

HYGIENE QUEST



Hygiene & Me Teacher Handbook



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HANDBOOK
Years F-Y2
Ages 5-8

WHAT IS HYGIENE QUEST?

Hygiene Quest is an engaging, story-driven teaching curriculum that helps to embed strong, lasting hygiene practices in children aged six to eight. Hygiene Quest teaches children how to prevent the spread of germs through good personal hygiene habits and behaviours.

This curriculum engages students through a combination of animations, educational games and classroom lessons.

This handbook will guide you through how to use the resources and teaching materials we have created to get the maximum benefit from the curriculum and achieve great results.

OUR QUEST

Good hygiene practices, particularly handwashing with soap, helps prevent the spread of germs.. Here at Dettol, we are on a quest to support children in developing strong hygiene habits for life. Being unwell is one of the leading causes of pupil absence globally in schools, so forming good habits early is key to keeping students happy, healthy and attending school.

Your role in delivering the Hygiene Quest curriculum is vital in helping your students to develop these habits. By delivering this curriculum to a high standard, you will help to provide students with a strong foundation on their journey to a happy and healthy future.

THE STORY

The overarching story follows four young adventurers – Bruno, Chara, Li and Skye – who are transported to the microscopic fantasy world of the Hidden Reach. There, they meet the Protector, a wise sage who tasks the adventurers with a series of quests. Through these quests, the adventurers (and your students) learn important lessons about good hygiene which they can apply to their daily lives.



CHARACTERS

All of Hygiene Quest’s teaching resources feature the Hidden Reach and its characters, we suggest referring to them regularly in your own teaching examples to help illustrate and reinforce key messages from the story. To help you to do so, here is a summary of the main characters.

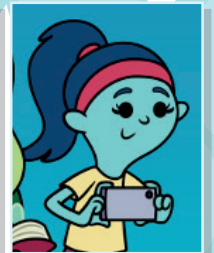
Bruno | 6 years old

Bruno is the youngest of the group. He is always the one getting stuck in, and getting in trouble! He’s energetic and lovable, but has a lot to learn about hygiene.



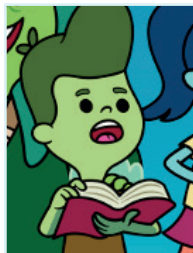
Chara | 11 years old

Chara is the tech-loving ‘big sister’ of the adventurers. She looks out for the others and likes to give advice, always with her customised phone to hand.



Li | 8 years old

Li is a gentle-hearted budding naturalist. He has an encyclopaedic knowledge of plants and animals, and is always prepared for whatever they might face.



Skye | 7 years old

Skye is a curious and enthusiastic explorer, who always has a million questions. She’s an all-action girl, ready to see and do new things.



The Protector

The Protector is the Hidden Reach's kindly and quirky ancient guardian, who brings the adventurers to her world, sets them quests and advises them.



Deto

Deto is the Protector's faithful companion. A lovable and enthusiastic sidekick, she is always willing to lend a hand, but sometimes causes more problems than she solves!



FOUR MODULES, ONE STORY

The learning journey is made up of four modules, each focussing on a different key aspect of hygiene. Each module sees the adventurers embark on new quests to help rid different parts of the Hidden Reach of germs. The stories for each module's quests are told through the animation – available in both digital animations and hard copy comic book formats – and the teaching materials for the module refer back to that narrative.



This handbook is for the first module in the programme, 'Hygiene and Me'. This module focuses on how good personal hygiene practices can help prevent the spread of germs. The cartoon for this module, available in both animated and printable comic book formats, is titled 'A Real Handful!' and takes place in 'The Forest of Hands' in the Hidden Reach.

The classroom module is split into two topics, each of which are based around the lessons explored in the module's cartoon, but which reflect on the learning points of the story in different ways.

PLOT SUMMARY: 'A REAL HANDFUL!'

In the cartoon for this module, we see Skye choosing not to wash after getting muddy playing sport. She consequently finds herself being sucked through a portal into 'The Forest of Hands' alongside Bruno, Chara and Li. The adventurers are met by the Protector and are introduced to the microscopic world of the Hidden Reach. The Protector shows them the unwell looking Finger Tree, which, as Li reads, is covered in germs. They attempt first to wash the germs off with water, but Chara's app shows them that there are still lots of germs on the tree, which are not visible to the naked eye. They learn that, in order to get rid of the germs, they must wash the tree with water and soap for at least 20 seconds. After Skye cleans the tree properly, the germs are gone and the tree yields a harvest of healthy fruit. The adventurers return home having learned better handwashing habits.

