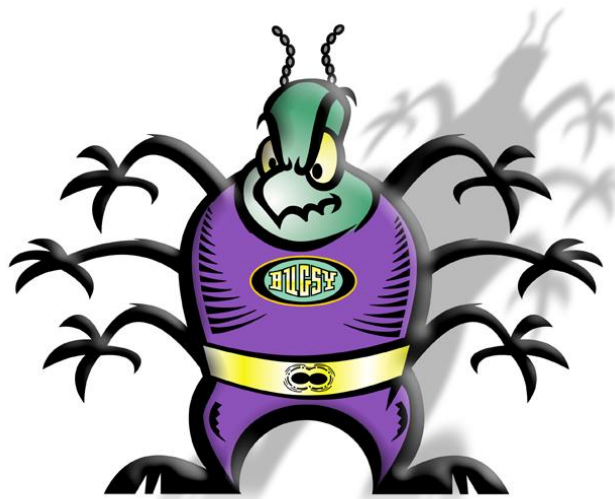


ACTIVITIES



GRADE THREE

ACTIVITIES

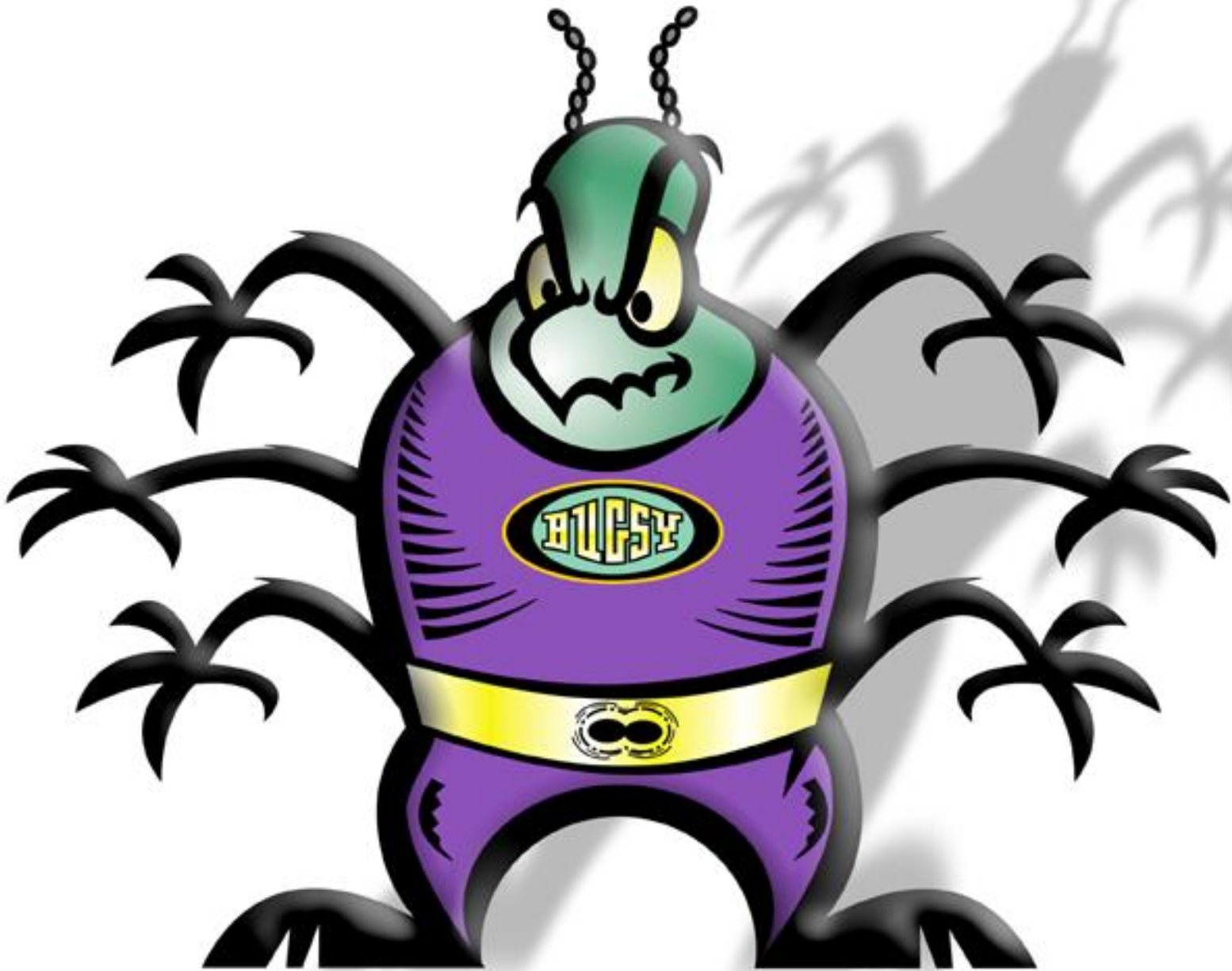
GRADE THREE

ITEM	# OF PAGES
Picture of Buggy-----	1
School Tour Instruction Sheet -----	1
Handwashing Detectives Instruction Sheet-----	1
How to Wash Your Hands Poster -----	1
Twinkle Twinkle Song Poster-----	1
Handwashing Detectives Checklist-----	1
Where Germs Hang Out Instruction Sheet -----	1
Potato Experiment Instruction Sheet -----	1

Acknowledgement

This teaching resource was developed by the Do Bugs Need Need Drugs? program in collaboration with Alberta Health and Wellness and Alberta Education.







