

GERMS AWAY

Cough Etiquette & Hygiene Activities
Designed for Grades 4-6



**Clean
Hands are
Critical**

PROJECT SUPPORT BY:



Northern Antibiotic
Resistance Partnership



Public Health
Agency of Canada

Agence de la santé
publique du Canada



Health
Canada

Santé
Canada



GERMS AWAY

Designed for Grade 4- 6 educators and students

Copyright Her Majesty the Queen in Right of Canada, 2007

Cat.: HP60-1/2007E-PDF
ISBN.: 978-0-662-46215-6

Cat.: HP60-1/2007E
ISBN.: 978-0-662-46214-9

Acknowledgements

In 2003, a multi-year pilot project was undertaken by the Northern Antibiotic Resistance Partnership (NARP) to examine antibiotic resistance and prescribing practices in northern communities. The project included a targeted study to examine the impact of community associated methicillin resistant *Staphylococcus aureus* (CA-MRSA) in northern Saskatchewan. There were three main areas of NARP;

1. Establishment an active surveillance program to monitor antibiotic resistant organisms (AROs), antibiotic prescribing patterns, and the molecular epidemiology of AROs in northern communities;
2. Implementation of a case-control study to determine risk factors for community acquisition of CA-MRSA.
3. Development of an educational program aimed at both health care providers and communities to reduce the prevalence of AROs.

Germs Away is part of the NARP educational program efforts to introduce basic concepts related to the spread of infectious diseases through contact.

This activity is designed for Grade 4- 6 educators and students, with learning outcomes related to health and science.

Germs Away Development Team

Michael Mulvey Ph.D.	NARP Co-Lead, Chief, Antimicrobial Resistance and Nosocomial Infections
Kirsten Leach, BScN	NARP Program Educator
Amanda Graessli, BScN, RN	NARP Project Coordinator
Brian Szklarczuk, MPA	Manager, Research Promotion & Outreach, Public Health Agency of Canada
Carole Freynet-Gagne	Communication Freynet-Gagne

Design and Layout

Steve Silcox	Research Promotion Specialist, Public Health Agency of Canada
--------------	---

Illustrations

Sandy Debreuil	Debreuil Digital
----------------	------------------

Special Thanks:

NARP Education Committee Members:

Barb Brooks	Community Health Nurse, Red Earth First Nation
Dr George Golding	Post Doctoral Fellow, University of Manitoba
Dr James Irvine	Medical Health Officer, Population Health Unit, MCR and KYHealth Regions, AH Authority, University of Saskatchewan
Shirley Patton	A/Director, Blood Safety Surveillance & Health Care Acquired Infections, Health Canada
Donna Stockdale	Manager, Population Health Unit, MCR and KY Health Regions, AH Authority
Shirley Woods	Nurse Epidemiologist, Northern Inter-Tribal Health Authority



NARP Partner Organizations:

Cadham Provincial Laboratory, Manitoba Health
Health Canada
Health Sciences Centre, Winnipeg Regional Health Authority
Keewatin Yatthe Regional Health Authority
Kelsey Trail Health Region
Mamawetan Churchill River Regional Health Authority
Northern Inter-Tribal Health Authority
Public Health Agency of Canada
Saskatchewan Provincial Public Health Laboratory

NARP Funding Organizations:

Canadian Institutes of Health Research, Institute for Infection and Immunity
Canadian Bacterial Diseases Network
University of Manitoba, Department of Medical Microbiology

Supplies Needed for Germs Away:

- ✔ **Curriculum**
- ✔ **10 pump bottles** which are opaque or solid in colour (must hold at least 100mL)
- ✔ **Keri lotion**
- ✔ **Glo Germ cream** which is available from the Canadian supplier Marlatek Inc at 1-800-909-3507 or <http://www.germwise.com/products.asp>
- ✔ **Black light** available from Marlatek Inc also
- ✔ **Paper cups** (one for each participant)
- ✔ **Overhead Projector**
- ✔ **Overhead paper** on which to photocopy activity
- ✔ **Dry Erase marker** which can be used on overhead paper
- ✔ **3 hula hoops** (masking tape can be stuck to the floor in shape of 3 hula hoops if needed)
- ✔ **2 round balloons**
- ✔ **One pin** or tack to pop balloon
- ✔ **Pieces of confetti** (check the hole-punch)
- ✔ **Broom and dustpan**
- ✔ **Photocopier and paper** to duplicate some sheets in the curriculum for use or distribution



Introduction

Infectious diseases account for millions of lost school days each year. It's not surprising when you think about it because school is all about sharing: desks, books, pens, bathrooms, doorknobs, water fountains, computers and...germs. From colds...to the flu...to skin infections. Students share close contact with other students and teachers all day, every day. Students and staff can bring illnesses home with them and can unknowingly infect family members.

*****Clean hands are critical*****

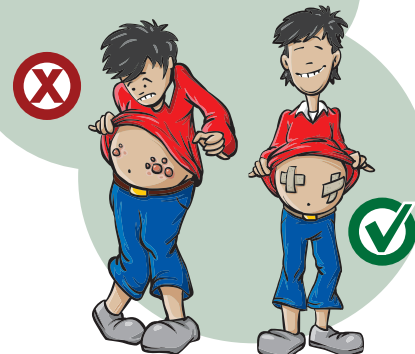
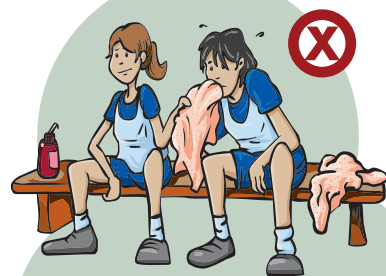
One of the most common ways people catch colds is by rubbing their nose or eyes after touching someone or something that is contaminated with the cold or rhinovirus virus. Nearly 22 million school days are lost annually due to the common cold! Fifty percent of your middle-level students are probably not washing their hands after using the bathroom – and they're putting you, your colleagues, and their classmates at risk...every single day (*Guinan, 1997*).

Another infectious disease that can be transmitted through close contact is MRSA (methicillin resistant *Staphylococcus aureus*). *Staphylococcus aureus* is a common bacteria that lives on the skin and in the nose of many people. It does not always cause an infection. Over the years, some *Staphylococcus aureus* has changed and become harder to treat. Some common antibiotics no longer work to treat a *Staphylococcus aureus* infection when it occurs. This is what is known as resistance. MRSA is a type of resistant bacteria.

It is crucial that students and staff be aware of prevention methods to stop the spread of germs to maintain a healthy environment.