TOPIC OVERVIEW

TOPIC 1 - THE UNSEEN WORLD

LESSON 1 - WHAT ARE MICROBES AND GERMS?

Learning objectives

This lesson will help students to understand that:

- » There is an 'unseen world' of tiny microbes
- » Microbes can be either good or bad, and we often describe the bad ones as germs
- » Germs can make you unwell

Link to animation

Highlight to your students that:

- » Chara needed a special app that she invented to be able to see the microscopic germs, as germs are too tiny to see with the naked eye
- » The germs made the Finger Tree unwell

LESSON 2 - WHERE ARE GERMS FOUND AND HOW DO THEY SPREAD?

Learning objectives

This lesson will help students to understand:

- » How germs spread from one person to another
- » Where germs can be found and where we might come into contact with them

Link to animation

If the students ask how the adventurers could touch the germs on the Finger Tree and not get unwell, you can explain that not all germs affect humans: the germs in the cartoon only affected trees.

LESSON 3 - HOW CAN YOU PROTECT YOURSELVES FROM GERMS?

Learning objectives

By the end of this lesson, students should be able to:

- » List the ways to combat germs
- » Identify what items are useful for good hygiene practice

Link to animation

Remind your students that the adventurers had to wash the Finger Tree with soap and water for at least 20. Soap is an important item in our toolkit to protect ourselves from germs.

TOPIC 2 - THE POWER OF CLEAN HANDS

LESSON 1 - WHY DO YOU NEED TO WASH YOUR HANDS?

Learning objectives

This lesson will help students to understand:

- » Why it is important to wash and dry their hands properly
- » The importance of soap in removing germs

Link to animation

Remind your students that the germs on the Finger Tree were too small to see, but they were still there. The adventurers had to wash the hand-shaped Finger Tree with soap and water – water alone wasn't enough.

LESSON 2 - HOW SHOULD YOU WASH YOUR HANDS?

Learning objectives

This lesson will help students to:

- › Demonstrate the correct handwashing procedure
- › Identify what they need to wash their hands effectively
- › Track the correct amount of time to spend washing their hands

Link to animation

Remind your students that the Finger Tree needed to be washed with soap and water for at least 20 seconds and that Skye had to carefully wash each part of the Finger Tree, such as between the fingers.

LESSON 3 - WHEN SHOULD YOU WASH YOUR HANDS?

Learning objectives

This lesson will help students to:

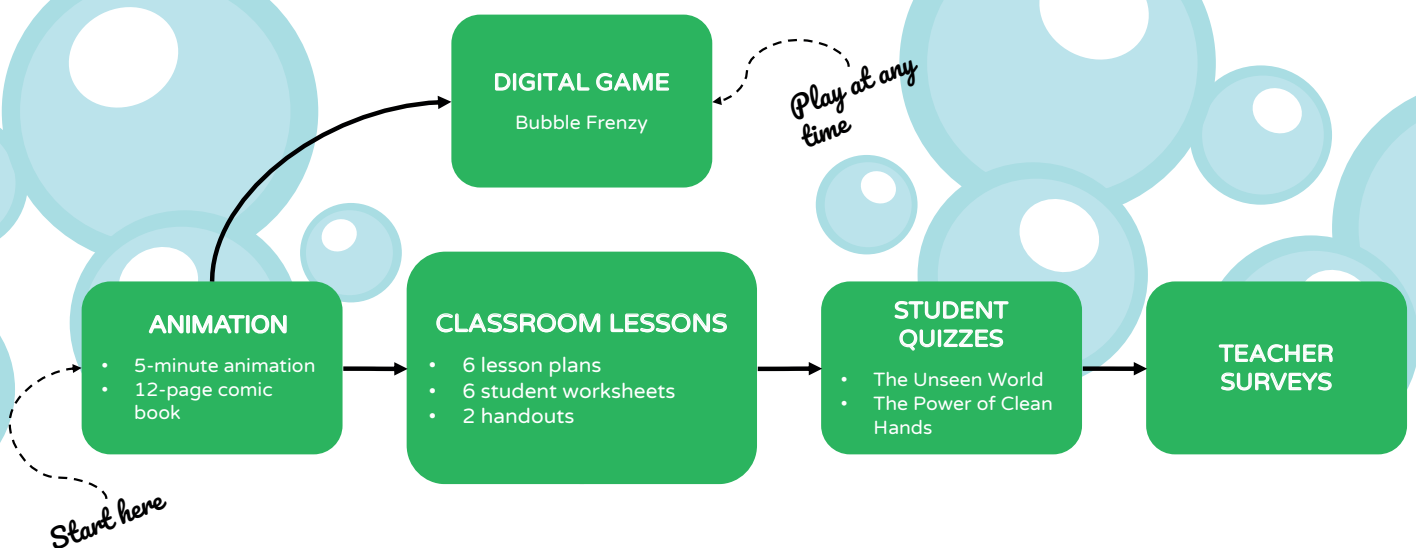
- › When they should wash their hands
- › How to build handwashing when necessary into their daily routines

