Teacher Resources
Lesson Plans, Games and Activities

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Image adapted from the US Centre for Disease Control and Prevention

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Introduction
INTRODUCTION

This document was created after more than two years of the COVID-19 pandemic, which put infection prevention and control on the forefront of everyone’s minds. We are all now learning to live with COVID-19 – which does not mean moving on as if the pandemic is over, but rather being mindful of the virus’ presence in our day-to-day lives.

COVID-19 continues to be present in Ottawa alongside other common illnesses like the flu, the cold and gastrointestinal illnesses. The importance of handwashing and other protective measures continues to be critical to keep children and teachers healthy and in school as much as possible. The following resource aims to support K-3 teachers with classroom and curriculum support for handwashing and other infection control measures with their students.

Curriculum

Kindergarten

- (K) 6.3 practice and discuss appropriate personal hygiene that promotes personal, family, and community health

Grade 1

- D2.4 apply their knowledge of essential safety practices to take an active role in their own safety at school (e.g., inform teacher of allergies, be aware of food safety issues, play in supervised areas, follow safe routines for travelling to and from school) [A1.3 Motivation, 1.5 Self, 1.6 Thinking]
- D2.5 demonstrate an understanding of and apply proper hygienic procedures for protecting their own health and preventing the transmission of disease to others (e.g., washing hands with soap, using a tissue, sleeve sneezing, brushing and flossing teeth, not sharing hats or hairbrushes)

Grade 2

- D1.2 identify common food allergies and sensitivities (e.g., to peanuts, tree nuts, milk, eggs, fish) and the reactions they might cause (e.g., swelling, skin rash, difficulty breathing, abdominal cramps, vomiting, diarrhea, coma, death)

Grade 3

- D2.2 apply their understanding of good safety practices by developing safety guidelines for a variety of places and situations outside the classroom, including online (e.g., guidelines for water safety; guidelines and protocols for safe drinking water; safe routes and practices for going to school; home fire safety and emergency plans; safe camping checklists; guidelines for safe online communication; guidelines for personal hygiene and the prevention of infectious diseases; guidelines for proper use of hand sanitizers; wildlife safety precautions; guidelines for managing allergies; Halloween safety practices; rules for behaviour around guide dogs, other service animals, and animals in general) [A1.6 Thinking]
Be A Germ Stopper
Family Fact Sheet

Everyone knows how bad it feels to be sick. Some people can get VERY sick, and take a long time to get better. If you’ve ever been sick with a cold, a cough, a runny nose or sneezing, blame a GERM!!

You can’t see germs, but they can still make you sick!

GERMS:
• Can’t be seen with your eyes alone
• Float in the air
• Live on surfaces like tables, doorknobs, keyboards and HANDS!
• Can hitch a ride from a table to your hand and then to your mouth, eyes, nose, cut or scrape, then make you sick!

How to stop germs:
• Wash your hands with soap and water for at least 15 seconds. Singing the “Happy Birthday Song” twice takes about this long. (See the next page for handwashing steps.)
• Use an alcohol-based hand sanitizer if you can’t wash your hands. Use a squirt the size of a dime and rub all over your hands until dry.
• Cover coughs and sneezes with a tissue or your upper arm, not your hands! Throw the tissue away and clean your hands right away.
• Keep your hands away from your face to help keep germs out of your body!
• Keep yourself healthy! Get your shots, eat healthy food, be active, get a lot of sleep and don’t share things that touch your mouth.
• Stay home when you are sick, have a cough or fever.
• Consider wearing a mask, especially if you or your loved ones are at higher risk of getting sick and in indoor, crowded places.
Hand Washing

1. Wet hands.
2. Apply soap.
3. Lather for 15 seconds. Rub between fingers, back of hands, fingertips, under nails.
4. Rinse well under running water.
5. Dry hands well with paper towel or hot air blower.
6. Turn taps off with paper towel, if available.

