

HYGIENE QUEST



Hygiene & Me Teacher Handbook



Brought to you
by Dettol

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:

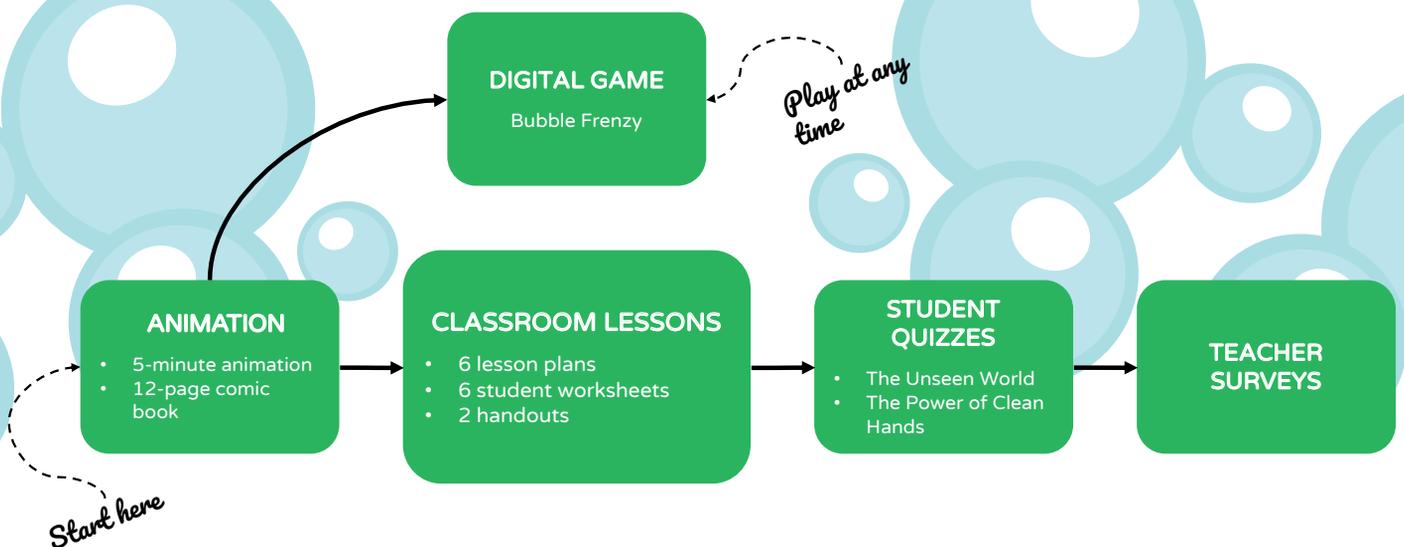
- › When they should wash their hands
- › How to build handwashing when necessary into their daily routines

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



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



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.