Link to animation

- › The Finger Tree was still covered in germs after being washed with water, even though it looked clean
- › We should always wash our hands after doing some things – Skye should have washed her hands after playing football

RESOURCES

The following resources are available to support you in delivering this module. These resources are designed to be flexible, so you can use them in whatever way you think will have the most impact for your students. You might want to deliver some of these resources as home-based activities, or you might prefer to deliver all of them in the classroom.



Remember: the more of these resources you use, the greater the chances that your students will develop good hygiene habits and the bigger the impact the curriculum will have.

ANIMATION

This module is accompanied by the first instalment of Hygiene Quest, titled ‘**A Real Handful!**’, which can be accessed either as a five-minute **animated cartoon** or as a 12-page **comic book**. These stories teach the students with the basic ideas of the module in an engaging and entertaining format and form a springboard for the lessons and other resources. It is important to share the cartoon with students **before** teaching the classroom lessons, or at the very beginning of the first lesson.

CLASSROOM LESSON RESOURCES

The classroom lessons are the backbone of the program and are the main element that you as a teacher will need to deliver. The ‘Hygiene and Me’ module contains six lessons (three per topic), each lasting 40 minutes.

To support you in delivering these lessons, you are provided with lesson plans, student worksheets and some standalone handouts. For advice on how to use these lesson plans, please refer to the guide at the back of this handbook.

All of the lessons are easily adaptable. It is crucial that the lessons resonate with the children in your class – you are the expert! Don’t be afraid to adapt the lessons to suit your students and teaching style.



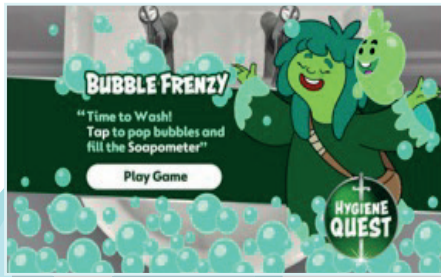
STUDENT QUIZZES

Each topic has a student quiz in both printable and digital interactive PDF formats. **See Topic Quiz 1 and Topic Quiz 2.** The correct answers to the quizzes are available below. You should use these quizzes to check your students’ understanding and address any misconceptions.

When you deliver the quiz is flexible: you could give it to the students at the end of the last lesson for the topic or set it as a home activity. You can also repeat the quiz at the beginning and end of the topic to measure progress and compare student performance before and after delivering the lessons.

Topic Quiz 1: The Unseen World			Topic Quiz 2: The Power of Clean Hands	
1	You should only clean your hands when they look dirty	False	All you need to wash your hands is water	False
2	Drinking dirty water can make you sick	True	You should wash your hands for at least 20 seconds	True
3	Band-aids can’t keep germs away from cuts	False	Wet hands spread more germs than dry hands	True
4	Germs can get into the air when you sneeze and cough	True	You can’t catch germs from touching animals	False
5	You don’t need to wash your hands before eating	False	You should wash your hands before and after preparing food	True

BUBBLE FRENZY GAME



Bubble Frenzy is a digital game which reinforces the need to wash hands with soap for at least 20 seconds.

The player has 20 seconds to pop as many soap bubbles in the sink as possible, allowing the students to engage more actively with good handwashing practices.



TEACHER SURVEYS

You should be provided with two teacher surveys to complete (one per topic). Please complete these once you have finished delivering each topic. The purpose of the surveys is to help us to understand how impactful you found the curriculum. This will help us to improve our future resources and to measure the real impact it is having on children. We greatly appreciate your feedback as it will support us to continue on our quest to transform children's lives through good hygiene habits.



LESSON 1 WHAT ARE MICROBES AND GERMS?

