

CLEAN HANDS

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



Booklet 2: Grade 1 Lesson Plans

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

Melbourne Aug-17

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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 – <i>Be a Soapy Hero!</i> posters	43

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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	Teacher notes
<ol style="list-style-type: none"> 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 and 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. 	<p>'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).</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 different shapes and sizes.</p> <p><i>Definition</i> – Germs are tiny organisms, or living things, that can cause disease.</p> <p>There are different types of germs, but the two main types that can cause diseases in humans and animals are bacteria and viruses.</p> <p>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 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.</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 and flu. Viruses can live for a time on something like a bench top, tap or doorknob.

Activities for further learning	Resources
<ol style="list-style-type: none"> 1. Students work individually or in small groups and use classroom materials to create a model of a germ. Give the model germs names and display them in the classroom. 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. 	<p>Tool 1 – Y-chart template (p. 28).</p> <p>Tool 2 – What are we looking at? (p. 29).</p> <p>The following links provide information (and variations) about the K-W-H graphic organiser –</p> <p>http://www.education.vic.gov.au/school/teachers/support/pages/graphicorganisers.aspx?Redirect=1</p> <p>Tool 3 – Say ‘hi’ to our Soapy Heroes – Simon and Selina and Bubbles the dog (p. 30).</p> <p>Worksheet 1 – Germs (p. 19).</p> <p>Classroom materials such as coloured paper, crayons, pens, sticks, textile scraps, cotton buds etc.</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 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 Germs like to live in: <ul style="list-style-type: none"> • coughs • toilets • sneezes and boogers • poo 7. Use the following ‘sentence starters’ for students to review the key parts of the lesson: <p>‘All animals, including germs, need...to live.’</p> <p>‘The places that germs like to live are...’.</p> 	<p>Possible discussion script:</p> <p>All plants and animals have certain things they need to live and grow. Germs aren’t any different.</p> <p>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!).</p> <p>Teacher guide to question – ‘Where do germs live?’</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>Germs live anywhere where they can find the things 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>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.</p> <p>Germs can get into our bodies through our mouths, noses and eyes.</p>
Activities for further learning	Resources
<ol style="list-style-type: none"> 1. Students could work individually or in small groups. Using pictures from magazines, they could create the ideal home for germs to live in. 	<p>Tool 12 – <i>Be a Soapy Hero!</i> posters (p. 43).</p> <p>Paper, coloured pens for recording group work, magazines, glue, scissors, etc.</p>

LESSON 1.3: GERMS – ALWAYS THE BAD GUYS?

Guided learning	Teacher notes
<ol style="list-style-type: none">1. Review Lesson 1.2.2. Pose the question – ‘Are all germs bad?’ Discuss the fact that we use the word ‘germ’, which are organisms that can cause us harm, but not all types of germs (such as many bacteria) are harmful. Refer to Teacher notes.3. Pose the question – ‘How do germs harm us?’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.	<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 help break down vegetable matter into compost. <p>Teacher guide to question – ‘How can germs harm us?’</p> <ul style="list-style-type: none">• Germs can be spread through food, water and sometimes the air. Food and water can be contaminated by disease-causing germs. We use words like ‘contaminated’ or ‘polluted’ to describe when they are unsafe to eat or drink.• When bad germs cause an infection in our bodies, it can take a lot of our energy for our body to fight the infection. That can make us feel tired and run down.• 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 produce substances called ‘toxins’. These are proteins that act like poisons and cause symptoms like fevers, the sniffles, 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.• Hepatitis A and salmonella are examples of germs that make us sick if they get into our bodies.• 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 the urine (wee), 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 special 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 design a poster with around the theme – ‘Germs – good and bad’.	Paper, markers, coloured pencils, magazines, glue, etc.

LESSON 1.4: HOW DO OUR HANDS BECOME CONTAMINATED WITH GERMS?

Guided learning	Teacher notes
<ol style="list-style-type: none">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, food5. 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.	<p>Teacher guide to question – ‘How do we get germs on our hands?’</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. 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.	<p>Worksheet 3 – The Five common ways germs are spread (p. 21).</p> <p>Worksheet 4 – Why hand hygiene is important – Our Top five (p. 22).</p> <p>Access to the Internet.</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: WHEN AND WHERE IS HANDWASHING IMPORTANT?