To prevent the spread of this infection, it is important that people:

- Do not share towels, clothing or other personal items
- Cover any open infected areas
- Keep their environment clean
- Wash their hands regularly and thoroughly



Learning Outcomes

Project Objectives

Specific program objective for Germs Away include:

1. Students will be able to identify specific daily activities that spread germs;
2. Students will know that epidemics occur by the spreading of germs from person to person;
3. Students will be aware of the importance of proper hand washing for the prevention and spread of disease;
4. Students will be aware of specific disease prevention techniques; and
5. Students will know possible transmission routes for germs.

The following are the school curriculum learning outcomes that pertain to the activities in this project workbook:

Knowledge Outcomes

Students will...

For Manitoba
Science Curriculum
5.1.13 Identify and describe factors necessary to maintain a healthy body. Include: daily physical activity, a balanced diet, fluid replacement, adequate sleep, appropriate hygiene practices, regular check-ups
Physical Education/Health Education Curriculum
K.5.4.A.1 Identify the importance of taking responsibility for personal hygiene practices on a regular basis (i.e., bath/shower, wash hair, wash hands, change clothes, brush teeth, engage in physical activity)

For Saskatchewan
Health Curriculum: Foundational and learning objectives
Students will act on their knowledge about maintaining or improving their health
<ul style="list-style-type: none">• Establish daily habits for caring for their bodies in order to maintain or improve health and prevent illnesses
Students will develop attitudes necessary for healthy living (PSVS)
<ul style="list-style-type: none">• Value behaviours which contribute to good health or which prevent disability or illness
Grade 5: Considering the Wellness of Others
<ul style="list-style-type: none">• Diseases linked to life styles<ul style="list-style-type: none">• Prevention of infectious diseases, e.g., MRSA

Table of Contents

Introduction.....	3
Learning Outcomes.....	4
Activity #1 – Glowing Results	6
Activity #2 – The Web of Infection.....	10
Activity #3 – Germs Away	11
Activity #4 – Battle of the Germs.....	12
Activity #5 – Kayla’ Day.....	13
Activity #6 – Cover your Mouth?	14
Activity #7 – House of Germs	15
Appendix #1 – Letter of permission	16
Appendix #1A – Glowing Results Station Questions.....	17
Appendix #2 – 1,2,3...No Germs on Me	22
Appendix #3 – Web of Infection.....	25
Appendix #3b – Scenarios for The Web of Infection Activity	26
Appendix #4 – Germs Away Game Cards.....	27
Appendix #5 – Battle of the Germ Cards	30
Appendix #6 – Kayla’s Day Story Cards.....	31
Appendix #6b – Kayla’s Day Overheads	34
Appendix #7 – Infection Alert Cards	36
Appendix #8 – Cover Your Mouth.....	37
Appendix #9 – House of Germs Coloring Sheet	38
Supplement Poster – When Should I Wash my Hands?.....	39
Supplement Poster – Be a Germ Buster	40
Supplement Poster – Germs Away... Hand Washing.....	41

Activity #1 - Glowing Results

Suggested Time for Activity: 60 minutes

Overview:

The following exercise involves a simulation of the spread of germs through contact and droplet transmission. The students will walk through five stations holding a small cup. At each station, they will have to answer a question that is written on a display card. For each question, there are two possible answers, yes or no. Beside each answer, there is a pump-bottle filled with lotion. When students choose an answer, they will pump the lotion corresponding to their answer into their small cup.

Unknown to them, one of the containers contains Glo-Germ, a product proven safe that shows up brilliant white under UV light. The Glo-Germ will display artificial germs that are transmitted through the behavior they have chosen. This gel is designed to demonstrate the importance of proper hand washing.

Once they have answered all five questions, the students are asked to return to their seats and to spread the lotion on their hands. Following this, the teacher turns off the lights and turns on the ultraviolet light. The students who have chosen “yes” as an answer, therefore displaying a behavior that promotes the spread of bacteria, will have glowing hands.

The students will need to determine which behavior is the culprit at each station and why the behavior promotes spread of disease.



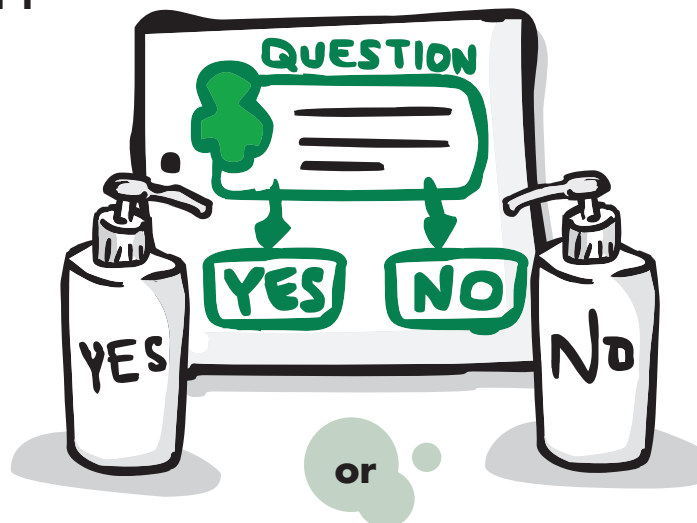
What you will need:

- *Glowing Results* station question cards (Appendix #1A)
- 5 Glo-Germ pump-bottles
- 5 regular lotion pump-bottles
- Paper cups
- Letter of Permission (Appendix #1)

Advance set-up:

Have your students’ parents sign the letter of permission for using the Glo-Germ a few days before the planned activity, if necessary. Set up the stations in advance. On a counter or a table set up five stations with each station containing a large card identifying the question and both possible answers- yes or no. Beside each question place the appropriate lotion, the unidentified Glo-Germ for “yes” and the ordinary lotion for “no”.

Example: Station 1



Station Questions:

Question 1: In the last 7 days, have you used a computer that is shared by other people?	
Yes (Glo-Germ)	No (Ordinary lotion)
Question 2: In the last 7 days, have you borrowed a school item from a classmate (i.e. pen, book, eraser, ruler, etc.)	
Yes (Glo-Germ)	No (Ordinary lotion)
Question 3: In the last 7 days, have you dried your hands using a towel that was used by someone else (i.e. a towel in a bathroom or shared a towel during sports)?	
Yes (Glo-Germ)	No (Ordinary lotion)
Question 4: In the last 7 days, have you opened a door using a door knob?	
Yes (Glo-Germ)	No (Ordinary lotion)
Question 5: In the last 7 days, did you drink from someone else's cup or water bottle?	
Yes (Glo-Germ)	No (Ordinary lotion)

Step #1

- Show the group the 5 stations and give each student an empty paper cup. Tell them that you have set up five questions on daily behaviors and that they will have to choose one answer for each question. Have the students go to the five stations and answer each question. Tell them that when they choose an answer, they have to pump some of the lotion associated with the answer into their cup. Tell them to pump just once and to make sure the pump doesn't touch their cup.
- After they have gone through the stations, have them return to their seats with their cupful of lotion. Have the students put the lotion onto their hands.