40
MINS TOTAL

Learning Intentions

This lesson will help students to understand that:

- There is an 'unseen world' of tiny microbes
- Microbes can be either good or bad, and we often describe the bad ones as germs
- Germs can cause illness

Resources

To deliver this lesson, you will need:

- Student Worksheet 1A – 1 per student

If you are delivering the full 1-hour lesson, you will also need:

- Three bowls, each containing one of the following:
 - Water
 - Anything messy and sticky, such as syrup, paint, gluestick or mud
 - Chalk (or anything less messy than the item above)

Curriculum Links

- Health & Physical Education: Personal Social and Community Health Foundation - [ACPPS003](#) / Years 1 & 2 - [ACPPS018](#)
- Supporting Outcomes Science: Science Inquiry Skills Foundation - [ACSIS014](#) / Year 1 [ACSIS037](#) / Year 2 [ACSIS037](#)

1 - SET THE SCENE

10
MINS OPTIONAL

Demonstrate

- **Select** three students and ask them to stand in a line at the front of the class
- **Ask** each volunteer to **rub** their hands in one of the three bowls you prepared beforehand, and then show their hands to the class
- **Ask** the class to **rank** the hands from **dirtiest** to **cleanest**
- **Ask** students to **explain** how they knew which hands were dirtiest
- Then **ask** the students to **imagine** that the student with the cleanest hands were to cough or spit in their hands: would this change their view on which hands are dirtiest?
- **Explain** that we cannot tell whether something is dirty or clean just by whether it looks clean



Teacher Tip

DON'T FORGET!

Make sure that all volunteers have an opportunity to properly wash and dry their hands once the demonstration is over.

2 - EXPLORE THE UNSEEN WORLD

10
MINS ESSENTIAL

Ask

- **Watch the Hygiene Quest Animation**
- Think back to the Hygiene Quest cartoon: what was wrong with the Finger Tree when the characters arrived? (**ANSWER:** It was covered in hidden germs)
- The only way to see the germs was using Chara's special phone app. Why do you think that was? (**ANSWER:** The germs were too small to see)



- › The Finger Tree looked clean after being sprayed by the water blaster but it wasn't. Why was this? (**ANSWER:** Only water was used to clean it and not soap and water for at least 20 seconds)

Explain

- › Tiny things called microbes are all around us
- › Microbes are so tiny you can only see them with a microscope
- › Many microbes are good for us and can help to keep us healthy
- › You can find good microbes in foods like yoghurt
- › But some microbes can make us sick. We call these 'germs'
- › We can pick germs up on our hands without even knowing it
- › Just because our hands look clean, that does not mean they are (remember the demonstration/Chara's special phone app? Just because we can't see it, that doesn't mean it isn't there)
- › But there is no reason to be afraid – there are lots of things we can do to protect ourselves from germs

3 - WORKSHEET 1A

10 MINS **ESSENTIAL**

Explain

- › **Give** each student access to a copy of **Worksheet 1A**
- › Tell students to **add a tick** underneath each **fact** on the worksheet to indicate whether they think the fact is **true or false**

Check Answers

Read through each statement with the class and **check** their answers:

- › Germs are so tiny you can only see them with a microscope (**TRUE**)
- › All microbes are bad (**FALSE:** some are good for us)
- › Germs can make you ill (**TRUE**)
- › Germs can be spread by touching things (**TRUE**)
- › Germs cannot travel through the air (**FALSE:** coughing, sneezing and breathing all release germs into the air)
- › Some germs can be spread by drinking dirty water (**TRUE**)



Teacher Tip

CONSIDER! May need scaffolding or extension for some students

4 - CHECK UNDERSTANDING

10 MINS **OPTIONAL**

Check Understanding

- › **Give** each student **two post-it notes** to place on the wall (this can also be done on an interactive whiteboard as a mind-map):
 1. On one post-it note, **students write one fact** they have learnt about germs
 2. On the other post-it note, students **write one question** they have about germs
- › **Praise** two or three interesting, important or impressive facts
- › **Correct** any incorrect facts
- › **Select** a few interesting or important questions and **answer** them where you can



Teacher Tip

DON'T FANCY WRITING OR DON'T HAVE POST-ITS?

Ask the students to give you the facts and questions verbally, then write them on the board for the class to see.



TRUE OR FALSE?

Do you remember Skye?

Skye is very curious and she really wants to know everything about how germs work. The only thing is, she's afraid she's muddled up some of the facts that Li gave her.

Can you help Skye figure out which facts are true and which ones are false?

Tick the correct box underneath each fact.

Germs are so tiny that you can only see them with a microscope

TRUE

FALSE

All microbes are bad

TRUE

FALSE

Germs can make you ill

TRUE

FALSE

Germs can be spread by touching things

TRUE

FALSE

Germs can never travel through the air

TRUE

FALSE

Some germs can be spread by drinking dirty water

TRUE

FALSE

Write or Draw Activity.

One new thing I learnt today is ...

Something I still want to find out about germs is ...





LESSON 2B WHERE ARE GERMS FOUND AND HOW DO THEY SPREAD?