Guided learning	Teacher notes
<ol style="list-style-type: none"> 1. Review the previous topic, 'Why is hand hygiene important?' 2. Discuss with students the importance of getting rid of germs. 3. Pose the question – When and where is it important to clean my hands? Write responses on the board. 4. Reintroduce 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. 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... 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. 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. 8. Complete Worksheet 5 – Gerry the Germ (p. 23). 9. Complete Worksheet 6 – Soap and water OR hand sanitiser? (p. 24). 	<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 also 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.).</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 hand sanitisers 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 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>
Activities for further learning	Resources
<ol style="list-style-type: none"> 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. 	<p>Worksheet 3 – Gerry the Germ (p. 21).</p> <p>Worksheet 5 – Before and after (p. 23).</p> <p>Worksheet 6 – Soap and water or hand sanitiser? (p.24).</p> <p>Paper, markers, coloured pencils, magazines, glue, pictures on handwashing, hand sanitiser.</p> <p>Tool 12 – 'Be a Soapy Hero!' posters – (p. 43).</p>

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.4. 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. Areas such as the thumbs, between the fingers and around the fingers can be missed. <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 2.4.</p> <p>Variations for glitter activity:</p> <p>For students in Grade 1, 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. <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 devise another creative way of demonstrating this concept of the importance of thorough handwashing..	Hand lotion, glitter, handwashing facilities, liquid soap dispensers, paper towels.

LESSON 2.3: HOW HANDS BECOME CONTAMINATED

Guided learning	Teacher notes
<ol style="list-style-type: none">1. Review Lesson 2.2.2. Water activity: The purpose of this activity is to demonstrate how hands become contaminated and how we can pass those germs onto others.<ul style="list-style-type: none">• 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:<ul style="list-style-type: none">• 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 <i>Healthy Hands: Hand hygiene resource manual ages 4-14</i>, North Bay Parry Sound District Health Unit.)	<p>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!).</p> <p>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?</p>
Activities for further learning	Resources
<ol style="list-style-type: none">1. You could do a variation on this activity by using hand lotion and glitter, instead of water.	Spray bottles filled with water, tennis ball..

LESSON 2.4: GLITTERBUG ACTIVITIES

Guided learning	Teacher notes
<ol style="list-style-type: none">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:<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.• 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.	<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 1. 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. 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.	<p>GlitterBug Beginner Kit</p> <p>Tool 7 – Using the GlitterBug Beginner Kit (p. 38)</p> <p>Worksheet 7 – My Handwashing Chart (p. 25)</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.

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. If students completed Worksheet 7 – My Handwashing Chart on p. 25, you could discuss this with the class.3. 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.4. Ask them the following questions:<ul style="list-style-type: none">• 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 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?• List the four steps needed for correct handwashing.	<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 use the information so far to suggest the actions that Simon and Selina make to be Soapy Heroes.	<p>Hand Hygiene video</p>

LESSON 3.2: THE CORRECT WAY TO WASH HANDS

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 Tool 8 – Be a Soapy Hero (p. 39).<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.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.	<p>The technique for correct handwashing:</p> <ol style="list-style-type: none">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. <p>Teacher guide to question – 'What factors could help or act as barriers to correct handwashing?'</p> <p><i>Factors that help:</i> availability of water, soap and paper towels.</p> <p><i>Factors that act as barriers:</i> remembering to wash, no facilities or equipment (for example, at the park).</p> <p>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.</p>
Activities for further learning	Resources
<ol style="list-style-type: none">1. Students can practice the technique for correct handwashing at home. Report back to the class.	<p>Tool 8 – Be a Soapy Hero (p. 39).</p> <p>Running water, soap dispenser, paper towels</p>

LESSON 3.3: PLAY 'CLEAN CHASEY'

Guided learning	Teacher notes
<ol style="list-style-type: none">1. Review Lesson 3.2.2. Play 'Clean Chasey' and then do a debrief:<ul style="list-style-type: none">• 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?	<p>'Clean Chasey'</p> <ol style="list-style-type: none">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.
Activities for further learning	Resources
<ol style="list-style-type: none">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.	Suitable size space for students to move around.

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. Use the review template in Worksheet 8 – Review template on p. 26) for students to reflect on their learning. This could be used as:3. a worksheet to be completed by individual students4. a worksheet to be completed in small groups5. a discussion focus to be completed by the whole class on the board6. the basis of a summary poster.	<p>There is a wide range of activities that students could do at the conclusion of the Hand Hygiene (Clean Hands) program.</p> <p>You may choose from amongst these before issuing the Soapy Hero training certificates.</p>
Activities for further learning	Resources
<p>At the end of this topic of the hand hygiene (Clean Hands) program, talk to students about the following:</p> <ol style="list-style-type: none">7. We have finished the activities in the Hand Hygiene (Clean Hands) program and you have received your Soapy Hero training certificates.8. Pose the question – 'What do we need to keep doing from now on to be Soapy Heroes?'9. Place the Soapy Hero posters in prominent places around the school.10. Regularly reinforce the messages about correct handwashing to students.	<p>Worksheet 8 – Review template (p. 26).</p> <p>Tool 11 – Soapy Hero training certificates (p. 42).</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
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										
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.										