Stop the Spread of Germs

Always Wash Your Hands

After you:
• Sneeze, cough or blow your nose
• Use the washroom or change diapers
• Handle garbage
• Play outdoors

Before and after you:
• Prepare or eat food
• Touch a cut or open sore
Lesson Plans
LESSON PLAN #1: WHAT ARE GERMS?

Used with permission of GOJO Industries, Inc., creators of PURELL Instant Hand Sanitizer.

Learning Objectives

• Children will recognize that germs are tiny living things (microorganisms)
• Germs (bacteria and viruses) can make us sick

Materials

• Crayons
• Paper
• “What are Germs?” colouring sheet
• Microscope (or picture of one), or a magnifying glass

Key Messages

• Germs are tiny living things that can make you sick
• Two types of germs are viruses and bacteria.

Method

Tell children that germs are tiny living things, called microorganisms. They can’t be seen with our eyes alone and they can make us sick. Explain that, in order to see germs, we need a microscope, which is like a giant magnifying glass. Hold up a microscope, (or a photograph). Explain that there are many types of germs. Show the “What Are Germs?” colouring sheet.

Activity

1. Students will colour the germs on the colouring sheet.
2. Have students discuss the shapes of these germs.
3. Give them an extra paper to draw a germ of their own and give it a name.
4. Build a model germ with classroom materials or recyclable materials from home.
LESSON PLAN #2: GERM SEARCH

Used with permission of GOJO Industries, Inc., creators of PURELL Instant Hand Sanitizer.

Learning Objectives
• Students will identify some places where germs can live
• Students will recognize what products get rid of germs on hands

Materials
• “Germ Search” Activity Sheet

Key Messages
• Germs can live on many surfaces
• Germs can be removed from hands with soap and water or hand sanitizer

Method
Recall what germs are. Explain that germs can be found everywhere. Germs can be removed with soap and water or hand sanitizer.

Activity
1. On the “Germ Search” activity sheet, students will circle things that might have germs on them. Colour the objects that help get rid of germs on hands.
2. Ask students what other products remove germs:
   a) from dishes (dishwasher soap)
   b) from clothes (laundry detergent)
   c) from the bathroom floor (household disinfectants)
   d) from cuts and scrapes (soap and water, antiseptics)

Reinforce that the products we use for removing germs from hands are soap and water and hand sanitizers.
LESSON PLAN #3: CLEAN TAG

Used with permission of GOJO Industries, Inc., creators of PURELL Instant Hand Sanitizer.

Learning Objectives

• Students will recognize that germs can be spread easily from one to another
• Students will recognize that the spread of germs can be reduced by proper hand cleaning

Materials

• Open area

Key Messages

• Germs are spread easily from one person to another. Proper hand cleaning reduces the spread of germs.

Method

Review the steps and the purpose of proper hand cleaning (by washing hands and/or by sanitizing hands). Explain that they will be playing “Clean Tag”. Select four children to play special roles:

• two children will be illness-causing germs,
• a third will be the handwasher (soap & water),
• a fourth will be hand sanitizer.

Tell the remaining children to run away from the germs. If one of the germs happens to tag them, they must immediately freeze and stand with their legs far enough apart to make a tunnel through which someone can crawl. The hand sanitizer and handwasher are the only ones who can unfreeze (clean) the frozen (contaminated) children — by crawling through the tunnel between their legs. “Cleaned” children are then free to run around again. Have the children trade roles at various points during the game.

Activity

1. Play different roles of germs and hand cleaners during a game of Clean Tag
2. Explain what happened when they were tagged by the germs. What happens in real life?
3. What happened when they were ‘cleaned’ by the hand cleaners? What would happen if there were no hand cleaners in the game? What would happen if there were no hand cleaners in real life?
4. What would happen in the game if there were one germ and 4 hand cleaners?
5. Discuss with students what these findings mean in their personal life. How does this change their hand cleaning habits?
LESSON PLAN #4: WHEN DO I CLEAN MY HANDS?