45
MINS TOTAL

Learning Intentions

This lesson will help students to understand:

- › How germs spread from one person to another
- › Where germs can be found and where we might come into contact with them

Resources

- › Student Worksheet 1B – 1 per student
- › Glitter, chalk, or anything that sticks to hands and transfers easily from one surface to another

Curriculum Links

- › Health & Physical Education: Personal Social and Community Health Foundation - [ACPPS006](#) / Years 1 & 2 - [ACPPS022](#)
- › Supporting Outcomes Science: Science Inquiry Skills Foundation - [ACSHE013](#) / Year 1 [ACSHE021](#) / Year 2 [ACSHE034](#)

1 - SET THE SCENE

10
MINS OPTIONAL

Explain

- › **Replay the animation**
- › Remind the students of the animation
- › Explain that Skye, Chara, Li and Bruno need to find out as much about germs as possible for their next quest

Ask

- › **Ask** the students to help Skye, Chara, Li and Bruno by remembering what they learned about germs last lesson
- › **Ask** students to share facts about germs (can be done as a mindmap on an interactive whiteboard)
- › **Select** a student to give a fact (and correct the fact if it is incorrect)
- › **Ask** the class to come up with an action/movement that represents that fact and get everyone to do it
- › **Provide** example action e.g pretend to wipe your nose then go to shake someone's hand (but don't touch them)
- › **Continue** until no more facts can be given

2 - DEMONSTRATE HOW GERMS SPREAD

10
MINS ESSENTIAL

Explain

- › One way that germs can spread is through touch
- › In the cartoon, the germs were so tiny that Chara needed the special phone app she invented to see them
- › We don't have Chara's app, but we don't need it because we have this chalk/glitter
- › Let's imagine that this chalk/glitter represents germs

Demonstrate

Select three or four students to demonstrate and instruct them to:

1. **Rub** plenty of [chalk/glitter] into their hands
 2. **Think** about what things they have touched since they entered the classroom
 3. **Touch** each of those things again
- › At the end of the whole activity, ask students to wipe down surfaces with a surface disinfectant.



Ask

- › What do you notice about the 'germs'?
(ANSWER: they transfer from the students' hands to what they touch)
- › Did the students with the 'germs' touch anything that you had also touched today?
- › What do you think would happen if you were to touch something *after* the person with the 'germs' touched it?
(ANSWER: The germs would have transferred to your hands)
- › **Ask** another student to go and touch something with the chalk/glitter on it to show that this does happen

Explain

- › One of the ways germs spread is through touch:
 - When you touch something without washing your hands first, you leave germs behind
 - If someone else touches the same thing after you, they could pick up your germs
 - That person will then leave germs on the things they touch
- › Germs don't *only* spread through touch:
 - Germs can spread through the air, by eating food with germs in it and by drinking dirty water
 - When you cough, sneeze or even breathe, germs escape into the air, which other people can then breathe in

3 - WORKSHEET 1B



Explain

- › **Give** each student access to a copy of **Worksheet 1B**
- › **Remind** students that germs can be spread through touch
- › **Instruct** students to **colour** places on the worksheet where they think germs can be commonly found
- › **Draw or write** in other places within the classroom where germs might be commonly found

Answer

- › **Select** students to share which areas they have chosen
- › **Ask** students to explain **why** those areas might have lots of germs
- › **Correct** any incorrect answers or misconceptions
- › **Draw attention** to key areas that should have been chosen: **bin, Bruno sneezing, cleaning cloth, door handle, tap, used tissue**

4 - REINFORCE UNDERSTANDING



Explain

Tell the students: they have just helped Chara find germs in her classroom. Can they now do it in theirs?

- › **Give** each student some **stickers** or **post-it notes**
- › **Remind** students that **germs are often spread through touch**, so things that are touched regularly are more likely to have germs
- › **Instruct** students to **move around the classroom** and **place their stickers** on things that they think will have lots of germs on them

Ask

- › **Select** some areas where students have placed their stickers
- › **Ask** students to explain why they placed them there



- **Draw attention** to key areas that might have lots of germs:
- **Door handle** (because it is touched regularly)
 - **Bin** (dirt, rubbish and rotting food all contain lots of germs)
 - **Tap** (if applicable) (because it is touched regularly and often used when people's hands are dirty)



Teacher Tip

DON'T HAVE STICKERS OR POST-ITS?

Ask the students to each choose a different thing that they think will have lots of germs on it and move over to stand by it.