WORKSHEETS

WORKSHEET 1 – GERMS



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...

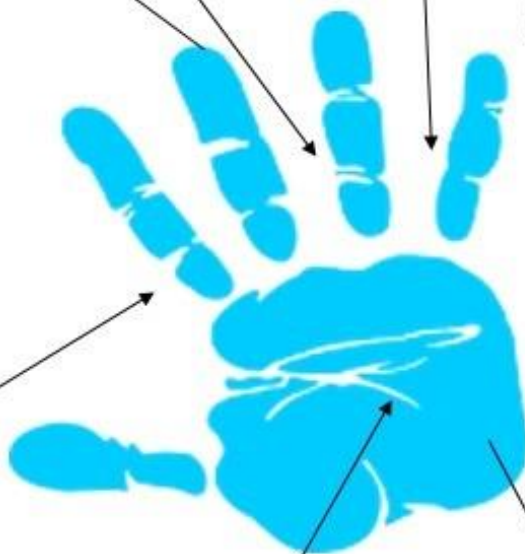
Animals to people

After patting an animal or touching any surfaces they come into contact with, you should...



Infected person to hands to others

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

Soap and water	Liquid <u>handwash</u> /sanitiser

WORKSHEET 7 – MY HANDWASHING CHART

How often do you wash your hands? Remember, you need to wash your hands:

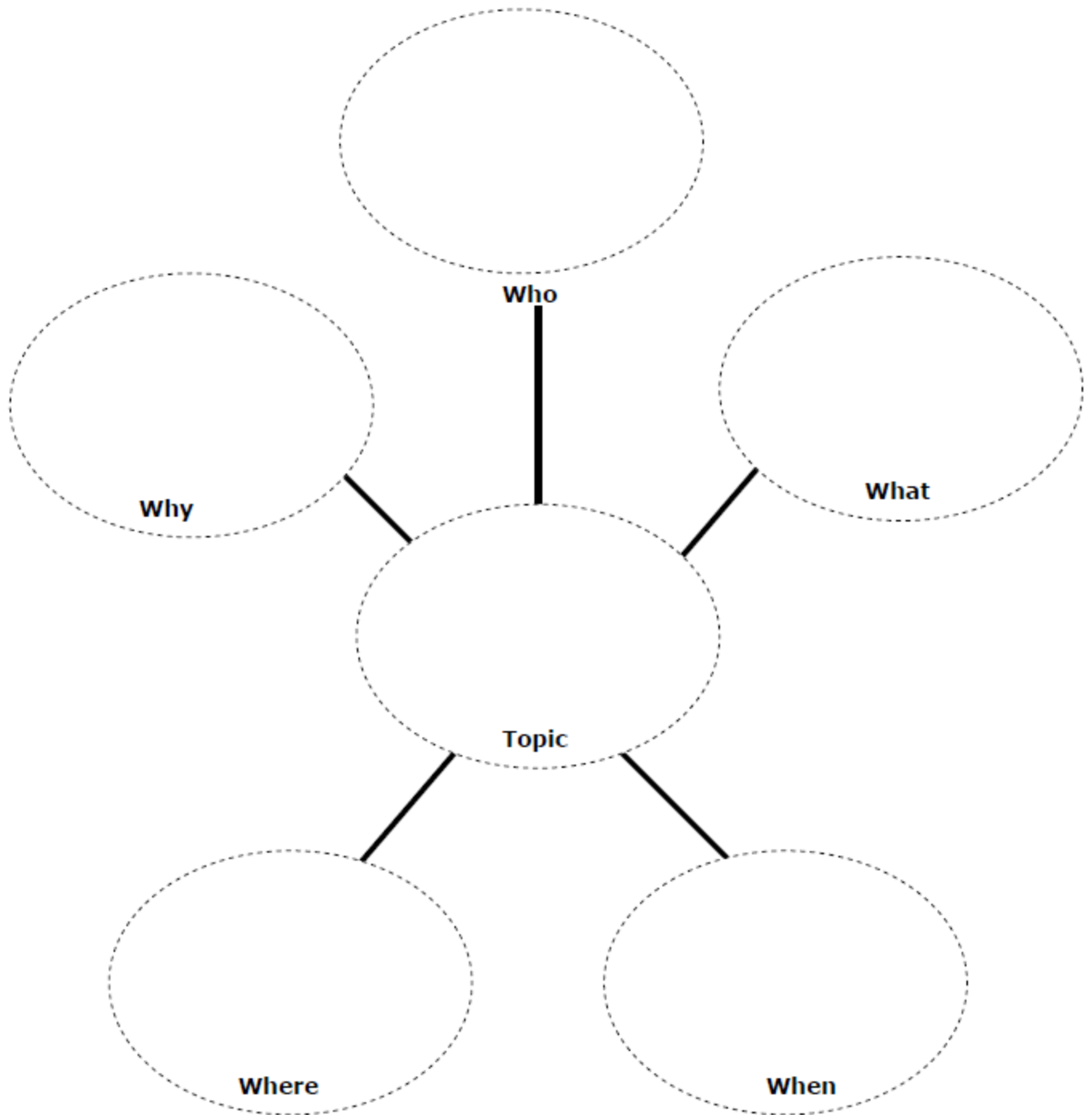
- Whenever your hands look dirty
- After going to the toilet
- After coughing, sneezing or blowing your nose
- Before and after eating
- After touching pets or other animals
- After you play

