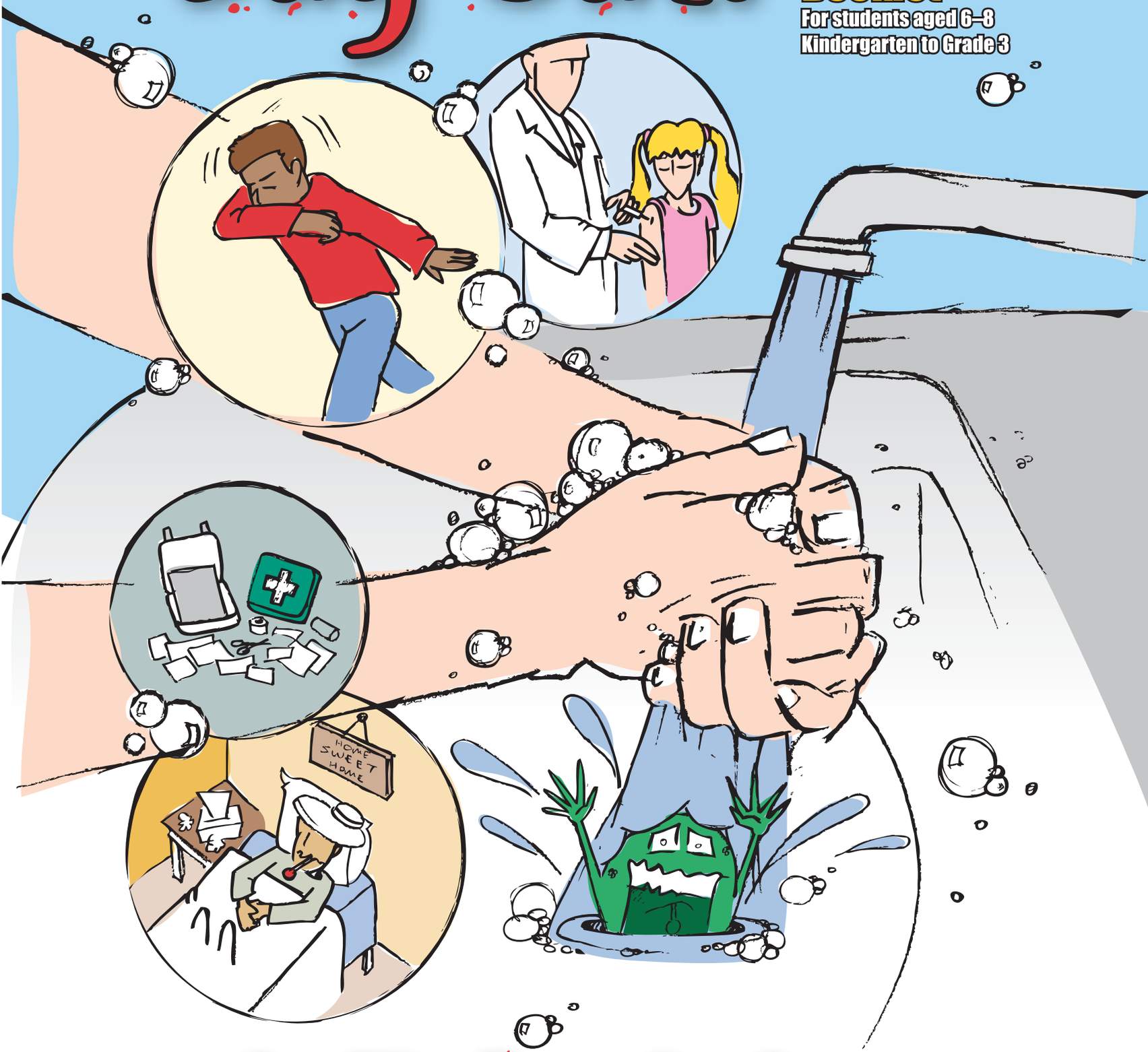
Bug Out!

Expect THE UNEXPECTED
Canadian Red Cross

Facilitator Booklet

For students aged 6–8
Kindergarten to Grade 3



Get The Facts On Germs

Canadian Red Cross

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Ce programme est également publié en français.

Acknowledgements

In Spring of 2007, the Canadian Red Cross Society partnered with Ontario's Ministry of Health and Long-Term Care to develop Canada's first-ever prevention of disease transmission educational program for school-aged children.

The Society would like to thank the Emergency Management Unit of Ontario's Ministry of Health and Long-Term Care for its commitment and collaboration in developing the concepts and content of the activities.

The Canadian Red Cross Society also wishes to express its gratitude to the infection, prevention and control experts of the Strategic Planning and Implementation Branch, Ministry of Health and Long-Term Care, who participated in the program development phases and graciously reviewed the scientific content.

In addition to the support and effort of the Ministry of Health and Long-Term Care, the Society also wishes to acknowledge the staff of Ontario's Ministry of Education Curriculum and Assessment Policy Branch. Their input and well-advised comments on content and teaching approaches have contributed greatly to the development of this program.

Finally, many thanks to Don Shropshire, National Director of Disaster Management, and Isabelle Champagne-Shields, the Project Manager on this initiative – both of the Canadian Red Cross Society; as well as Allison J. Stuart, Acting Assistant Deputy Minister and Jennifer Veenboer, Senior Policy and Program Consultant with Ontario's Ministry of Health and Long-Term Care. We would also like to acknowledge the Public Health Agency of Canada for their generous support in providing translation services for this program. Their commitment to emergency preparedness and public education is outstanding.