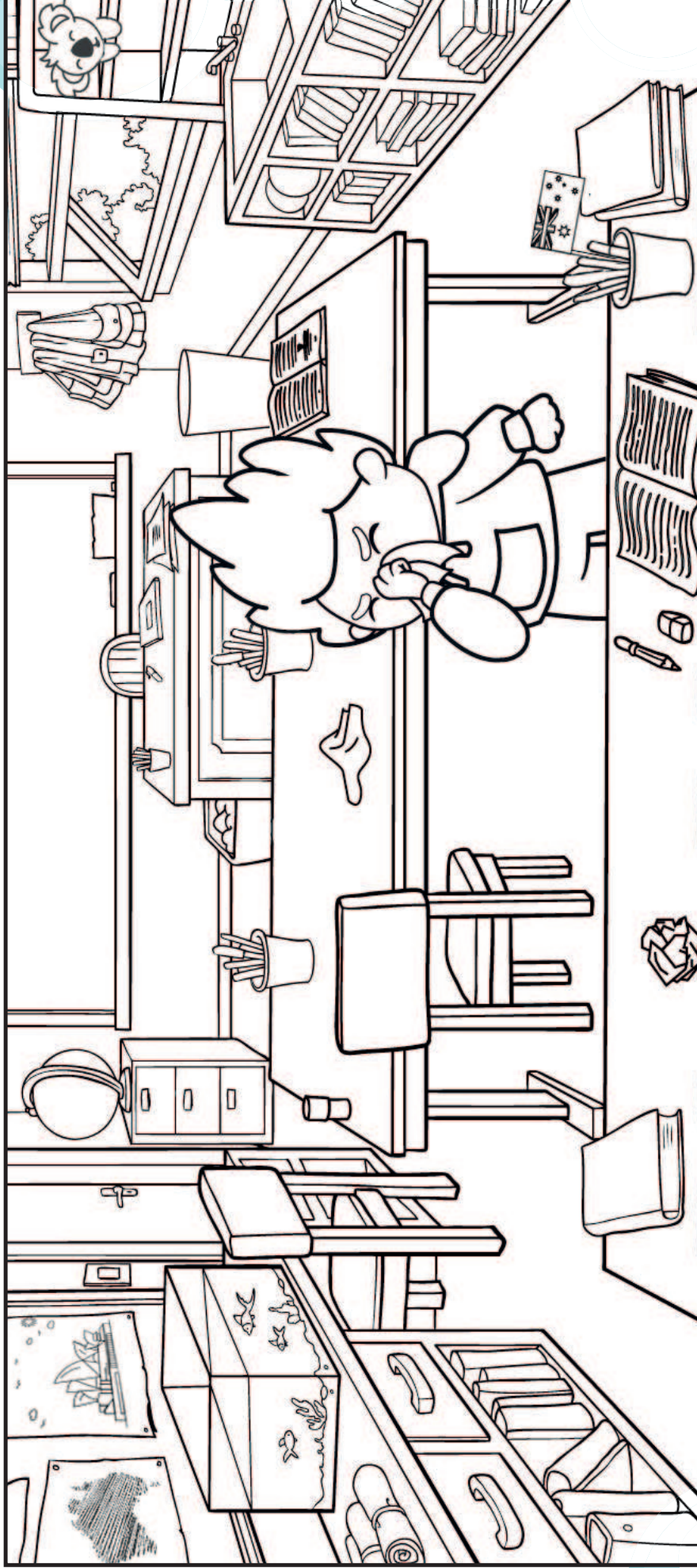
WORKSHEET 1B

ON THE LOOKOUT



Oh no! Chara's lost her phone, so she doesn't have her special app for detecting germs. That doesn't mean that she's given up on her germ-finding quest, but she isn't sure where to start looking without the app.

Can you help Chara? **Colour or circle** areas in the classroom where she will probably find lots of germs.



EXTRA CHALLENGE!

Share your ideas with a partner and see if they agree.

EXTRA CHALLENGE!

Draw some other areas in your classroom that germs might be found.

THINK YOU'VE FOUND THEM ALL?



LESSON 3 B HOW CAN YOU PROTECT YOURSELF FROM GERMS?

60 MINS TOTAL

Learning Intentions

By the end of this lesson, students should be able to:

- › List the ways to combat germs
- › Identify what items are useful for good hygiene practice

Resources

To deliver this lesson, you will need **either** the following items **or** large printed images of the following items:

- › A backpack (preferably a child's backpack)
- › Soap
- › A bottle of water
- › A clean towel
- › Hand sanitiser
- › Band-aids
- › Tissues/handkerchiefs

If you are delivering the full 1-hour lesson, you will also need:

- › Student Worksheet 1C – 1 per student

Preparation

Before the lesson begins, place the following items inside the **backpack**:

- › Soap
- › A bottle of water
- › A clean towel
- › Hand sanitiser
- › Band-aids
- › Tissues/handkerchiefs

If you don't have these items, you could print out large images of these items or you could present these large images digitally.