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!



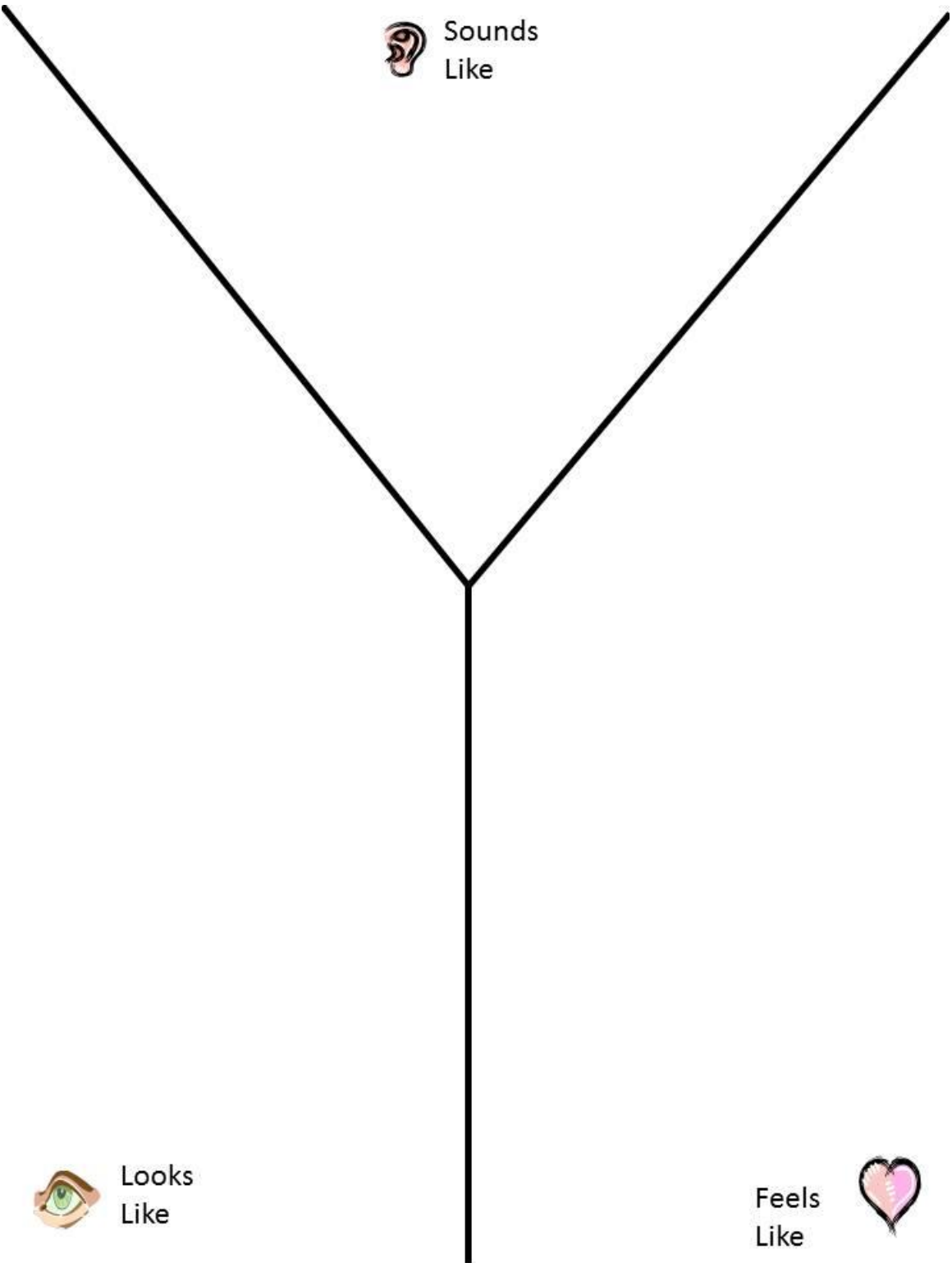
MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY	SUNDAY