Step #2

- Ask the students if they have ever caught a cold, a bacteria or a virus that someone else had before them. Have the students say what they know about transmission of diseases. Let them know that you will be doing an activity about disease transmission through contact or droplet transmission.
- Tell the students that if they have answered “yes” to some of the questions, they have put themselves at risk for catching and transmitting germs. Go through each question and ask them if they know why each situation puts them at risk. Take this first opportunity to talk about the importance of hand washing.
- Let them know that you would like to “check” if they have germs on their hands due to their actions. Start by looking at some hands with the naked eye. Remind them that the naked eye can't see the germs but you have a special way of finding out.
- Turn off the lights and turn on the ultra-violet light. Move from student to student with the light placed above their hands to show them the “glowing results” of their weekly activities. Many students, if not all of them, will have glowing hands. Have the students react to this.

Question 1: In the last 7 days, have you used a computer that is shared by other people?

Yes (Glo-Germ)

No (Ordinary lotion)

Explanation: A computer lab is a wonderful place to spread diseases. Since germs are often found on hands, a computer keyboard and mouse can be full of germs. It's not a problem to use a computer in a computer lab, **just wash your hands after.**

Question 2: In the last 7 days, have you borrowed a school item from a classmate (i.e. pen, book, eraser, ruler, etc.)

Yes (Glo-Germ)

No (Ordinary lotion)

Explanation: School items carry many germs because they are handled by students who regularly catch colds and carry germs and who might not wash their hands thoroughly. **Wash your hands regularly and thoroughly.**

Question 3: In the last 7 days, have you dried your hands using a towel that was used by someone else (i.e. a towel in a bathroom or shared a towel during sports)?

Yes (Glo-Germ)

No (Ordinary lotion)

Explanation: People who use a towel on a towel bar usually have washed their hands prior to drying. However, if they have infections on their hands and rub any open sores with the towel, they are transmitting their infection to the next person. **If you have a skin infection, make sure you don't use common towels and don't share clothes.**

Question 4: In the last 7 days, have you opened a door using a door knob?

Yes (Glo-Germ)

No (Ordinary lotion)

Explanation: Doorknobs are notorious for carrying diseases because people who haven't washed their hands properly transmit their germs by touching the door knob. **Wash your hands regularly and thoroughly.**

Question 5: In the last 7 days, did you drink from someone else's cup or water bottle?

Yes (Glo-Germ)

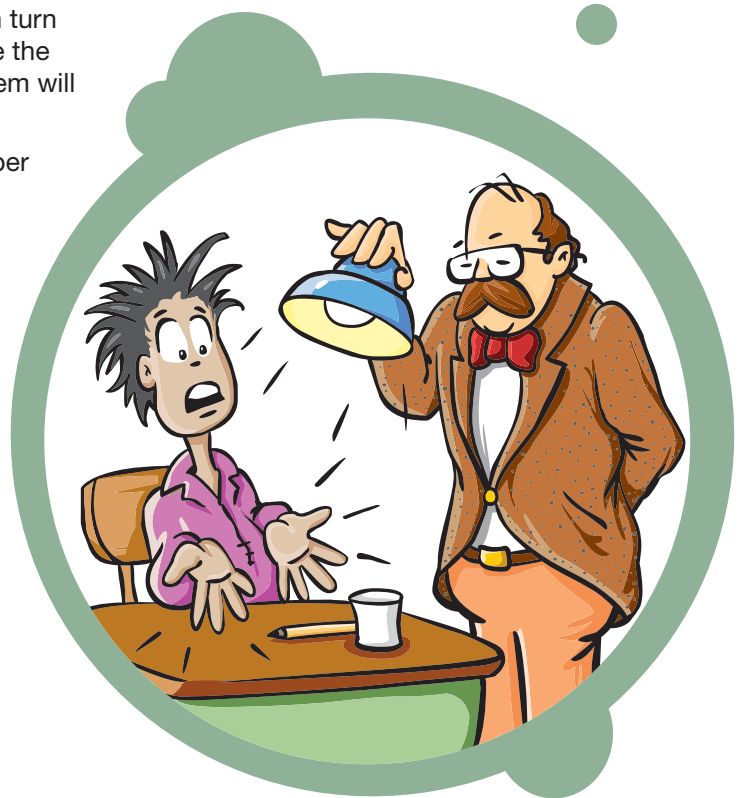
No (Ordinary lotion)

Explanation: Diseases can be transmitted through cups, cans and straws. It's wonderful to share but don't share germs. **Refrain from sharing cups, cans, straws, and water bottles especially if someone has a cold or open sores in or around their mouth.**

- Conclude that the best way to protect our selves from being sick from germs that carry disease and bacteria is to wash our hands thoroughly and avoid sharing personal items that can come into contact with germs.
- Make sure the students don't wash off the lotion as they need to have the Glo-Germ on their hands to do the next part of the activity.
- Interrupt this activity with regular in-classroom activity (ie: work on other projects, etc). One to two hours later, proceed with the next step in this activity.

Step #3

- During the regular classroom activity, the students with the Glo-Germ on their hands will have spread the Glo-Germ on many objects - pens, books, door knobs, other students, etc. Turn off the lights and turn on the ultra-violet light. By moving the light over the students desks, personal items, and the classroom, everyone will be able to see where the Glo-Germ has spread, mimicking the transmission of germs. This should cause a stir in the classroom as they will become aware as to how germs spread easily and rapidly.
- Have the students wash their hands. Refrain from giving them the proper way to wash hands.
- Once they have washed their hands, again turn off the lights, turn on the UV light and have the students examine their hands. Some of them will still have some Glo-Germ on their hands.
- At this time, emphasize that there is a proper way of hand washing to get rid of germs (see Appendix #2). Have the students practice washing their hands using the proper method.
- As it is the case with many new behaviors, it is important that the students are reminded of the proper way of hand washing. In the next few weeks, have the students repeat the steps involved in proper hand washing. If necessary, repeat the last steps of this activity involving getting rid of the Glo-Germ to emphasize proper hand washing.



