2009
I completed my **Soapy Hero** training

Name: _______________ Date: __________

TOOL 12 – **BE A SOAPY HERO! POSTERS**

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

![Be a Soapy Hero Poster Examples](image-url)