

CLEAN HANDS

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



ACKNOWLEDGEMENTS

Author

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Department of Education Training (2017) *Clean Hands – Hand Hygiene Curriculum Resources for Foundation, Grade 1 or Grade 2 Year Levels in Victorian Primary Schools*, Melbourne.

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INTRODUCTION

The creation of healthy habits during childhood is important to ensure lifelong healthy decisions and actions. An effective hand hygiene program in Victorian schools is critical to the prevention of communicable disease outbreaks in schools and local communities. It will also help build healthy habits into the future. This curriculum resource package for primary schools will support good hand hygiene practices among Victoria's children and keep them healthy.

The Victorian Department of Education and Training's Personal hygiene policy provides guidance to ensure schools help students manage their own personal hygiene routines, including handwashing. The policy reminds schools of their responsibility to provide soap in student bathrooms to assist with the prevention and control of infection.

Washing hands with soap and water at key times is the most effective way to prevent the spread of gastrointestinal and respiratory infections in community settings. The key times are:

- after going to the toilet
- before and after eating
- after coughing, sneezing or blowing your nose
- after touching pets and other animals
- whenever your hands look dirty.

In addition, washing hands before and after eating is encouraged as a strategy to minimise the risks associated with known food allergies.

This curriculum is supported by a public education campaign. You can access this 'Soapy Hero' campaign, which includes animation and resources, on the Better Health Channel, see: www.betterhealth.vic.gov.au/soapy-hero.

HOW TO USE THIS CURRICULUM RESOURCE PACKAGE

This resource is intended for use with Foundation, Grade 1 or Grade 2 students in Victorian primary schools. Schools can choose which year level they would like to deliver this important learning about hand hygiene.

At each level, the resource includes a set of lesson plans, worksheets and tools adjusted for age appropriate learning. There is a common set of three topics:

1. Why is hand hygiene important?
2. When do I perform hand hygiene?
3. How do I perform hand hygiene?

The structure of the resource allows for flexibility in how the teaching and learning activities are delivered and at which of the three year levels they are chosen to be taught. The topics follow a logical sequence – why, when and how – but teachers can select from amongst the lessons and the material can be taught at any of the three year levels.

- Each topic has a set of learning intentions.
- Topics are organised into lessons. There are three or four lessons for each topic. The time allocated for each lesson is approximately 45 minutes. A lesson could be stand-alone or combined with others, such as two lessons conducted in a 1½ hour session.
- Each lesson includes teaching and learning activities (guided learning), teacher notes, resources required and activities for further learning. The activities for further learning can be selected if time permits or be used as ideas for extension. (Teachers may also decide to use these as an opportunity to refresh student learning at a different year level, for example, if a school decides to teach the Clean Hands curriculum at Foundation or Grade 1.)
- The worksheets are numbered and referred to within the lesson.
- The tools section at the end of each booklet contains important information and resource material.
- There is a review/evaluation form for each year level should teachers wish to use it.

The Tools section includes two important posters. *How to Handwash?* and *How to Handrub?* are from the World Health Organization (WHO). While aimed at healthcare workers, they provide an understanding of the ‘gold standard’ for washing/rubbing hands. Foundation-Grade 2 students don’t need this level of detail, but they are important for teachers as a point of reference when instructing students how to correctly wash hands or use a liquid handrub. Similarly, the United Kingdom’s National Health Service (NHS) provide video illustrations and a guide. For further reference, you can go to:

- NHS guide: file:///C:/Users/08196543/Downloads/DH_078750.pdf
- NHS video: <http://www.nhs.uk/Livewell/homehygiene/Pages/how-to-wash-your-hands-properly.aspx>
- WHO website: www.who.int/en.

None of the learning topics require teachers to have access to the GlitterBug Beginner Kits; however, a number of suggested activities have been included for those teachers who have access to a kit. Interested schools can purchase a GlitterBug Beginner kit online (see References and resources below).

LINKS TO THE VICTORIAN CURRICULUM

This healthy handwashing curriculum resource package links with the **Health and Physical Education Learning Area**, but also relates to the **Critical and Creative Thinking Capabilities** within the Victorian Curriculum F-10.