Activity #2 - The Web of Infection

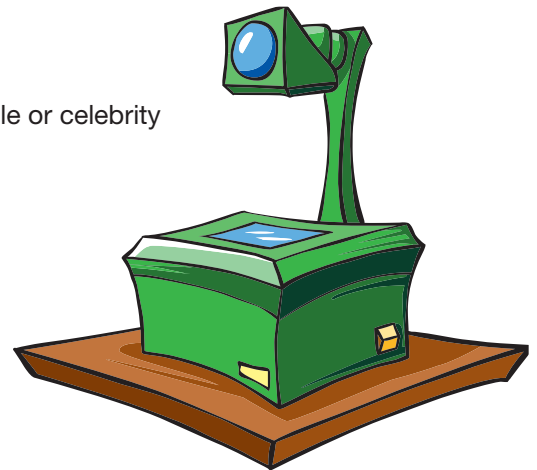
Suggested Time for Activity: 30 minutes

Overview:

The following exercise involves identifying the spread of germs from person to person leading to an epidemic.

What you will need:

- Overhead projector
- Felt marker, Picture of a guest student (from magazine article or celebrity photo)
- *Web of infection* activity sheet (Appendix #3)
- Scenarios sheet (Appendix #3b)
- *1,2,3...No Germs on Me* activity sheet (Appendix #2)



- Bring the picture of a “guest student” who will be visiting the classroom today. The picture can come from a magazine or can be the picture of a known celebrity. (This is to prevent making one student uncomfortable about being chosen as the culprit who is spreading disease). Tell the students that this guest student has the flu and has not exercised appropriate disease prevention methods. Therefore, this guest student has infected eight other students in the class. Project the activity sheet (Appendix #3) on the overhead projector.



- Choose eight students and use the scenarios (Appendix #3b) to help reinforce different ways in which the flu can easily spread from person to person. As you use each scenario, write the student's name in the circle on the web of infection to show them that they may potentially be infected with the flu due to the actions of the guest student.

- Have the eight students identify how many people live in their household who are at risk of getting the flu from them. Write the number in the appropriate circle. As you work through the web of infection, have the students use their math skills to keep a tally of the number of potentially infected individuals.

- Choose two or three of these students and try to determine how many people their household could infect.

Brainstorm on people at work, at school, at daycare. Don't worry about being accurate. Estimations are sufficient. Encourage the students to realize that this spread could go on and on. That is how epidemics occur.

- Review *1,2,3...No Germs on Me* activity sheet (Appendix #2) to reinforce healthy hygiene habits



Activity #3 – Germs Away

Suggested Time for Activity: 20 minutes

Overview:

The following exercise teaches students about the transmission of germs and reinforces ways to prevent the spread of disease and infection.



What you will need:

- Germ Alert game cards (Appendix #4)
- Before the activity, cut out Germs Away game cards (see Appendix #4). Remember to keep an original copy for yourself as the answer key. Mix the cut-out cards up and give one to each student. If there are too many cards, give two to some students. If there are not enough cards, have two students share one card. If you have an uneven number of students, keep one of the cards for yourself to participate in the activity.
- Have the student walk around the classroom to find their match. When everyone has found his or her match, have the students read their pair of cards to the classroom.
- Have the students comment on the infection prevention method. Ask them to explain why the card starts with “fortunately”. Discuss the transmission of germs, as related to the game cards, and reinforce ways to prevent the spread of disease or infection.



Activity #4 – Battle of the Germs

Suggested Time for Activity: 20-30 minutes

Overview:

The following exercise teaches the students to identify transmission routes for bacteria or germs and specific disease prevention techniques.

What you will need:

- Battle of the Germ cards (Appendix #5)
- Pencils or pens

- Photocopy the Battle of the Germ activity cards (Appendix #5). Split the classroom into two teams. Give five cards to each group. Have the students write their own “unfortunate” event involving an infectious disease, just like in Germs Away (Activity #3). It’s ok if the same situations are repeated. That will only help to reinforce the good behaviour.
- Have the students sit in their groups, holding their card. Have the students read his or her “unfortunate” situation. The other team who receives the question must give a “fortunate” infection prevention method.
- This team then reads their “unfortunate event” card and sends it back to the other group, and so on.



Activity #5 – Kayla’s Day

Suggested Time for Activity: 30 minutes

Overview:

The following exercise teaches students to identify specific daily activities that may spread germs and bacteria. Students will be aware of the importance of proper hand washing to prevent the spread of disease.

What you will need:

- Kayla’s Day Story Cards (Appendix 6)
- Kayla’s Day Overheads (Appendix #6b)
- Infection Alert Cards (Appendix 7)

- Explain to the students that you will be illustrating a chain of infection and that they will be called to identify when the spread of disease and germs takes place. Ask ten students to come in front of the class. Give one part of Kayla’s story to each student (see Appendix #6). Give each of the other students in the classroom an “infection alert” card (see Appendix #7).
- Ask the students to read the information on their card starting with card #1. Ask the other students to raise their “infection alert” card when they feel that someone in the story is at risk of spreading a disease or germ.
- Once all the cards have been read, start over with card #1. Ask the students who identified an “infection alert” to explain why they feel someone was at risk of spreading a disease or germ. Ask the students to identify how many people in that part of the story were at risk of getting infected. Tally the number of people at risk.
- Finally, ask the students to identify what Kayla could have done in each situation to prevent the spread of infection.



For your information:

In this story, Kayla has the beginnings of the flu. The infected person spreads the disease through contact with the person’s body fluids (contact and droplet transmission). The best way for Kayla to prevent the spread of her disease is to wash her hands thoroughly and regularly, and to cover her cough with her sleeve or with a tissue. If she covers her cough with her hand, she should wash her hands immediately.

Kayla also has MRSA, a type of resistant bacteria that causes sickness or infection. The scratches on her hands are infected with the bacteria. The best way for Kayla to prevent the spread of the bacteria is to wash her hands thoroughly and regularly, to refrain from sharing towels, clothing and personal items, to cover her open wounds and to keep her environment clean.

Activity #6 – Cover your Mouth?