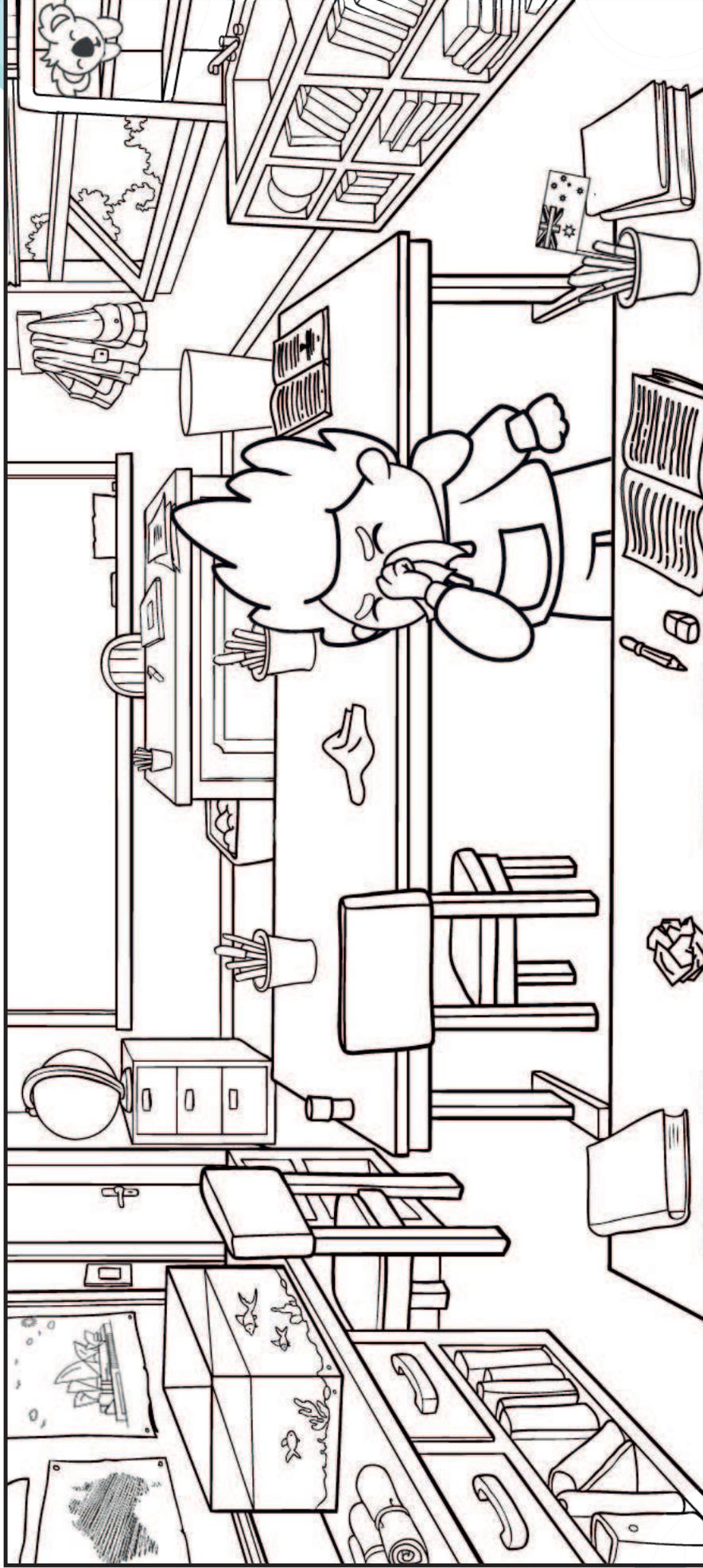
WORKSHEET 1B

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

20
MINS ESSENTIAL

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

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**

A BACKPACK FOR BRUNO

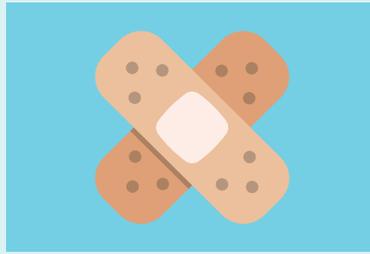
Bruno was super impressed with how prepared Li was in that adventure.

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



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



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

40
MINS TOTAL

Learning Intentions

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

Resources

To deliver this lesson, you will need:

- › Student Worksheet 1D – 1 per student

If you are delivering the full 1-hour lesson, you should also have:

- › Two large bowls of water
- › Liquid or bar soap
- › Paint (e.g. water-soluble poster paint)
- › Two aprons
- › Two clean, dry towels

If you don't have these resources available, an alternative activity is presented in the lesson plan that does not require any equipment.