Used with permission of GOJO Industries, Inc., creators of PURELL Instant Hand Sanitizer.

Learning Objectives

• Students will identify when to clean their hands.

Materials

• Crayons, coloured pencils or markers
• Paper

Key Messages

Clean your hands:

• Before and after eating and touching food
• After using the washroom
• After sneezing, coughing or blowing your nose
• After touching animals
• After getting your hands dirty

Method

The teacher explains the importance of getting rid of germs. Begin open discussion of places where germs might hide. On a large piece of paper, have students draw pictures of places in the school where germs might hide. Post and reflect on all the different hiding places. Ask students to think “When would I come in contact with these germs?” Examples could be after getting hands dirty, after using the toilet, before handling food, after playing with animals, after coughing, sneezing or blowing your nose. Brainstorm with the students a list of the important times to clean hands. Post a list of when to clean hands in a visible position in the classroom.

Activity

1. Draw pictures of places in the school where germs might hide on large piece of paper
2. Identify the important times for hand cleaning

Discuss how these findings may change classroom routines.
Games and Activities
What are Germs?

Colouring Sheet

Used with permission of GOJO Industries, Inc., creators of PURELL Instant Hand Sanitizer.
Modified by Ottawa Public Health.

Bacillus cereus
(Bacteria)

Spirillum (Bacteria)

Streptococcus (Bacteria)

Rhinovirus

Rubella virus

Bacteriophage lambda (Virus)

Bacteriophage T-2
(Virus)

Salmonella typhimurium
(Bacteria)

I promise to clean my hands properly in order to be a Germ Stopper!
Name: ___________________________________________
Circle each of the things where germs can live. Colour each of the things that help get rid of germs.

I promise to clean my hands properly in order to be a Germ Stopper!

Name: _________________________________
Hand Washing

Colouring Sheet


I promise to clean my hands properly in order to be a Germ Stopper!

Name: ______________________________________________________
Let’s Make a Puzzle!

Colouring Sheet and Puzzle


Colour this drawing, then cut out on the dashed lines. Mix the pieces, then make a puzzle with the pieces.

I promise to clean my hands properly in order to be a Germ Stopper!
Name: ______________________________________________________
Connect the Dots


I promise to clean my hands properly in order to be a Germ Stopper!
Name: ____________________________________________
Healthy Hand Hygiene
Word Search

Find and circle the eight words in the puzzle below:

WARM WATER          WASH HANDS          WRISTS          SICK
HEALTH              GERMS              SOAP               CLEAN

---

I promise to clean my hands properly in order to be a Germ Stopper!

Name: ______________________________________________________
Grow Your Own Germs
Adapted from Safe or Sorry Food Safety Program and Fight Bac

Learning Objectives
This activity will demonstrate that germs can be on hands even if they are not visible; and that proper hand hygiene can remove germs from hands. Student volunteer will peel and touch an apple with unwashed hands and then repeat the same process after washing hands thoroughly. The class will observe the difference between the two apples.

Materials
- 2 small apples, washed
- Potato peeler
- Small, clean knife
- Cutting board
- 2 sterilized jars with screw-top lids (wipe clean with rubbing alcohol or wash in dishwasher)
- Masking tape
- Markers

Activity
Part 1: Teacher
1. Label the jars:
   a) Jar 1: Washed Hands
   b) Jar 2: Unwashed Hands
2. Choose a class volunteer to perform the experiment. Make sure his/her hands haven’t been washed in several hours.