Suggested Time for Activity: 10-15 minutes

Overview:

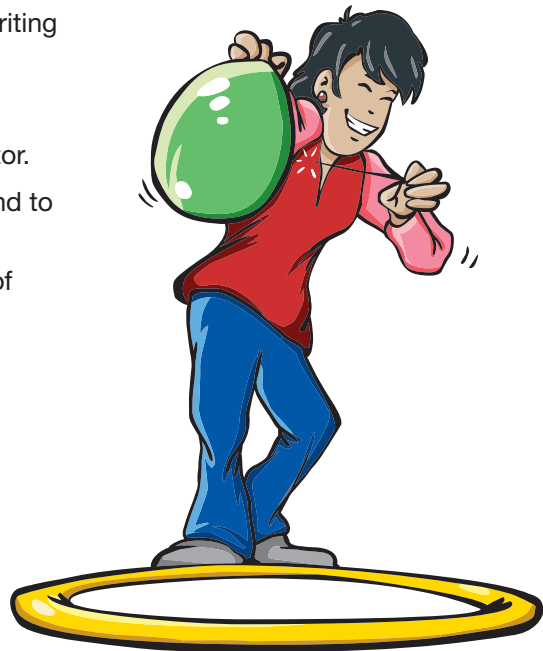
The following exercise involves two experiments to determine:

- 1) The ease at which droplets spread out from a cough or sneeze
- 2) Methods to reduce this spread

What you will need:

- Three hula-hoops
- Two round balloons
- 100 pieces of confetti split into two piles of 50 pieces (idea: use a hole puncher)
- One tack
- One piece of 8" X 11" paper
- One broom and dustpan
- One white board or chalkboard with appropriate writing utensil to keep track of confetti
- *Cover your Mouth?* (Appendix #8)

1. Use Appendix #8 on the overhead projector.
2. Lay the three hula-hoops end to end to end to make a line.
3. Fill each deflated balloon with 50 pieces of confetti.
4. Blow up each balloon and tie with a knot.
5. Have someone stand at the outside edge of the first hula-hoop with one filled balloon in hand.
6. Pop the balloon with the tack.
7. Count the number of confetti pieces that land in each of the 3 hula-hoops and record them on the chart on the board under balloon #1.
8. Sweep up the confetti.
9. Repeat numbers 2 through 5.
10. Have someone hold the piece of paper in front of the second filled balloon so the paper is between the balloon and the hula hoops
11. Pop the balloon with the tack.
12. Count the number of confetti pieces that land in each of the 3 hula-hoops.
13. Sweep up the confetti.
14. Discuss what the materials represented in this experiment, why there is a difference between where the confetti fell from one balloon to the next and what the paper could represent.
15. On the board, have the students make a list of ways people can reduce the spread of germs in everyday life.



Activity #7 – House of Germs

Suggested Time for Activity: 20 minutes

Overview:

The following exercise teaches students to identify possible transmission routes for bacteria and germs in their home.

What you will need:

A copy of *The House of Germs* Activity Sheet (Appendix #9) for each student

As adults, we know that modifying a behaviour takes time and effort. While students are now aware of the importance of proper hand washing and disease prevention techniques, they need to be constantly reminded until the behaviour sets in and becomes automatic.

- Give each student a House of Germs (Appendix #9) activity sheet. Have them color the picture and circle all of the areas in the house where there could be a possible germ alert. Ask them to put it up on their fridge at home so everyone in the family can be aware of the importance for disease prevention. Instead of a web of infection, let's start a web of information.
- In order to reinforce the need to start a routine of regular hand washing, have the students develop an action plan for the classroom. Have them decide how they will implement a routine so that hand washing becomes part of regular daily activity.
 - Have specific times reserved for hand washing. Example: after recess, before lunch, after lunch.
 - Use an art class to prepare artistic reminders to wash hands. Don't forget to regularly update these reminders so that they are not ignored. Example: posters posted in washrooms, hallways, bathroom stall doors.
 - Have students each take a turn at being the "germ buster". The student is responsible for reminding the classroom to wash their hands. This student would remind the class when it is time to wash their hands. He or she could also point out good behaviour from classmates.
 - Ask students to become a germ buster at home and discuss prevention with their families, i.e. refrain from sharing towels, clothes or personal items, covering infections, hand washing. It's a good idea to ask them how they have been a "Germ Buster" at home and at school. Ask them how many people they have protected with their prevention method. It will give them a sense of pride.



Letter of Permission

Dear parents,

As part of the Health Education curriculum, I will be doing an activity in your child's class where I will be demonstrating how quickly and broadly germs can be spread in a short period of time. To do so, I will be using a product called Glo-Germ. This product contains proven safe ingredients that show up brilliant white under UV light. This activity has been developed for the Northern Antibiotic Resistance Partnership (NARP).

This product is non-allergenic, doesn't stain and is safe. It is also very effective in encouraging people to wash their hands thoroughly and regularly.

We would like your permission in letting your child use Glo-Germ in the context of this activity.

Teacher's signature

----- ✂

Yes, you have my permission to have my child _____ handle the Glo-Germ
in the context of this activity. (Child's name)

Parent's signature


QUESTION 1:



**IN THE LAST 7
DAYS, HAVE YOU
USED A COMPUTER
THAT IS SHARED BY
OTHER PEOPLE?**

YES

NO



QUESTION 2:

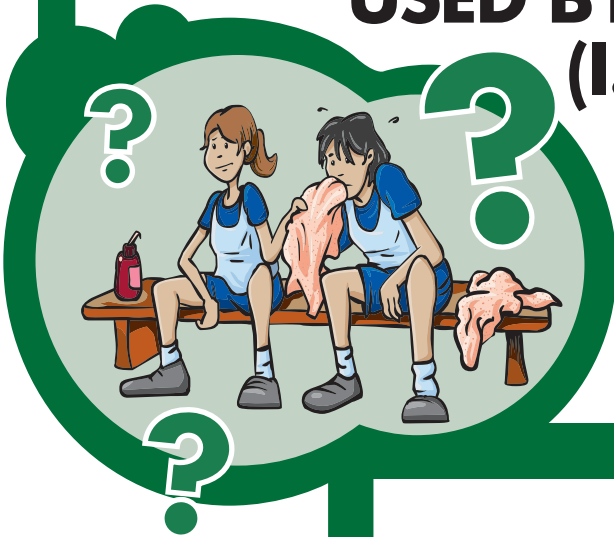
IN THE LAST 7 DAYS, HAVE YOU BORROWED A SCHOOL ITEM FROM A CLASSMATE (I.E. PEN, BOOK, ERASER, RULER, ETC.)

YES

NO

QUESTION 3:

IN THE LAST 7 DAYS, HAVE YOU DRIED YOUR HANDS USING A TOWEL THAT WAS USED BY SOMEONE ELSE (I.E. A TOWEL IN A BATHROOM OR SHARED A TOWEL DURING SPORTS)?



YES

NO

QUESTION 4:

**IN THE LAST 7 DAYS,
HAVE YOU OPENED
A DOOR USING A
DOOR KNOB?**

YES

NO

The graphic features a central question card with a green border and a white background. To the left of the question is a circular illustration of a yellow door knob on a brown door, surrounded by question marks. Two green arrows point from the bottom of the question card to two separate green-bordered boxes labeled 'YES' and 'NO'.