SCHOOL TOUR

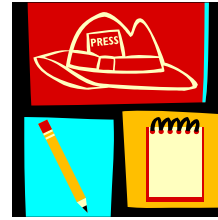
This activity will help students become aware of the different places where germs exist. Students will learn why handwashing protects themselves against illness and prevents the spread of germs to others.

Materials

- Clipboards or another surface to write on

Optimal Group Size

- Divide students into small groups (minimum four per group), depending on the number of areas in the school that will be covered



Directions

- Inform students that they will be going throughout the school in small groups to identify surfaces that are touched by many people.
- Send students to: washroom, classroom, hallways, playground, library, auditorium, cafeteria, etc.
- Have each group appoint:
 - One or two Scribes to record the observations
 - Observers to identify the objects and surfaces
 - A Reporter to present results to the class
 - A Chart Maker to create a poster with the list of objects identified by their group.
- Have students go out to their appointed areas and identify surfaces and objects that are touched by many people everyday. One example would be a doorknob.
- Remind students that they need to be courteous and not disturb the other students in the school.
- Once they have gathered this information, have them come back to the classroom. Ask the reporter to present their findings to the rest of the class. Ask the Chart Maker lead the group in creating a poster that lists the items identified by their group.
- Hang the lists in the classroom or on the public boards throughout the school.

Discussion Points

- ? *Surfaces that are touched by many people are places where germs can be left by one person and picked up by someone else. What can you do to protect yourself if you get germs on your hands?*
- ? *What can you do to stop the spread of germs to someone else?*
- ? *Can you think of places in your home where germs can be spread?*
- ? *Can you think of other places in the community where germs can be spread? What about malls, buses, airports, sports facilities?*

Key Messages

TO PROTECT YOURSELF AND OTHERS:
WASH YOUR HANDS
COUGH AND SNEEZE IN YOUR SLEEVE.
KEEP YOUR HANDS AWAY FROM YOUR FACE.

HANDWASHING DETECTIVES

This activity is designed to identify barriers to good handwashing in your students' washrooms. Use this activity after students have viewed the handwashing video.

Materials

- Hang the How to Wash Your Hands poster and the Twinkle, Twinkle song poster in the washroom ahead of time.

Optimal Group Size

- One pair of students at each sink.



Directions

- Explain to the students that they will be using the buddy system.
- One student will be washing their hands while their buddy watches to see which steps of handwashing are easy and which are hard. Then they will reverse the process so that their buddy has a turn observing.
- Remind students to use the posters as visual cues and to do all six steps of handwashing.
- Give each student a checklist with the steps of handwashing. Ask them to record which steps were easy and which ones were hard. For the steps that were hard, ask them to remember why so that they can talk about it in class.
- Give an example such as: The taps in the washroom go off automatically and there isn't enough time to rinse off all the soap. This makes it hard to rinse my hands.
- Pair up the students; send small groups to the washroom, one pair per sink.
- Facilitate a discussion in the classroom about the parts of handwashing that were easy and the parts that were harder. See Practical Solutions to Handwashing Problems.
- Use student comments to make good handwashing technique easier in your school. For example, if automatic taps are a problem, students can help push or hold the taps open for each other.

Discussion Points

- ? *What are the steps of handwashing that were easy?*
- ? *What are the steps of handwashing that were hard?*
- ? *How can we make the hard parts easier to do?*