Part 2: Student
1. Without washing hands, peel one apple and cut it in half on the cutting board.
2. Place one half of the apple in the jar labelled “Unwashed Hands”. Screw the lid on tightly.
3. Wash your hands thoroughly with soap and warm water for 15 seconds. Now wash the potato peeler, knife and cutting board with soap and water.
4. Peel the second apple and cut it in half.
5. Place one half of the apple in the jar labeled “Washed Hands”. Screw the lid on tightly.
6. Place the jars in a warm place.
7. Observe the jars once daily for a week. NOTE: What do you see?
Grow Your Own Germs
Adapted from Safe or Sorry Food Safety Program and Fight Bac

VARIATION

Materials
- Preservative-free bread (bakery)
- Sandwich bags
- Permanent markers
- Water
- Paper bag

Activity
1. Have one piece of bread in a sandwich bag that is untouched by dirty hands as a control.
2. Ask students to touch their own desks and belongings to get their hands contaminated.
3. Give each student a piece of bread or a half piece and instruct them to touch it all over, keeping it flat.
4. Have students place bread slice in sandwich bag with two small drops of water. Seal shut.
5. Label with the name and date.
6. Put all bread slices in a brown paper bag and seal shut. Place in a warm spot.
7. Wash hands and surfaces touched by the students after the activity.
8. Observe the difference between the control slice and the students’ slices.

NOTE: It takes about five days for good mold growth.
Get Creative!

Learning Objectives
This poster activity gives students the opportunity to be independent and use their creativity to explain and show the importance of hand hygiene.

Materials
• Blank poster paper/Bristol board
• Art supplies

Activity
1. After completing and/or reviewing BAGS and the information on the Family Fact Sheet, ask students to make a poster on hand hygiene messages.
2. Posters can be put up in the school.

Variation
Schools can do this as a contest activity and/or have the entire school participate.
Hand Washing

Match Puzzle

Match the words to the clues!

Words

HEALTHY  EATING  ILLNESS  HAND WASHING
SNEEZE   ALL OVER  THUMBS  SANITIZERS
WASHROOM FIFTEEN  NAILS  SOAP AND WATER
GERMS     FLU

Clues

• Proper ______________ helps you to stay healthy.
• The ______ is caused by a virus.
• Keeping your hands away from your face helps to prevent ______________.
• When washing your hands, rub them together for ______________ seconds.
• __________________________ are best for cleaning hands.
• When cleaning your hands, rub them together __________.
• Remember to clean under your __________.
• You should clean your hands before ______________.
• Hand ______________ get rid of germs.
• You must wash your hands after using the ________________.
• _____________ can make you sick.
• Clean hands help you stay ________________.
• Cough and ____________ into a tissue or your arm, not into your hands.
• Many people forget to wash the backs of their hands and their ____________.

I promise to clean my hands properly in order to be a Germ Stopper!
Name: ____________________________________________
Hand Washing

Match Puzzle (Answer Key)

Match the words to the clues!

Words

HEALTHY  EATING  ILLNESS  HAND WASHING
SNEEZE  ALL OVER  THUMBS  SANITIZERS
WASHROOM  FIFTEEN  NAILS  SOAP AND WATER
GERMS  FLU

Clues

• Proper **HAND WASHING** helps you to stay healthy.

• The **FLU** is caused by a virus.

• Keeping your hands away from your face helps to prevent **ILLNESS**.

• When washing your hands, rub them together for **FIFTEEN** seconds.

• **SOAP AND WATER** are best for cleaning hands.

• When cleaning your hands, rub them together **ALL OVER**.

• Remember to clean under your **NAILS**.

• You should clean your hands before **EATING**.

• Hand **SANITIZERS** get rid of germs.

• You must wash your hands after using the **WASHROOM**.

• **GERMS** can make you sick.

• Clean hands help you stay **HEALTHY**.

• Cough and **SNEEZE** into a tissue or your arm, not into your hands.

• Many people forget to wash the backs of their hands and their **THUMBS**.

I promise to clean my hands properly in order to be a Germ Stopper!

Name: ______________________________________________________
Assessments
Assessment # 1: 
Are You A Germ Stopper?

A. Fill in the blanks, using the words provided:

1. Germs are found ___________________________.
2. Germs can make you ________________________.
3. Clean your hands for at least _______________ seconds.
4. I ___________________________ to clean my hands often.
5. ___________ _________________ kill germs.