Curriculum Links

- › Health & Physical Education: Personal, Social and Community Health Foundation - [ACPPS006](#) / Years 1 & 2 - [ACPPS022](#)
- › Supporting Outcomes English: Language Foundation - [ACELA1786](#) / Year 1 - [ACELA1453](#) / Year 2 - [ACELA1469](#)

1 - SET THE SCENE

10
MINS ESSENTIAL

Ask

- › **Replay the animation:**

Think back to the cartoon when our young adventurers were fighting against the germs that were growing all over the fruit tree:

- › What did the fruit tree look like?
(ANSWER: A giant hand)
- › What did Bruno use to try to clean it?
(ANSWER: A toy water blaster)
- › After using the toy water blaster, the hand looked clean, but the germs were still there. Why hadn't the germs gone away?
(ANSWER: They didn't use soap)

Explain

- › When germs get on our hands, we need to wash them off
- › Germs are too tiny to see – that's why Chara needed the special phone app she invented to see them
- › Even if our hands *look* clean, that does not mean that they are
- › As we do not have a special phone app like Chara's to see the germs, the only way to be certain that the germs that can infect us are gone is to wash our hands properly
- › Washing our hands with soap for at least 20 seconds is one of the best things we can do to protect ourselves and others from infection



2 - DEMONSTRATE THE POWER OF SOAP

10
MINS **OPTIONAL**

Demonstrate

- › **Explain** that you are going to demonstrate why it is important to wash your hands for at least 20 seconds with soap
- › **Select two students** to take part
- › Ask **both** students to **put on aprons** and **rub paint** on their hands
- › While the paint is sinking in, **give** each student a **bowl of water**
- › Give **one** of the students some **soap**
- › **Instruct both** students to wash their hands for **10 seconds** (both students should still have paint on their hands, demonstrating that 10 seconds is not enough)
- › **Ask** the rest of the class to **track the time** by counting down from 10 or singing 'happy birthday'
- › Once the 10 seconds is up, **ask both** students to **show** their hands



Teacher Tip

SUGGESTION:

Consider trialling a few paints before the lesson as many classroom water-soluble paints will wash off with water only and not leave a trace so the experiment may not work to its purpose.

Ask

- › Which hands are cleaner?
(**ANSWER:** The hands using the soap)
- › On the cleaner hands, which parts of the hands still have the most paint on them?
(**ANSWER:** Probably under the fingernails and between the fingers)

Demonstrate

- › **Ask** the volunteer students to **wash** their hands for **another 10 seconds** with some more soap (focusing on where there is still paint i.e. under the fingernails and between the fingers), with the rest of the class **tracking the time** again
- › **Repeat** the **questions** above and **select** a winner



Teacher Tip

DON'T FORGET!

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



Teacher Tip

WANT SOMETHING LESS ACTIVE?

Why not have a simple discussion about how we can tell if our hands are dirty and the sorts of activities that make them dirty? Make sure to emphasise that we can't tell if our hands are dirty just by looking at them.

Explain

- › Soap does a much better job of washing our hands than water alone
- › Just like with the paint, soap is also great at washing off germs
- › Water might make your hands look clean, but those invisible germs will still be there if you do not use soap
- › It is important to wash your hands for a full 20 seconds or more so that more stubborn areas (such as under the fingernails or between your fingers) can be cleaned properly



3 - WORKSHEET 1D

15 MINS ESSENTIAL

Instruct

- **Give** each student access to a copy of **Worksheet 1D**
- **Explain** that the six pictures on the worksheet make a story showing how washing your hands with soap helps to get rid of germs, but the pictures are in the wrong order
- **Instruct** students to put the pictures in the correct order by writing a number in the corner of each picture



Teacher Tip

WANT TO MAKE IT MORE FUN?

Nothing is more fun than getting your hands a bit messy, right? Why not ask the students to cut out the pictures and glue them onto a piece of paper in the correct order? Don't forget to tell them to wash their hands afterwards!