WORKSHEET 8 – REVIEW – HAND HYGIENE (THE FIVE Ws)

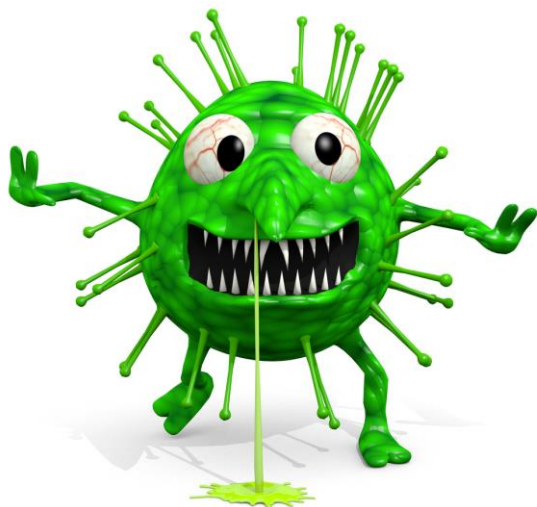


TOOLS

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





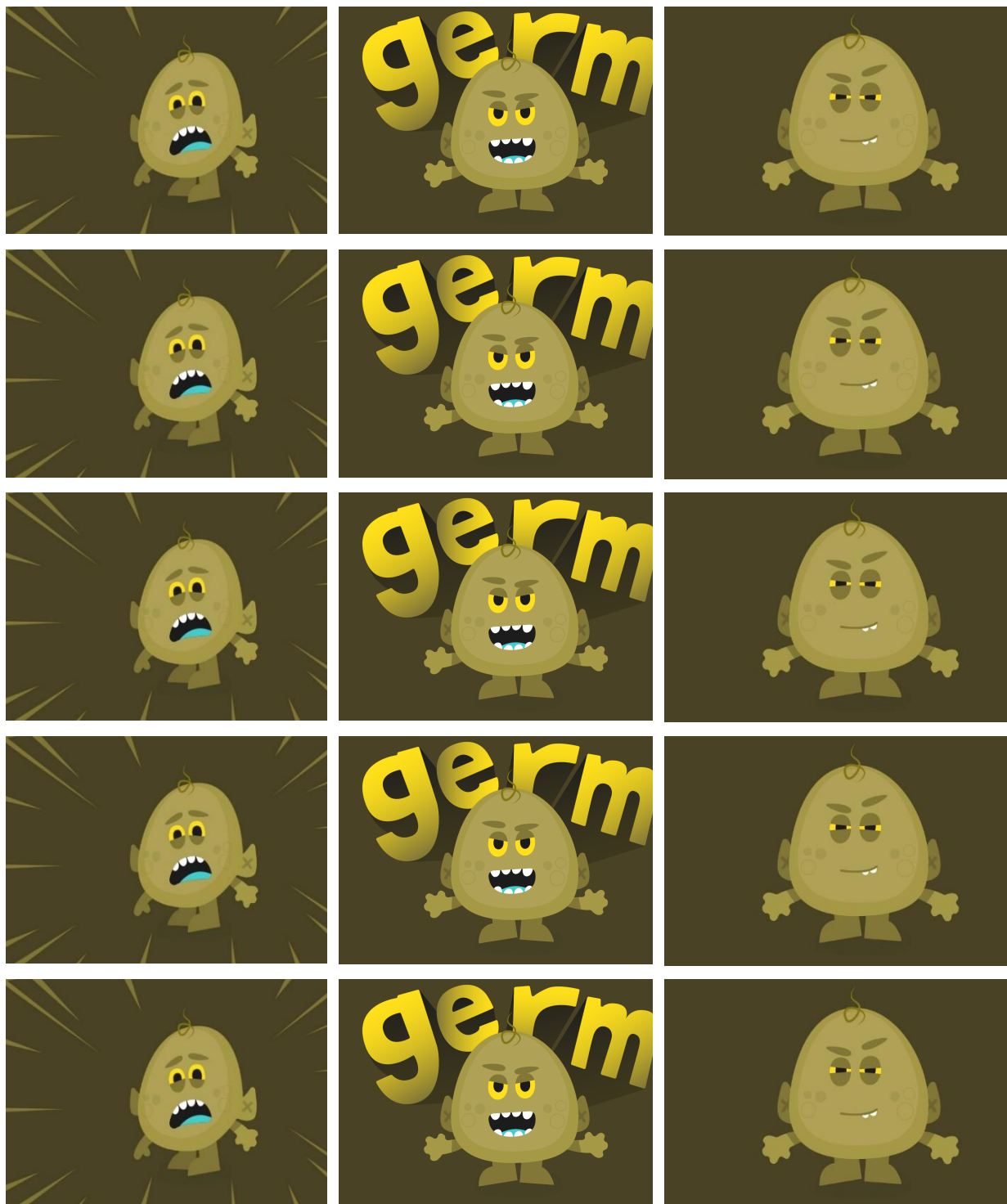
**are you
ready?**