B. I should clean my hands often because________________________


C. This is a picture of me cleaning my hands.


Assessment # 1:
Are You A Germ Stopper? (continued)

D. Cut out the following 6 pictures and glue them below in the correct order for proper hand washing.
HAND WASHING RESOURCES

Bug Out Family Booklet – Canadian Red Cross
Includes:
- Facts on germs
- Proper hand hygiene
- Cough and sneeze etiquette
- Vaccination and social distancing
- Games and activities

Healthy Hands Manual – North Bay Parry Sound
Resource manual ages 4-14, includes:
- Ontario Curriculum
- 5 steps of healthy handwashing
- Lesson plans for kids in kindergarten to grade 8 (includes technology such as kahoot)

Hand Hygiene – Parenting in Ottawa
Includes:
- Hand hygiene and children
- Hand Hygiene – Proper Techniques
- Using hand sanitizer
- Washing a young child’s hands
- Using hand sanitizer with a young child
- Hand Hygiene – Frequently Asked Questions

Posters
Health in your hands poster – Ottawa Public Health (English and French)
Poster on preventing the spread of germs

Hand hygiene resources – Ottawa Public Health
- Includes posters and factsheets in multiple languages

Videos
Hand Hygiene Resources – Eastern Ontario Health Unit
COVID-19 Resources, Signage and Videos
- Handwashing for Young Children
  3 min video for students k-3 on how and when to wash your hands and respiratory etiquette in the classroom.
- Germy the Germ Gets Washed Away!
  3 min video for elementary students teaching about getting rid of germs by handwashing.
- Hand Hygiene: The Dirt on Germs
  3 min. 44 sec. video for elementary students teaching respiratory etiquette and hand hygiene.
- Handwashing and Alcohol-Based Hand Sanitizers: Step-by-step
  3 min. 30 sec. video for all ages demonstrating 2 methods of hand hygiene (soap and water and hand sanitizer).

Government of Canada
- Reduce the spread of COVID-19: Hygiene for kids
  31 sec. video for children on respiratory etiquette and hand hygiene.
- Hand-washing heroes
  1 minute cartoon video for K-1 focusing on how to wash your hands.

Kinder-Uke
- Handwashing song
  1 min 13 sec. video depicting 2 adults singing a song for young kids on hand hygiene.
RESPIRATORY ETIQUETTE

Videos

Eastern Ontario Health Unit

- Cough and Sneeze Into Your Shoulder
  30 sec. video on respiratory etiquette for all ages.

CBC Kids (English only)

- Studio K from Home: Vampire sneezes
  1 min 50 sec video showing a puppet teaching young children about respiratory etiquette.

ADDITIONAL RESOURCES

Outbreaks and Increased Absenteeism in Schools – Ottawa Public Health
Webpage includes:
- Chain of infection graphic
- Chicken pox reporting form
- Cleaning and disinfection
- Hand hygiene resources
- Infection prevention and control during outbreaks

Reducing the Risks from COVID-19 – Ottawa Public Health
Tips for reducing your risk of COVID-19
- Ottawa Public Health’s role
- Am I at a higher risk of severe outcomes from COVID-19?
- COVID-19 antiviral treatment
- Use your layers!
- What is your level of risk?
- Vaccination, masking, monitoring for symptoms and staying home when sick, gatherings

Protecting Your Mental Health – Ottawa Public Health
Includes
- Parenting tips on supporting children and youth with mask changes in school
- Staying safe while staying social
- How can we practice being resilient?
- How to help your children cope?
- What can you do to stay connected during self-isolation?

Germ Phobia – Connecticut Children’s (English only)
11 ways to help a child struggling with germ phobia

Talking To Kids About COVID-19 – Anxiety Canada
Tips for talking to kids about COVID-19.
References
REFERENCES