Curriculum Links

- › Health & Physical Education: Being Healthy, Safe and Active Foundation - [ACPPS003](#) /Years 1 & 2 - [ACPPS018](#)
- › Supporting Outcomes Health & Physical Education: Movement and Physical Activity Foundation - [ACPMP014](#) /Years 1 & 2 - [ACPMP032](#)



Teacher Tip

Consider making a A4 or A3 sized printout of Poster 1A and display in the classroom and in the school hall.

1- SET THE SCENE

10 MINS ESSENTIAL

ASK

- › **Replay the animation**

Ask students to list all of the different ways that we can protect against germs. Examples could include:

- › Washing our hands with soap
- › Bathing/showering our bodies
- › Keeping our environment clean
- › Social distancing
- › Wearing masks, gloves or other protective clothing
- › Using antiseptics and disinfectants
- › Vaccines



Teacher Tip

STUDENTS FEELING QUIET?

Bring the activity to life by framing it around a real-life example that students can relate to. For example, ask them about the different ways that we can protect ourselves against COVID-19.

Explain

- › There are lots of different ways we can protect ourselves and others from germs
- › No single method is completely effective. For example, vaccines only work against certain types of germs
- › There are, however, things that we can all do on a regular basis to protect ourselves and others
- › In this lesson, we are going to read a story about the characters we saw in the cartoon and explore how they protect themselves and others from germs

2 - WHAT'S IN LI'S BACKPACK?

10
MINS

OPTIONAL

Read

Read the story below aloud.

LI'S BACKPACK

Since his adventure in the Hidden Reach, Li has been paying lots of attention to where germs might be hiding and making sure he always uses soap and water for at least 20 seconds when he washes his hands. He's even got his family thinking more about germs.

But he's a Hidden Reach hero now - he could be called back by the Protector at any time! And a true adventurer is always ready for action. He needs to make sure his trusty backpack is full of things that he could use to protect himself and the other adventurers from germs. What do you think he should take?



Ask

- › **Show** your prepared backpack or printed images
- › **Ask** students to **guess** what's inside Li's backpack to protect him and his friends from germs
- › Each time an item is guessed correctly:
 - **Remove** the item from the backpack (or reveal the image)
 - **Ask** students **why** the item might be useful and **what** it might be used for
 - **Place** the item/image somewhere around the room where it can be easily seen



Teacher Tip

MANAGING ROGUE ANSWERS

Students may come up with a wide range of suggestions here. Try to keep them focused on practical items that you could carry around with you.

Hand sanitiser is a valid item for this activity, but remind students that it should only be used under adult supervision.



3 - STORY: LI TO THE RESCUE



Read

- **Read** the story below aloud
- At each **checkpoint, stop reading** and ask students to **move** to the item/picture in the room that they think might help the characters in the situation that has arisen
- **Ask** students to **explain** why they have chosen the item they have moved to, and **discuss** using the **notes** provided



LI TO THE RESCUE: PART 1

“Ahhhhhhh-oof!” Li lands on the forest floor next to Bruno, Chara and Skye. “We’re back! But why?”

The Protector runs over to them, carrying a bowl of fruit. “I’ve brought you here to stop something awful from happening.” She points at Bruno. He’s holding an open lunchbox and is about to pick up a sandwich – with muddy fingers! Yuck! What about all the germs? “Wait a minute...” Li thinks. “I have something for that!”

What should Li give to Bruno?



CHECKPOINT 1

ANSWER: Soap and clean water; a clean towel.

Notes:

- You should always wash your hands before eating, to stop germs on your hands from getting inside your body
- Soap and water are best
- If soap and water are not available, hand sanitiser may be an appropriate substitute, but only if an adult is around to help
- Wet hands spread germs more easily than dry hands, so it’s important to dry your hands well on a clean towel after washing them



LI TO THE RESCUE: PART 2

Bruno washes his hands with the soap and water, and counts down from 20 loudly. Then he dries his hands on the towel. “Done!” he shouts. He throws his arms excitedly into the air and knocks the Protector’s fruit bowl out of her hands. SMASH! “Oops...”

Skye goes over to help pick up the pieces. “Sorry we broke your bowl,” she says to the Protector. “Ouch!” The sharp bits of broken bowl have cut Skye’s finger.

“Don’t worry!” yells Li. “I’ve got something in my backpack for this!”

Which items from Li’s backpack might help Skye?



CHECKPOINT 2

ANSWER: Band-aids; clean water.

Notes:

- When prompting pupils to explain why they chose the band-aids, emphasise that band-aids are not just for stopping blood: they are a barrier against germs and will keep the cut clean while it heals
- Follow up by asking what should be used before putting on the bandaid – cuts should be rinsed with clean water and dried properly first
- Soap and hand sanitiser should not be used to clean inside the wound - they will sting!