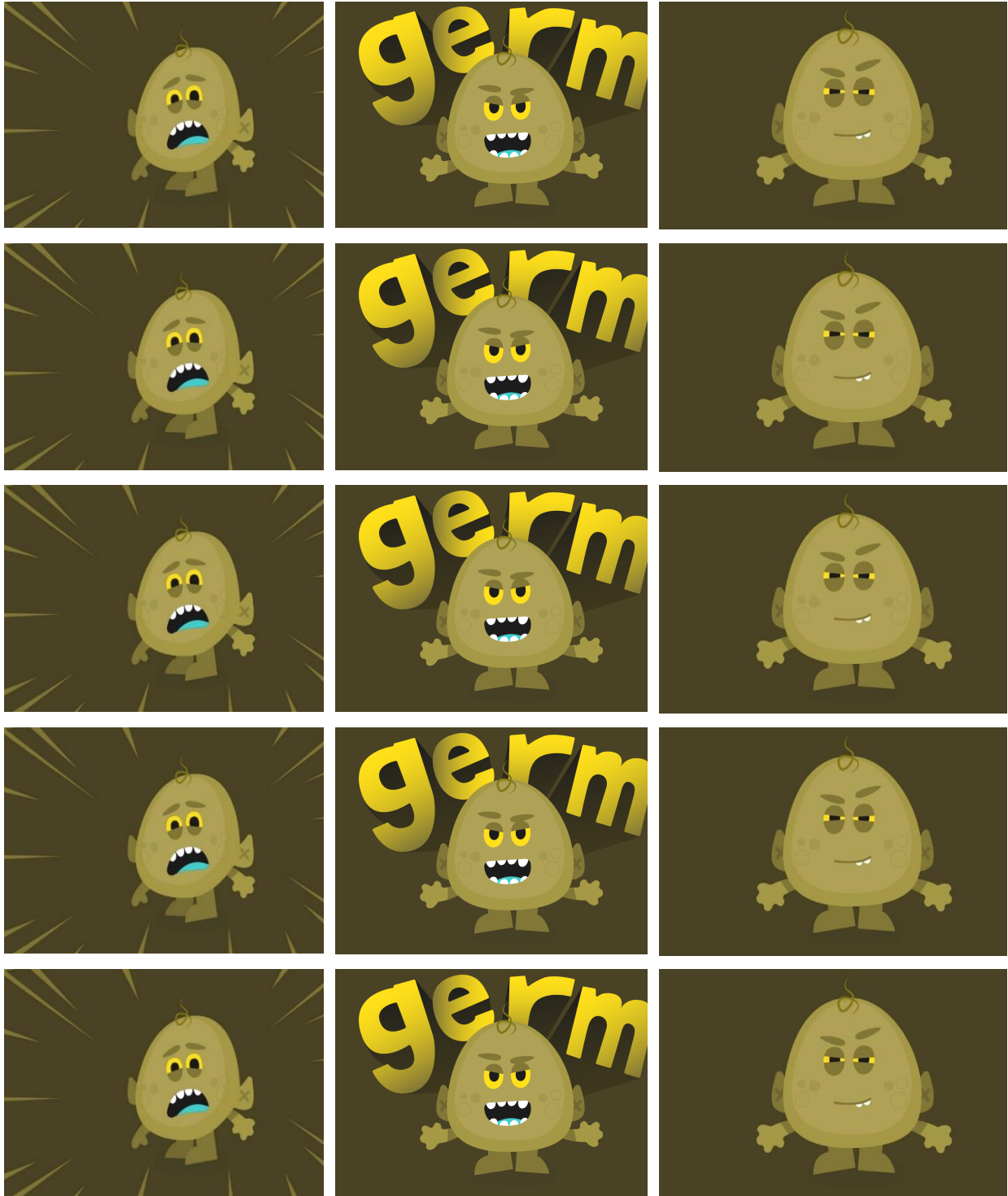
TOOL 4 – GERRY THE GERM





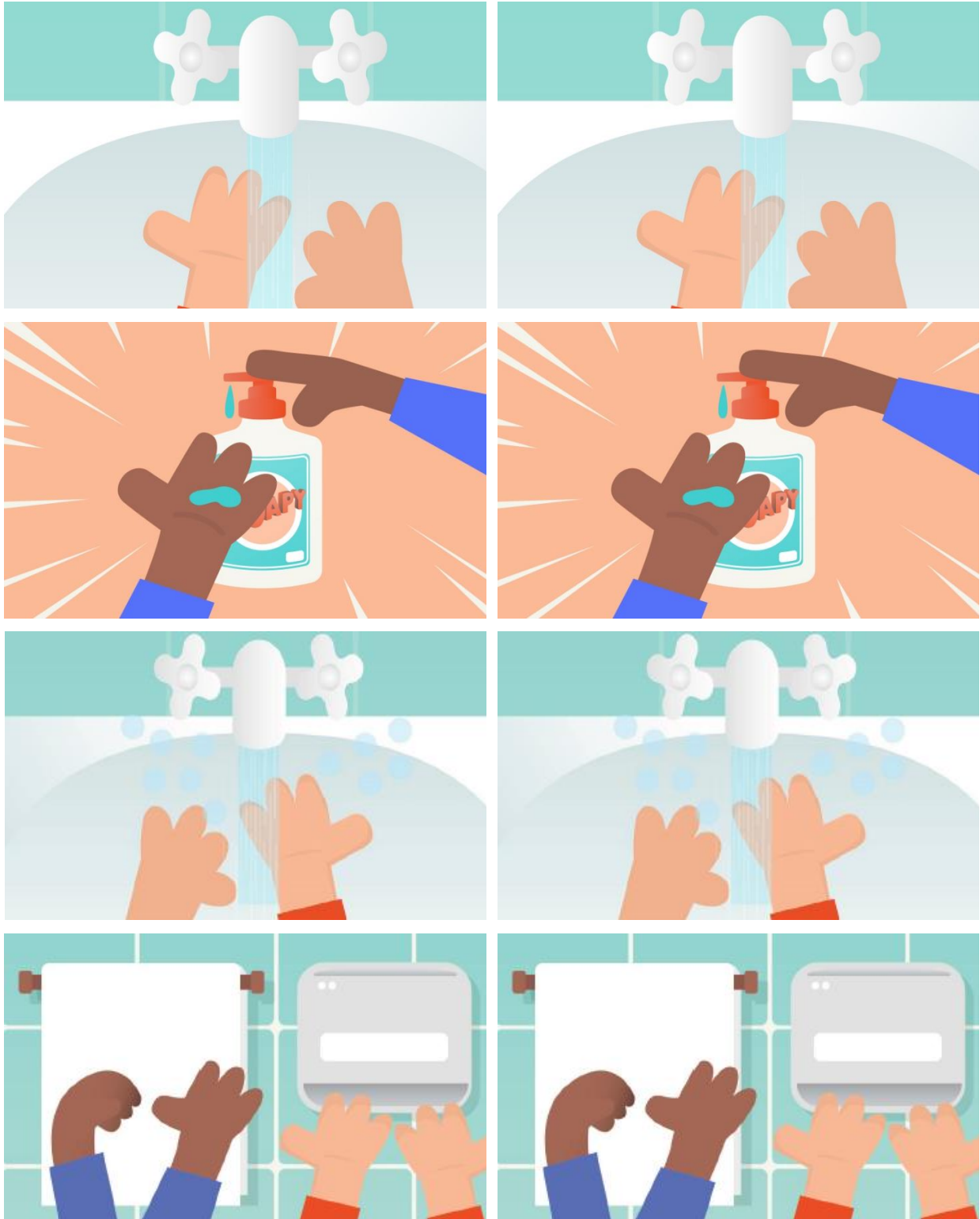
TOOL 5 – GERRY THE GERM CARDS





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:

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 – 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

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

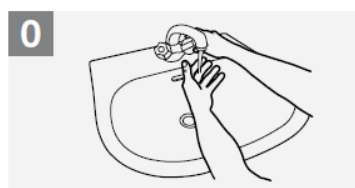


How to Handwash?