QUESTION 5:

**IN THE LAST 7 DAYS,
DID YOU DRINK
FROM SOMEONE
ELSE'S CUP OR
WATER BOTTLE??**



YES

NO

CLEAN YOUR HANDS



ALWAYS CLEAN YOUR HANDS...

- After you use the bathroom.
- Before you eat.
- Before, during and after you prepare food.
- When your hands are dirty.
- After changing a diaper.
- After handling animals or animal waste.
- More frequently when you or someone with whom you come in contact with are sick.
- After blowing your nose.

PROPER STEPS FOR HAND WASHING INCLUDE:

STEP 1:

Wet your hands with water.

STEP 2:

Put soap on your hands.

STEP 3:

Wash your hands with soap and water and rub thoroughly for 10-15 seconds.

Don't forget to wash between the fingers and under any jewelry.

STEP 4:

Rinse off your hands with clean water.

STEP 5:

Dry your hands with clean paper towel.

STEP 6:

Turn off the water with the paper towel.

Note: If soap and water are not available, clean your hands with an alcohol-based hand cleaner.

COVER YOUR COUGH



Cover your mouth and nose with a tissue when you cough or sneeze.



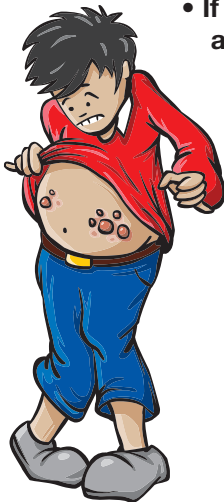
Cough or sneeze into your upper sleeve, not your hands.



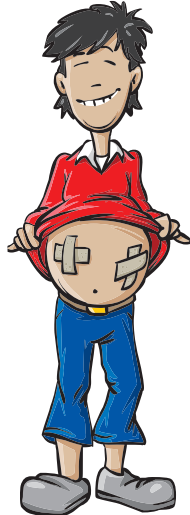
Put your used tissue into the wastebasket.

SKIN INFECTIONS

- Not all infections need to be treated with antibiotics.
- Only use antibiotics when they are given to you by a doctor or nurse.



- If a doctor or nurse gives you an antibiotic, take the medicine until it is all used up and do not share your medicine with others.



- If the infection is in a sore or wound, keep it clean by washing the area several times each day with soap and water and drying with a clean towel.
- Different treatments will be used for different types of infections.
- Follow the directions given by your doctor or nurse on whether or not the infection site will need to be covered.
- Remember to use antibiotics wisely.



Scenarios for The Web of Infection Activity



- _____ (Insert Celebrity name here) has come to our class for the day. Unfortunately he/she is sick with the flu. (Note: This may provide a possible opportunity to discuss what influenza is and how to get/prevent it)
- _____ (Celebrity) arrives in class and sneezes in his/her hand, then passes photos of him/herself to the class, including _____ (Student #1).
- _____ (Celebrity) borrowed _____ (Student #2) pen for the morning to sign autographs for adoring classmates and chewed on it before giving it back.
- The recess bell rang right as _____ (Celebrity) was blowing his/her nose. _____ (Celebrity) got to the door first and turned the doorknob to open _____ (Student #3) was the next to touch the doorknob.
- In Phys. Ed class, all of the students were playing a game of soccer. The running made _____ (Celebrity) cough quite a bit and he/she turned their head so they did not cough on the teacher, but instead coughed right at _____ (Student #4) before raising their elbow to cough into.
- One team scored a point in the soccer game. _____ (Celebrity) high fives _____ (Student #5) for such a great goal. Maybe he/she'll sponsor the team next year.
- Everyone is really thirsty after the game. _____ (Celebrity) takes a big drink from a water bottle before passing it to _____ (Student #6) to have some.
- Because it's such a special day for the class, pizza was ordered in for lunch. _____ (Student #7) and _____ (Celebrity) both reach for another slice of pizza and _____ (Celebrity) pulls the slices apart with his/her unwashed hands.
- It's the end of the day and _____ (Celebrity) is getting ready to leave. He/she poses for pictures with the class. _____ (Student #8) is right next to _____ (Celebrity) for the group photo and _____ (Celebrity) grabs _____ (Student #8) hand and raises it in the air.



Appendix #4: **Germ Alert Activity Cards**

UNFORTUNATELY,

Julia is sick. She is all stuffed up. Ahhhh.....
ahhhh.....atchoo!



FORTUNATELY,

she covered her cough by sneezing in her sleeve.



UNFORTUNATELY,

Tyler is sick. He has the flu. His nose is runny and his eyes are itchy. He can't stop himself from rubbing his eyes.



FORTUNATELY,

after touching his eyes or his nose, he washes his hands with soap and water and rubs them well.



UNFORTUNATELY,

Mika has a skin infection. It's not too painful most of the time. He tries hard not to touch or scratch his open sores.



FORTUNATELY,

he covered his sores with proper bandages in order to prevent the spread through contact.



UNFORTUNATELY,

Nicole has a cold. She wakes up and brushes her teeth.



FORTUNATELY,

she keeps her toothbrush separate from the other toothbrushes so as to prevent contamination.



Appendix #4: **Germ Alert Activity Cards**

UNFORTUNATELY,

Brandon has a skin infection. He's very good at staying clean by washing his hands and keeping his body clean. He dries off using a soft towel.



FORTUNATELY,

- he doesn't share the towels or washcloths he uses with other family members.



UNFORTUNATELY,

Joanne has the flu. She's really feeling sick. Her mother makes her a special fruit juice to lift her spirits.



FORTUNATELY,

- she doesn't share the fruit juice with her brothers and sisters to prevent the spread of disease.



UNFORTUNATELY,

Susan has the flu. She's not feeling too sick but it's her turn to prepare the lunches for her brothers and sisters.



FORTUNATELY,

- she washes her hands before touching the food for lunch.



UNFORTUNATELY,

Peter is feeling under the weather. He has an itchy nose and sneezes. He forgot to sneeze in his sleeve but sneezed in his hand.



FORTUNATELY,

- he remembered to wash his hands with soap and water immediately after he sneezed.



Appendix #4: **Germ Alert Activity Cards**

UNFORTUNATELY,

Michael has a skin infection on his hands. His best friend Josh asks him if he can borrow his mittens to go play outside.



FORTUNATELY,

he remembered to say no and to explain that he shouldn't share his mittens because of his skin infection.



UNFORTUNATELY,

Meagan has a sore throat. She has been coughing for a couple of days. She knows she should wash her hands often. When she goes to the washroom, there is no soap.



FORTUNATELY,

she keeps an alcohol-based hand cleaner in her school bag to kill the bad germs on her hands due to her coughing.



UNFORTUNATELY,

Gerry has a runny nose and has to blow his nose quite often.