Check Answers

Select students to indicate which order the pictures should go.
The correct order should be:

- **Top-left** (Bruno flushes the toilet)
- **Bottom-left** (Chara looking at germs on Bruno's *dry* hands)
- **Bottom-left** (Bruno washing his hands with water only)
- **Top-middle** (Chara looking at germs on Bruno's *wet* hands)
- **Bottom-middle** (Bruno washing hands with soap and water)
- **Top-right** (Bruno's hands looking clean)

4 - CHECK UNDERSTANDING

5 MINS OPTIONAL

Ask

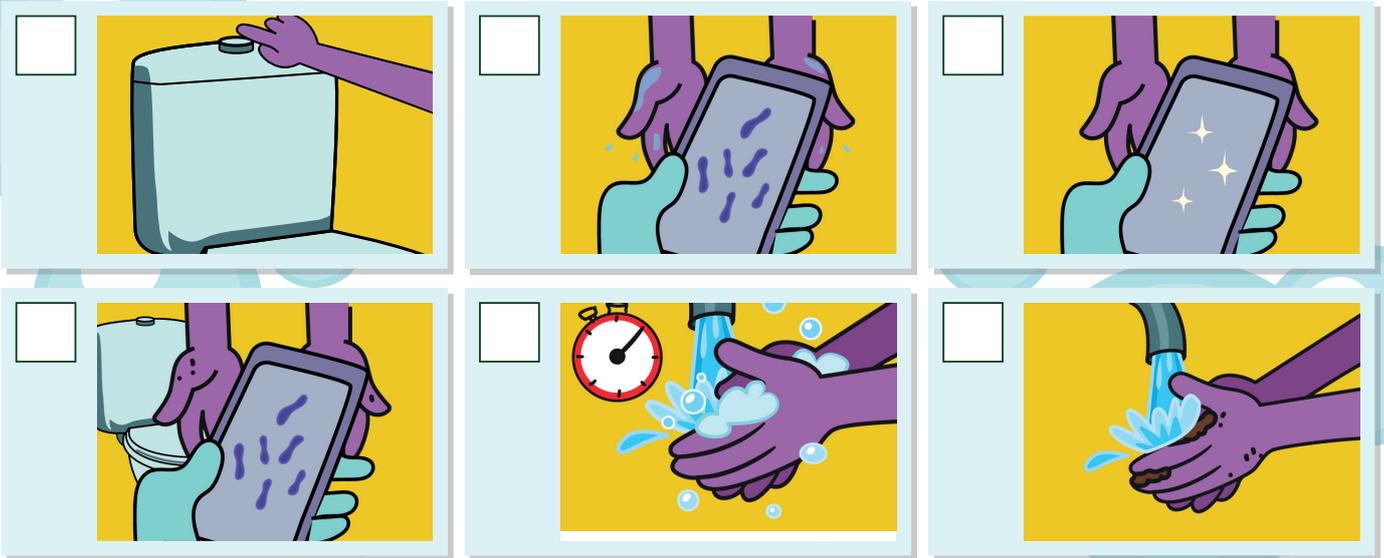
Discuss the story on the worksheet:

- Why did Bruno need to wash his hands?
(**ANSWER:** He just went to the toilet)
- Why were the germs still there after Bruno washed his hands with water?
(**ANSWER:** Because he didn't use soap)
- Why did the germs disappear after Bruno washed his hands for a second time?
(**ANSWER:** He washed his hands with soap and water for 20 seconds)

THE POWER OF SOAP

It's really important to make sure you wash your hands properly to get rid of germs. Chara is using her app to help Bruno make sure his hands are properly clean. But – uh oh – these pictures are all out of order! Can you work out what order they should go in?

Write numbers 1 to 6 in the top corner of each picture to tell the story.



“Touching things isn’t the only way to pick up germs. They also spread through dirty water and through the air, so you can catch them when people cough, sneeze or even breathe on you!”

Activity.

Write or draw the procedure for handwashing





LESSON 2B HOW SHOULD YOU WASH YOUR HANDS?

40
MINS TOTAL

Learning Intentions

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

Resources

To deliver this lesson, you will need:

- › Student Poster 1B – 1 per student
- › Access to student handwashing facilities (e.g. wash station), including:
 - Soap
 - Clean, dry tissues or paper towels (or hand-drying facilities)
 - Clean running water
 - Moisturiser (optional)



Teacher Tip

STUDENTS WITH SENSITIVE SKIN?

Washing with soap can dry your hands out, and some students may have allergies or skin conditions that could make them sensitive to soap. It's a good idea to check if your students have any particular needs before trying this lesson.