WASH HANDS WHEN VISIBLY SOILED! OTHERWISE, USE HANDRUB



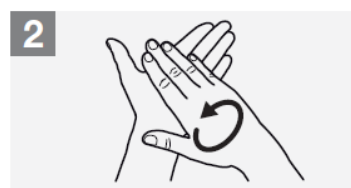
Duration of the entire procedure: 40-60 seconds



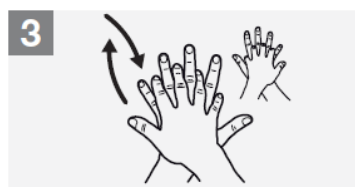
Wet hands with water;



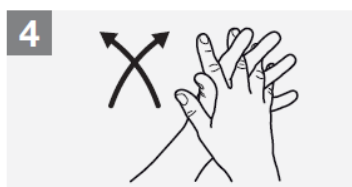
Apply enough soap to cover all hand surfaces;



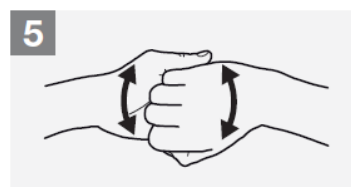
Rub hands palm to palm;



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



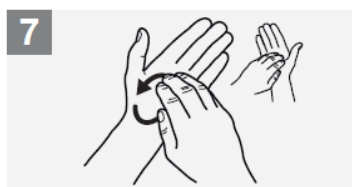
Palm to palm with fingers interlaced;



Backs of fingers to opposing palms with fingers interlocked;



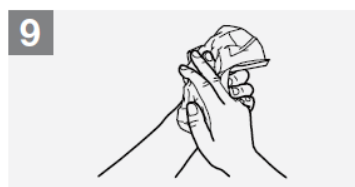
Rotational rubbing of left thumb clasped in right palm and vice versa;



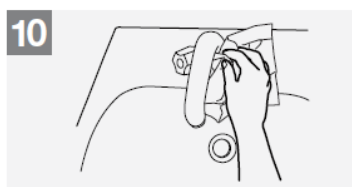
Rotational rubbing, backwards and forwards with clasped fingers of right hand in left palm and vice versa;



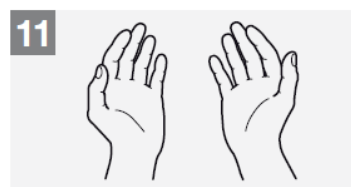
Rinse hands with water;



Dry hands thoroughly with a single use towel;



Use towel to turn off faucet;



Your hands are now safe.



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Patient Safety

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SAVE LIVES
Clean Your Hands

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WHO acknowledges the Hôpitaux Universitaires de Genève (HUG), in particular the members of the Infection Control Programme, for their active participation in developing this material.

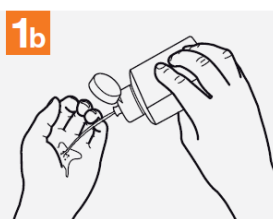
How to Handrub?

RUB HANDS FOR HAND HYGIENE! WASH HANDS WHEN VISIBLY SOILED

 **Duration of the entire procedure: 20-30 seconds**



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



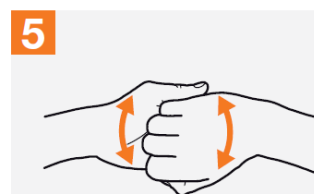
Rub hands palm to palm;



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



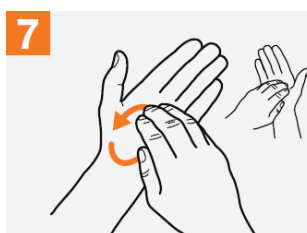
Palm to palm with fingers interlaced;



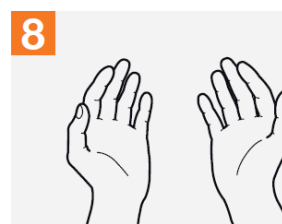
Backs of fingers to opposing palms with fingers interlocked;



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;



Once dry, your hands are safe.



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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)



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.)