HEALTH AND PHYSICAL EDUCATION LEARNING AREA	
CONTENT DESCRIPTIONS	
Personal, Social and Community Health	
Foundation Level	Levels 1 and 2
Being healthy, safe and active	
<ul style="list-style-type: none"> Identify people and actions that help keep themselves safe and healthy (VCHPEP059). 	<ul style="list-style-type: none"> Practise strategies they can use when they need help with a task, problem or situation at home and/or at school (VCHPEP073). Recognise situations and opportunities to promote their own health, safety and wellbeing (VCHPEP074).
Communicating and interacting for health and wellbeing	
<ul style="list-style-type: none"> Practise personal and social skills to interact with others (VCHPEP060). 	<ul style="list-style-type: none"> Examine health messages and how they relate to health decisions and behaviours (VCHPEP077).
Contributing to healthy and active communities	
<ul style="list-style-type: none"> Identify actions that promote health, safety and wellbeing (VCHPEP062). 	<ul style="list-style-type: none"> Explore actions that help make the classroom a healthy, safe and active place (VCHPEP078).
Relevant parts of the Achievement Standard	
<p>By the end of Foundation Level, students recognise how they are growing and changing. They identify and describe the different emotions people experience. They identify actions that help them be healthy, safe and physically active. They identify different settings where they can be active and how to move and play safely. They describe how their body responds to movement.</p> <p>Students use personal and social skills when working with others in a range of activities. They demonstrate, with guidance, practices to keep themselves safe and healthy in different situations and activities. They perform fundamental movement skills and solve movement challenges.</p>	<p>By the end of Level 2, students describe changes that occur as they grow older. They recognise how strengths and achievements contribute to identities. They understand how emotional responses impact on others' feelings. They examine messages related to health decisions and describe how to help keep themselves and others healthy, safe and physically active. They identify areas where they can be active and how the body reacts to different physical activities.</p> <p>Students demonstrate positive ways to interact with others. They select strategies at home and/or school to keep themselves healthy and safe and are able to ask for help with tasks or problems. They demonstrate fundamental movement skills in different movement situations and test alternatives to solve movement challenges. They perform movement sequences that incorporate the elements of movement.</p>

CRITICAL AND CREATIVE THINKING CAPABILITIES

CONTENT DESCRIPTIONS

Foundation to Level 2

Questions and possibilities

- Identify, describe and use different kinds of question stems to gather information and ideas.
- Consider personal reactions to situations or problems and how these reactions may influence thinking.
- Make simple modifications to known ideas and routine solutions to generate some different ideas and possibilities.

Reasoning

- Compare and contrast information and ideas in own and others reasoning.
- Consider how reasons and examples are used to support a point of view and illustrate meaning.

Metacognition

- Investigate ways to problem-solve, using egocentric and experiential language.

Relevant parts of the Achievement Standard

By the end of Level 2, students use and give examples of different kinds of questions. Students generate ideas that are new to them and make choices after considering personal preferences.

Students identify words that indicate components of a point of view. They use reasons and examples for different purposes. Students express and describe thinking activity. They practice some learning strategies. Students demonstrate and articulate some problem-solving approaches.

TEACHING AND LEARNING APPROACHES IN THIS RESOURCE

Introducing a new unit, theme, topic or lesson to students is an important moment. There are many ways to do this. Using the 'hook' technique, by delivering key information to students as directly as possible, captures what is interesting, meaningful and engaging about the material and puts it out in front. A hook is an introduction, not the lesson itself, and sets the momentum.

Once students are 'hooked', they are more likely to be enthusiastic, motivated and engaged. There are examples of hooks incorporated throughout this resource. Here are some effective hooks that could be used at the start or within a lesson:

- pose a question
- tell a quick and engaging story that goes directly to the topic or theme of the lesson
- offer students an interesting analogy that is relevant to the lesson
- use a prop, such as a favourite classroom toy
- use different forms of media, such as pictures cartoons or comic strips, short excerpts from a video, television program, website or YouTube video. The hand hygiene characters have been incorporated throughout the resource
- provide a challenge, for example, offer students a challenging task and let them try to solve it.

The teaching and learning activities in this resource cater for the year level of the students and use a range of tools and approaches to support different learning styles.

A range of graphic organiser templates can be located on the Department of Education and Training website: <http://www.education.vic.gov.au/school/teachers/support/Pages/graphicorganisers.aspx>

As the teacher, you know the students in your class the best, feel free to use the suggestions or choose your own.

REFERENCES AND RESOURCES

The following are reputable sources of information on best practice hand hygiene which could be used as a guide or for further information.

- Better Health Channel – Soapy Hero campaign website: www.betterhealth.vic.gov.au/soapy-hero
- Better Health Channel – Infections (information about infections and hygiene): www.betterhealth.vic.gov.au/conditionsandtreatment/infections
- Department of Education and Training (Victoria) – Personal hygiene policy: www.education.vic.gov.au/school/principals/spag/health/Pages/personalhygiene.aspx.
- Hand Hygiene Australia: <http://www.hha.org.au>.
- Handwashing: Clean hands save lives, Centers for Disease Control and Prevention: www.cdc.gov/handwashing/when-how-handwashing.html
- Healthy Hands: Hand hygiene resource manual ages 4-14, North Bay Parry Sound District Health Unit (2013): www.myhealthunit.ca/en/partnerandhealthproviderresources/resources/English_Resource_Manual_-_PDF.pdf
- GlitterBug: <http://glitterbug.net.au>
- KidsHealth: <http://kidshealth.org/en/kids/germs.html>
- Milo and the invisible world of germs: Handwashing education kit for preschool children, Region of Waterloo Public Health (2013): http://chd.region.waterloo.on.ca/en/healthyLivingHealthProtection/resources/Handwashing_Education_Kit.pdf

Booklets included as a part of this resource:

- Booklet 1: Foundation Lesson Plans
- Booklet 2: Grade 1 Lesson Plans
- Booklet 3: Grade 2 Lesson Plans.