Teacher Tip

NO SUITABLE HANDWASHING FACILITIES AVAILABLE?

This lesson could be delivered in a classroom using large bowls of water instead of sinks.

You could also practise the steps 'dry' and ask students to imagine they are using soap and water. Students will get much more out of the activities if they can practise for real, though.

Once the activity is completed, if biodegradable hand wash is used, the water can be recycled and used to water and pot plants or outside garden beds.

Curriculum Links

- › Health & Physical Education: Personal, Social and Community Health Foundation - [ACPPS006](#) / Years 1 & 2 - [ACPPS022](#)
- › Supporting outcomes English: Literacy Foundation - [ACELY1650](#) / Year 1 - [ACELY1660](#) / Year 2 - [ACELY1670](#)

1 - SET THE SCENE

5
MINS OPTIONAL

Ask

- › **Replay the animation**

Think back to the Hygiene Quest cartoon:

- › The first time the characters tried to clean the hand, it didn't work. Why not?
(ANSWER: They did not use soap)
- › Why did it work the second time? What did the characters do differently?
(ANSWER: They used soap for 20 seconds)
- › What are the 6 steps to hand washing?

2 - DEMONSTRATE HANDWASHING

10
MINS ESSENTIAL

Explain

- › *How* you wash your hands is just as important as whether or not you wash them
- › You need to use soap and clean water – water alone will not get rid of the germs



- » Washing your hands should take at least 20 seconds
- » You need to make sure every surface of your hand has been cleaned, including under your nails and between your fingers. Otherwise, some sneaky germs could still be there
- » Always dry your hands with a clean, dry towel – germs spread more easily from wet hands
- » We are now going to practise how to wash our hands correctly

Demonstrate

- » **Give** each student access to a copy of **Poster 1B**
- » **Demonstrate** each step of the handwashing procedure using soap and clean water
- » **Instruct** students to **follow along, mirroring** your actions with their own hands and **matching** the actions with the pictures on the handout
- » **Repeat** the demonstration **two or three times** until you feel that students have got the hang of the steps



Teacher Tip

WHEN TO CONDUCT THIS SESSION?

Best to conduct this lesson just before a food break, or after coming inside from a break so they are prepared for the next part of the day.

3 - PRACTICE MAKES PERFECT



Practise

- » **Divide** students into **small groups** of three or four
- » *Instruct* students to **take it in turns demonstrating** the handwashing procedure to their group
- » Other group members should **watch** carefully and **follow** the demonstration using their **poster**
- » Take turns counting to 20 or sing 'happy birthday' twice
- » If a member of the group thinks that the student demonstrating has **skipped** a step or done it incorrectly, they should **remind** the student of what they missed
- » Each student should **repeat** the demonstration to their group until everyone in the group is satisfied that the demonstration was done correctly



Teacher Tip

MAKE SURE STUDENTS KEEP THEIR POSTER DRY!

Pre-laminate the card instructions as this activity can get quite wet! Display a digital version on your interactive whiteboards.



Teacher Tip

MOTIVATE STUDENTS BY MAKING IT A CHALLENGE

Set students the challenge of timing each group to see if they can meet the minimum 20-second duration. Use stopwatches to add to the fun.

4 - CHECK UNDERSTANDING



Ask

Ask each group:

- » What went well in your group and what didn't go so well?
- » Were there any particular steps that you kept forgetting?
- » Which steps needed the most practice to remember them?

Instruct

Instruct students to think about **one handwashing step** that they **forgot** when they were practising with their group. As students leave the room, **ask** each student to tell you which step they are going to practise the next time they wash their hands.

POSTER 1B

PRACTICE MAKES PERFECT

"You have to wash your hands the correct way if you want to defeat the germs! So I've whipped up this worksheet to help you remember what to do."