FORTUNATELY,

his mother gave him a box of tissues for school. He remembered to throw them in the garbage when they are used and to wash his hands.



UNFORTUNATELY,

Lila has a skin infection on many parts of her body. She feels awful because she shares her bed with her sister.



FORTUNATELY,

she wears a long sleeved shirt and pants at bedtime so her sores are covered.



Appendix #5: **Battle of the Germ Activity Cards**

UNFORTUNATELY,



FORTUNATELY,



UNFORTUNATELY,



FORTUNATELY,



UNFORTUNATELY,



FORTUNATELY,



UNFORTUNATELY,



FORTUNATELY,



Appendix #6: Kayla's Day Story Cards

1

Kayla is feeling sick today. She's all stuffed up and on top of it all, the scratches she got last week on her hands from her cat, Pumpkin, are stinging. And they don't look so good. They are infected.

She wishes she could stay home but the grade 4 and 5 class are going on an outing to the Friendship Center for an afternoon with the Elders and she wouldn't miss it for the world. Her grand-father is going to tell the story of Nanabush. She just loves that story. She is so proud of him.

She gets up and doesn't tell anyone she is feeling sick. Her mother prepares her breakfast. Since she's not feeling so well, she eats some of it and her brother is only too happy to finish her plate.



2

Kayla goes to the bathroom, washes her hands and her face and dries with the towel on the towel bar. She then brushes her teeth and neatly puts back her toothbrush in the family toothbrush jar with the six other family toothbrushes.



3

Kayla is ready to go to school. She takes her bag and her lunch and just before she opens the door, she sneezes but remembers to put her hand on her mouth. Then she opens the door and walks to school. She leaves with her little brother and accompanies him to his kindergarten class. There are 22 children in the class. He goes directly to the Lego tower his classmates are building. Kayla follows him to help him take off his coat. She gives him a hug and rubs his hands to warm them up because he forgot his mittens.



Appendix #6: Kayla's Day Story Cards

4

Kayla walks into her grade 5 classroom and sits at her desk. This week, Kayla is the teacher's assistant. She feels very important because she's the one who is responsible for bringing the attendance sheet to the office and for distributing the notebooks to the 27 kids in the class. She is also first in line when they go out for recess. Atchoo. She sneezes just before she opens the door then puts her mittens on.



5

At recess, Kayla's cousin Tyler who's in grade 6, shows off his new electronic toy. It's so tiny. Kayla and seven other grade 6 kids are all gathered around Tyler, wishing they could all have a turn. Kayla sneezes but she is so involved in the toy that she forgets to cover her mouth and nose. Because Kayla is Tyler's cousin, he let's her have a turn.



6

After recess, the class decides to prepare a thank you card for the Elders. Miss Neepinak gives the card to Kayla who is busy chewing on her pen. Miss Neepinak asks Kayla to go to the office to have the Secretary and the Principal sign the card. Kayla goes to the office and she lets the Secretary and the Principal use her special purple pen to sign.



7

After lunch, they all get on the bus to go to the Friendship Center. She lends her mittens to Marie, a grade 4 student, because Marie is cold and forgot her mittens. Anyways Kayla is playing Patty-Cake with Misha, another grade 4 student, and doesn't need them.



Appendix #6: Kayla's Day Story Cards

8

They arrive at the Friendship Center and the children are very pleased to see their grand-parents. There are 25 Elders in all. As they walk into the room, they see the Elders working hard at making a large ceremonial drum. They invite the children to gather around and touch the skin that is very smooth. The children take turns beating the drum to test the sound.



9

Kayla's grand-father then asks the children to gather around him on the floor so he can tell the Nanabush story. He takes the Talking stick and tells the story. The children are delighted to hear about Nanabush. After the story is finished, Kayla's grand-father gives the talking stick to her. He asks her to tell the other children what are the teachings in the story. She is very nervous and as she takes the talking stick, she sneezes and forgets again to cover her mouth and nose. After she says a few words, she gives the talking stick to another student, and so on.



10

At the end of the day, Kayla is asked to present the card to the Elders. She walks up to the Elders and shakes their hand one by one while the other children offer a special dance.



Appendix #6b: Kayla's Day Overheads

1

Kayla is feeling sick today.

She's all stuffed up and on top of it all, the scratches she got last week on her hands from her cat, Pumpkin, are stinging. And they don't look so good. They are infected.

She wishes she could stay home but the grade 4 and 5 class are going on an outing to the Friendship Center for an afternoon with the Elders and she wouldn't miss it for the world. Her grand-father is going to tell the story of Nanabush. She just loves that story. She is so proud of him.

She gets up and doesn't tell anyone she is feeling sick. Her mother prepares her breakfast. Since she's not feeling so well, she eats some of it and her brother is only too happy to finish her plate.



Kayla goes to the bathroom, washes her hands and her face and dries with the towel on the towel bar.

She then brushes her teeth and neatly puts back the brush in the dedicated jar with the 6 other family toothbrushes.



2

Kayla is ready to go to school. She takes her bag and her lunch and just before she opens the door, she sneezes but remembers to put her hand on her mouth. Then she opens the door and walks to school. She leaves with her little brother and accompanies him to his kindergarten class. There are 22 children in the class. He goes directly to the Lego tower his classmates are building. Kayla follows him to help him take off his coat. She gives him a hug and rubs his hands to warm them up because he forgot his mittens.



3

Kayla walks into her grade 5 classroom and sits at her desk. This week, Kayla is the teacher's assistant. She feels very important because she's the one who is responsible for bringing the attendance sheet to the office and for distributing the notebooks to the 27 kids in the class. She is also first in line when they go out for recess. Atchoo. She sneezes just before she opens the door then puts her mittens on.



4

At recess, Kayla's cousin Tyler who's in grade 6, shows off his new electronic toy. It's so tiny. Kayla and seven other grade 6 kids are all gathered around Tyler, wishing they could all have a turn. Kayla sneezes but she is so involved in the toy that she forgets to cover her mouth and nose. Because Kayla is Tyler's cousin, he let's her have a turn.

5

Appendix #6b: Kayla's Day Overheads

6

After recess, the class decides to prepare a thank you card for the Elders.

Miss Neepinak gives the card to Kayla who is busy chewing on her pen. Miss Neepinak asks Kayla to go to the office to have the Secretary and the Principal sign the card. Kayla goes to the office and she lets the Secretary and the Principal use her special purple pen to sign.



After lunch, they all get on the bus to go to the Friendship Center. She lends her mittens to Marie, a grade 4 student, because Marie is cold and forgot her mittens. Anyways Kayla is playing Patty-Cake with Misha, another grade 4 student, and doesn't need them.