LI TO THE RESCUE: PART 3

The Protector takes a bandaid from Li's backpack and wraps it carefully around Skye's finger so that the germs can't get to the cut while it heals.

Suddenly, Chara's nose starts to tingle. Then it tickles. "Aaa—" Her nose wrinkles. "Aaaaa—".

"Uh, oh!" Li says. "She's going to sneeze."

He goes for his backpack again – what should he grab?



CHECKPOINT 3

ANSWER: Tissues; soap and clean water.

Notes:

- Always try to block a cough or sneeze with a tissue. If you don't have a tissue, it's much better to sneeze into the crook of your elbow than to sneeze into your hands, because you don't normally touch things with your elbow!
- After coughing or sneezing into a tissue, put the tissue in the bin and then wash your hands



LI TO THE RESCUE: CONCLUSION

"Aaaaaaachooo!" Chara sneezes into a tissue and wipes her nose with it. The Protector pulls a bin out of her bag, and Chara throws the tissue away, then washes her hands.

"OK, that's enough adventures for one day," says the Protector. She snaps her fingers and the portal reappears. "Now, remember to always wash your hands before you eat!"

The kids wave goodbye to the Protector as one by one they jump through the portal back to their homes.

THE END

4 - WORKSHEET 1C

15
MINS **OPTIONAL**

Instruct

- **Give** each student access to a copy of **Worksheet 1C**
- **Model and show** this on an interactive whiteboard or whiteboard
- **Instruct** students to complete each activity on the worksheet

5 - CHECK UNDERSTANDING

5
MINS **OPTIONAL**

Ask

Select a few students to share **one** thing that they need to start doing to protect themselves and others from germs.



Teacher Tip

STUDENTS FEELING QUIET?

- Try using the points from the worksheet as a stimulus – ask students if there is anything on the list they don't do
- Ask a confident student to make a suggestion to their classmate of something they could try

A BACKPACK FOR BRUNO

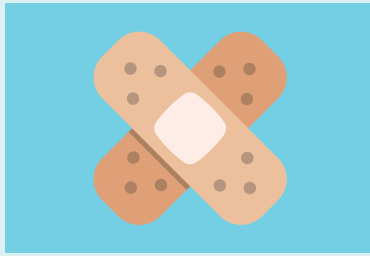
Bruno was super impressed with how prepared Li was in that adventure.

He decides to fill his own backpack with useful items too. He's found a few things in his room, but he can't remember what to use them for...

Under each picture, **write or draw** what Bruno might use the item for.



Soap and Water



Bandaid



Tissues

The Protector has made a checklist of tips and tricks to help our adventurers protect themselves and others from germs. But it is useful for everyone, not just our adventurers!

Read the checklist below and **tick** off the things you do.

I cover my mouth and nose when I cough or sneeze

YES

No

I wash my hands after coughing, sneezing and blowing my nose

YES

No

I wash my hands before eating

YES

No

I wash my hands after going to the toilet

YES

No

I bathe or shower regularly to keep my body clean

YES

No

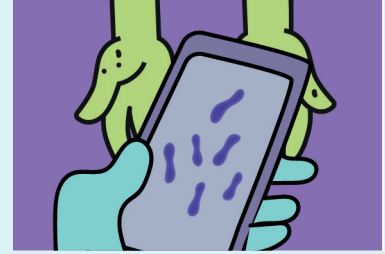
THE UNSEEN WORLD



Germs can spread through touch, dirty water or even through the air, such as when we cough, sneeze or even breathe.



Germs are so tiny that you can't see them without a microscope.



Just because something looks clean, that doesn't mean that it is clean.

"Check out my top tips to keep yourself and others safe from those pesky germs!"



- Cover your coughs and sneezes with a tissue or the crook of your elbow**
- Rinse cuts with clean water before you put on a bandaid**
- Wash your hands after coughing, sneezing and blowing your nose**
- Wash your hands before eating**
- Wash your hands after going to the toilet**
- Bathe or shower regularly to keep your body clean**



TOPIC QUIZ

You should only clean your hands when they look dirty

TRUE

FALSE

Drinking dirty water can make you sick

TRUE

FALSE

Band-aids can't keep germs away from cuts

TRUE

FALSE

Germs can get into the air when you sneeze and cough

TRUE

FALSE

You don't need to wash your hands before eating

TRUE

FALSE

Write or Draw Activity

One new thing that I learnt today is ...

Something I still want to find out about germs is ...

HOW DID YOU DO?

Check your answers and write your score below:

___ / 5