STEP 1



Wet your hands

STEP 2



Put soap on both sides of your hands

STEP 3



Interlink your fingers and rub your palms against each other

STEP 4



Rub the back of your hands

STEP 5



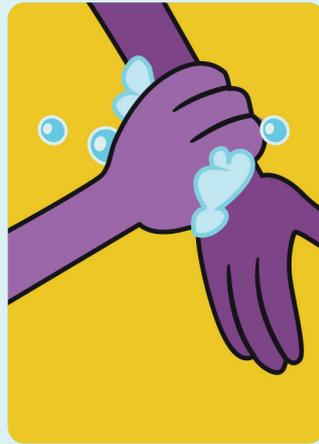
Clean around your thumbs

STEP 6



Clean your fingertips and under the nails

STEP 7



Rub your wrist

STEP 8



Wash and dry your hands with a clean, dry towel



LESSON 3 WHEN SHOULD YOU WASH YOUR HANDS?

55 MINS TOTAL

Learning Intentions

This lesson will help students to understand:

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

Resources

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

- › Student Worksheet 1E – 1 per student
- › Poster 1C

Curriculum Links

- › Health & Physical Education: Personal, Social and Community Health Foundation - [ACPPS004](#) / Years 1 & 2 - [ACPPS021](#)
- › Supporting Outcomes English: Literacy Foundation - [ACELY1646](#) / Year 1 - [ACELY1660](#) / Year 2 - [ACELY1670](#)

1 - SET THE SCENE

10 MINS OPTIONAL

Explain

- › **Replay the animation**
- › **Think** back to the Hygiene Quest cartoon: the Protector wants to protect the Hidden Reach from germs, but needs to know where the germs are coming from
- › **Brainstorm** as a group or **divide** the students into small groups of three or four

Ask

- › **Ask** each group to record a list of different activities in their day where they might pick up germs on their hands. For example:

<input type="radio"/> Going to the toilet	<input type="radio"/> Playing outside	<input type="radio"/> Touching rubbish
<input type="radio"/> Eating food	<input type="radio"/> Touching dirty things	
- › **Ask** one student from each group to share a couple of ideas with the class

Explain

- › We must wash our hands whenever they look dirty to stop ourselves from catching or spreading germs
- › But we don't just wash our hands when we can see that they're dirty – we can't see germs with our own eyes
- › There are certain activities where we should always wash our hands: sometimes before, sometimes after, and sometimes both

2 - WHEN SHOULD WE WASH OUR HANDS?

20 MINS ESSENTIAL

Introduce Activity

- › **Divide** the room into three areas – **before**, **after** and **both** (students will move between these areas)
- › **Read** the **statements** below aloud and **ask** students whether they should wash their hands **before**, **after**, or **both before and after** doing each activity
- › **Ask** students to move to the correct area of the room
- › **Select** students to **explain** why they chose their answer
- › On the next page are some possible answers



Statements

- › Eating an apple at breaktime
(ANSWER: Before – so you don't get germs on the apple)
- › Blowing your nose
(ANSWER: After – to wash off the germs from inside your nose)
- › Making a sandwich for lunch
(ANSWER: Both – so you don't get germs on the food before you eat it and afterwards to remove any food from your hands)
- › Touching an animal at the zoo
(ANSWER: After – to wash germs off your hand that may have been picked up from the animal)
- › Putting on a bandaid
(ANSWER: Before – so germs do not transfer from your hands to the cut/bandaid)
- › Picking up a piece of rubbish off the floor
(ANSWER: After – to wash off germs that may have been picked up from the rubbish)



Teacher Tip

DIFFERENTIATION IDEAS SUPPORT

Make three colour-coded signs, one for before, after and both to visually remind students where they need to congregate.

CORE

Give each student a mini-whiteboard that they can write before after or both on and ask them to hold up their answers.

EXTENSION

Ask each student to make three cards, one saying before, one saying after and one saying both, and ask them to show their cards.