7



They arrive at the Friendship Center and the children are very pleased to see their grand-parents. There are 25 Elders in all. As they walk into the room, they see the Elders working hard at making a large ceremonial drum. They invite the children to gather around and touch the skin that is very smooth. The children take turns beating the drum to test the sound.

8



Kayla's grand-father then asks the children to gather around him on the floor so he can tell the Nanabush story. He takes the Talking stick and tells the story. The children are delighted to hear about Nanabush. After the story is finished, Kayla's grand-father gives the talking stick to her. He asks her to tell the other children what are the teachings in the story. She is very nervous and as she takes the talking stick, she sneezes and forgets again to cover her mouth and nose. After she says a few words, she gives the talking stick to another student, and so on.

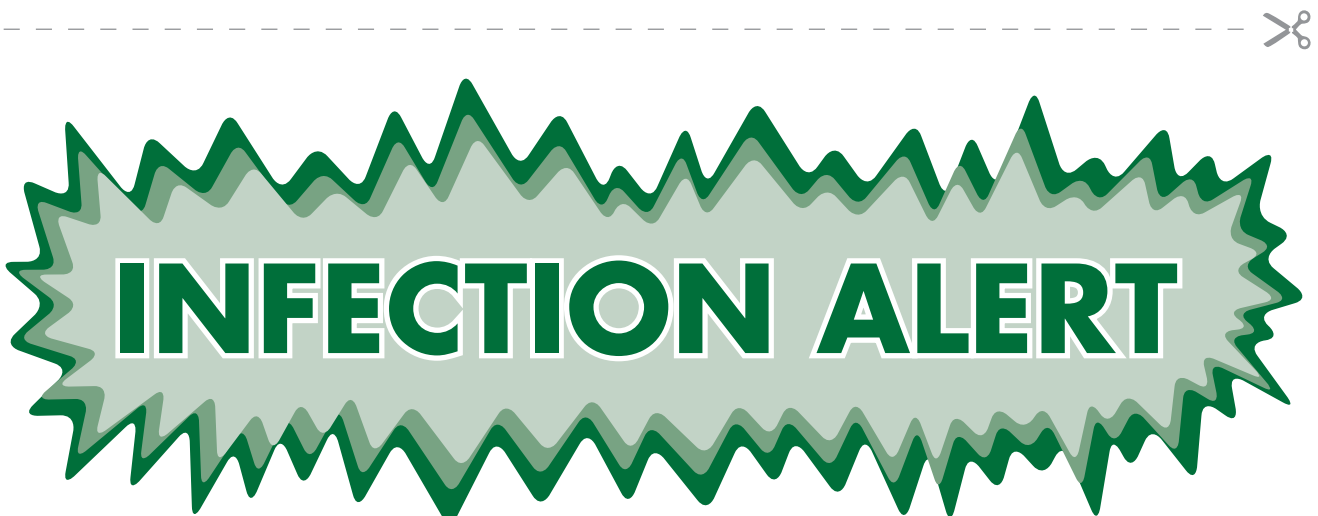
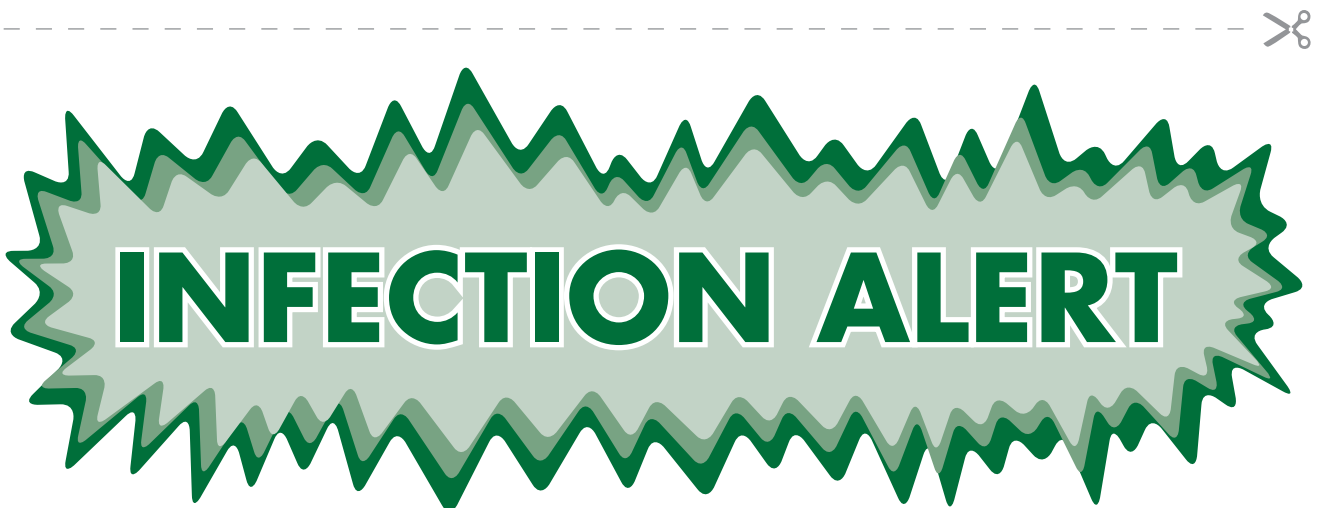
9



At the end of the day, Kayla is asked to present the card to the Elders. She walks up to the Elders and shakes their hand one by one while the other children offer a special dance.

10

Appendix #7: **Infection Alert Cards**



Appendix #8: **Cover Your Mouth?**



	Number of confetti pieces in hula-hoop #1	Number of confetti pieces in hula-hoop #2	Number of confetti pieces in hula-hoop #3
Balloon #1 No paper used			
Balloon #2 Paper used			

Appendix #9: **House of Germs Coloring Sheet**



WHEN SHOULD I WASH MY HANDS?



AFTER ARRIVING AT SCHOOL, WORK OR HOME



WHEN COUGHING, SNEEZING OR BLOWING YOUR NOSE



BEFORE MAKING OR EATING FOOD



AFTER PLAYING WITH ANIMALS



AFTER USING THE TOILET



AFTER PLAYING OUTDOORS



BEFORE AND AFTER CHANGING CONTACT LENSES

BE A GERM BUSTER...

WASH YOUR HANDS TO WASH THE GERMS AWAY





GERMS AWAY...

Hand Washing

1

Use **soap** and **warm water**



2

Wash **hands** for at least **20** seconds



3

Clean between **fingers**, thumbs, under **nails** and under **jewellery**



4

Rinse under water



5

Dry hands with a **paper** towel or **air** blower