Key Messages

HANDWASHING PROTECTS YOU AND OTHERS AGAINST INFECTIONS



HOW TO WASH YOUR HANDS

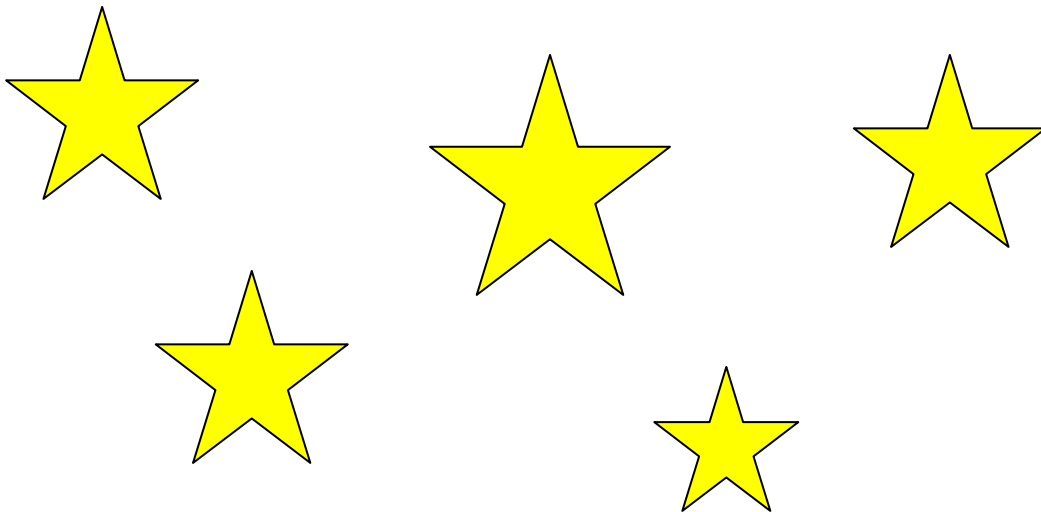


LEAVE THE WASHROOM NEAT AND TIDY



Handwashing Song

Twinkle, twinkle little star,
Look how clean my two hands are,
Soap and water, wash and scrub
Get those germs off rub-a-dub,
Twinkle, twinkle little star,
Look how clean my two hands are.





Handwashing Detectives



Steps of Handwashing	EASY	HARD
Wet hands		
Apply soap		
Rub hands together for 20 seconds		
Rinse hands		
Dry hands with a paper towel		
Turn off taps with towel		
Open washroom door with the towel		
Throw away the towel		
Leave washroom neat and tidy		





WHERE GERMS HANG OUT

After students have completed the school tour and the lesson on where to find germs, this activity will help to identify and reinforce all of the most common places where germs hang out. Germs on common surfaces that are touched by many people are the ones most likely to be picked up by students and passed on to each other.

Materials

- White or colored paper
- Crayons, markers, or pencil crayons.
- Scissors
- Tape for hanging up hand cut outs



Optimal Group Size

- Entire class

Directions

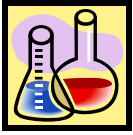
- This activity can be done while some of the students are in the washroom being “Handwashing Detectives”.
- Ask students to trace the outline of their hands and color them with “germs”.
- Students can then cut out their handprints.
- Ask students to think of places in the classroom where they think the most germs might be.
- When all students are ready, all will post their hand cut outs in the places they have identified.
- The hand cut outs serve as a reminder of places where germs can be transferred. Discussion will focus on which places have the most handprints and why.

Discussion Points

- ? *Where do you see the most handprints in the classroom?*
- ? *Why do you think those particular places have the most handprints?*
- ? *What happens to you if you don't wash your hands after touching something with germs on it?*
- ? *What can happen to someone else if you touch something when you have germs on your hands?*
- ? *What is the best way to prevent the spread of germs from one person to another?*

Key Messages

HANDWASHING PROTECTS YOU AND OTHERS FROM SPREADING GERMS WITH YOUR HANDS.
SURFACES THAT ARE TOUCHED BY LOTS OF HANDS ARE PLACES WHERE GERMS ARE SPREAD.



POTATO EXPERIMENT

This activity will help to teach students about germs and why it is important to wash their hands before handling food. Students will be able to actually observe germs growing on the potato.

Materials

- Two parboiled potatoes. Waxy potatoes work best.
- Two clean, unused plastic zip lock bags
- Labels for bags marked “Washed Hands” & “Unwashed Hands”

Optimal Group Size

- Entire class



Directions

- Peel the potatoes and parboil for 2-3 minutes. Wash your hands before handling the potatoes to keep the germs off. Store them in the zip lock bags. Prepare potatoes ahead of time so that they have a chance to cool.
- Take the potato from the “Unwashed Hands” bag and pass it around the classroom before students have washed their hands. Immediately after recess would be an ideal time.
- Once everyone has touched the potato place it back in the “Unwashed Hands” bag. Zip up the bag making sure it is completely sealed.
- Ask two or three students to wash their hands properly. Pass the other potato among these students. Place the potato in the bag marked “Washed Hands”. Zip up the bag making sure it is completely sealed.
- Place both potatoes in a warm place for 3-5 days and then discuss observations as a group.
- **Note:** Both potatoes will show growth, but the “Unwashed Hands” potato will have more growth.

Discussion Points

- ? *Ask students to predict what will happen to each potato and why.*
- ? *If the experiment does not go as predicted, get students to think of why things didn't work. (Maybe the clean potato was dropped or someone didn't clean their hands very well.)*
- ? *Ask students to think about how many germs they have on their hands after observing the unwashed potato.*
- ? *Have students think about why it is important to keep their hands clean and why they should be practicing proper handwashing technique.*

Key Messages

IT IS EASY TO TRANSFER GERMS FROM YOUR HANDS TO SURFACES, FOOD, OR OTHER PEOPLE.
IT IS IMPORTANT TO WASH YOUR HANDS BEFORE EATING OR PREPARING FOOD.