Explain

- › You should wash your hands before touching a wound or something you will eat
- › If you can see that your hands are dirty, you must wash them
- › If you come into contact with invisible germs, like blowing your nose or touching something in public, you must wash your hands

3 - WORKSHEET 1E



Instruct

- › Give each student access to a copy of **Worksheet 1E**
- › Explain to them that Bruno is not sure when he should be washing his hands
- › Instruct the students to tick the correct option: **before or after**
- › Emphasise that some pictures might be **both before and after**

Check Answers

- › Check students' answers:
 - Bruno eating a snack
(ANSWER: Before)
 - Bruno playing outside
(ANSWER: After)
 - Bruno blowing his nose
(ANSWER: After)
 - Bruno touching a door handle in a busy public place
(ANSWER: After)
 - Bruno patting a dog at the park
(ANSWER: After)
 - Bruno helping his mum prepare dinner
(ANSWER: Both)
 - Bruno taking out the rubbish
(ANSWER: After)
 - Bruno going to the toilet
(ANSWER: After)
 - Bruno taking care of a sick family member
(ANSWER: Both)
- › Ask the students to explain why they have chosen those options
- › Correct any incorrect answers and misconceptions
- › Draw attention to the fact that they should wash their hands even if the dirt can't be seen



4 - REINFORCE UNDERSTANDING

10
MINS
OPTIONAL

Ask

- **Ask** students when they should wash their hands during the day
- **Give** the students time to think
- **Ask** students to give examples of daily routine activities, e.g. “After I go to the toilet” or “After playing outside with my friends” – the next student gives a different answer and so on until no new answers can be given



Teacher Tip

REINFORCE STUDENTS UNDERSTANDING

Print out Poster 1C as a poster and display near sinks and wet areas as a prompt for students to wash their hands after certain activities



WHEN SHOULD BRUNO WASH HIS HANDS?

Bruno is confused about whether he needs to wash his hands before or after (or even both before and after) doing these activities. Can you help him work it out?

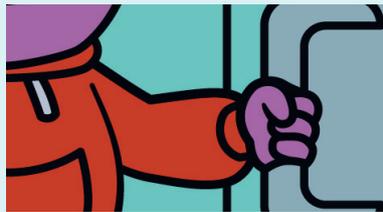
Here's Bruno doing some activities – when should he wash his hands? Tick the correct answer(s) under each picture.

TIP

REMINDER! 2 boxes may sometimes need to be ticked if you choose before and after.



Before After



Before After



Before After



Before After



Before After



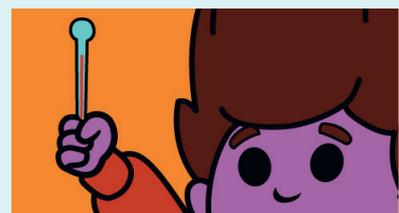
Before After



Before After



Before After



Before After

Write and draw 5 more times you might need to wash your hands before and after an activity.



“Don't forget! Your hands aren't the only things that can pick up germs. Make sure you shower or bathe regularly with soap to keep those germs away.”

WHEN SHOULD YOU WASH YOUR HANDS?



Bruno is finally getting the hang of when to wash his hands.

He's made a guide to show you some examples of when to wash your hands.



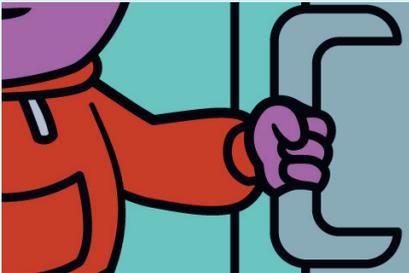
After going to the toilet



After playing outside



Before and after preparing food



After touching something in a public place



Before eating



After coughing, sneezing or blowing your nose



After touching an animal



Before and after taking care of someone who's sick



After handling rubbish



"Don't forget! Your hands aren't the only things that can pick up germs. Make sure you shower or bathe regularly with soap to keep those germs away."



TOPIC QUIZ

You should only clean your hands when they look dirty

TRUE

FALSE

You should wash your hands for at least 20 seconds

TRUE

FALSE

Wet hands spread more germs than dry hands

TRUE

FALSE

You can't catch germs from touching animals

TRUE

FALSE

You should wash your hands before and after preparing food

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