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Introduction

The Canadian Red Cross plays an essential role in emergencies. It provides numerous services to people affected by disasters, including food, clothing and shelter. It also provides personal services such as care, comfort and first aid, and undertakes emergency preparedness public education and awareness.

Ontario's Ministry of Health and Long-Term Care has a long-standing relationship with the Canadian Red Cross Society in emergency management and preparedness. Working in partnership, the two organizations developed *Bug out! Get the Facts on Germs* educational resource program.

An important part of emergency management and preparedness is education and awareness. Since 1997, the Canadian Red Cross Society has taken a leadership role in educating children about all types of emergencies and disasters through programs such as *Expect the Unexpected*™ and *Facing Fear*™. This new program, *Bug out! Get the Facts on Germs*, builds on the Society's track record of awareness and education and reaffirms its commitment to strengthening community resilience and supporting the health and social well-being of children.

Bug out! Get the Facts on Germs is intended for children ages 6 to 13 and their parents, caregivers and educators. The program consists of a series of activities, and includes activity booklets and corresponding facilitator's guides as follows:

- Students aged 6–8 (Kindergarten, and grades 1, 2, & 3);
- Students aged 9–11 (grades 4, 5 & 6); and
- Students aged 12–13 (grades 7 & 8).

An activity booklet is also available for families to do at home. A certificate of completion, highlighting the participant's enhanced health hygiene skills, is available for facilitators and families to download.

Studies show that educating children and involving them in health preparedness and prevention helps them to understand and accept that health emergencies, illness and disease do happen – but that they can do something about it.

The activity booklet, facilitator's guide and family booklet are important educational resources designed to help children, parents, teachers and caregivers learn about the importance of illness prevention and control. It is an unique program that features age-appropriate "in-class" and "at-home activities" on: how bacteria and viruses are spread; hand hygiene; cough and sneeze etiquette; when and why to stay home when you are sick; immunization; and influenza pandemic preparedness.

We hope that you find this resource of value and interest. Please take a moment to complete the online download form on the Canadian Red Cross Society's website at: http://www.redcross.ca/bugout. Or, download the resource through Ontario's Ministry of Health and Long-Term Care at: www.health.gov.on.ca/emergency.

Ontario Ministry of Education Curriculum links

	Health and Physical Education curriculum connections	Science and Technology curriculum connections
Ages 6–8 Grades Kindergarten to 3	**Kindergarten** • Demonstrate an awareness of health and safety practices for themselves and others and a basic awareness of their own well-being • Practice and discuss appropriate personal hygiene that promotes personal, family and community health (e.g., cover mouth when coughing or sneezing, use a tissue, wash hands, brush teeth) **Grade 1** • Recognize safety risks and safe practices **Grade 2** • Describe parts of the human body, the functions of these parts, and behaviours that contribute to good health	**Grade 1** • Life Systems/Characteristics and Needs of Living Things: identify major parts of the human body and describe their functions (e.g., arms and legs for movement; lungs and nose for breathing) • Identify ways in which individuals can maintain a healthy environment for themselves and other living things (e.g., practice cleanliness to reduce the spread of germs)

	Health and Physical Education curriculum connections	Science and Technology curriculum connections
Ages 6–8 Grades Kindergarten to 3 *(cont.)*	**Grade 2** *(cont.)* • Growth and Development – describe how germs are transmitted and how this relates to personal hygiene (e.g., using tissues, washing hands before eating) **Grade 3** • List safety procedures and practices in the home, school and community	
Ages 9–11 Grades 4–6	**Grade 4** • Use living skills to address personal safety and injury prevention **Grade 5** • Apply strategies to deal with threats to personal safety and to prevent injury **Grade 6** • Use basic prevention and treatment skills (e.g., basic first aid) to help themselves and others • Personal Safety and Injury Prevention – identify and describe appropriate methods for preventing and treating ailments (e.g., sunburn, minor cuts)	**Grade 5** • Life Systems/Human Organ Systems: demonstrate an understanding of factors that contribute to good health • Describe the components of the body's system of defence against infections (e.g., tears, skin, white blood cells) • Explain how the health of human beings is affected by environmental factors (e.g., smoking, smog, and pollen affect the respiratory system)

	Health and Physical Education curriculum connections	Science and Technology curriculum connections
Ages 9–11 Grades 4–6 *(cont.)*	**Grade 6** *(cont.)* • Personal Safety and Injury Prevention – identify the responsibilities associated with caring for themselves and others (e.g., while babysitting)	
Ages 12–13 Grades 7–8	**Grade 8** • Identify local support groups and community organizations (e.g., public health offices) that provide information or services related to health and well-being • Analyse situations that are potentially dangerous to personal safety (e.g., gang violence) and determine how to seek assistance • Apply living skills (e.g., decision-making, problem-solving and refusal skills) to respond to matters related to sexuality, drug use, and healthy eating habits	**Grade 7** • Life Systems/Interactions Within Ecosystems: identify micro-organisms as beneficial and/or harmful (e.g., bacteria or viruses that cause disease) **Grade 8** • Life Systems/Cells, Tissues, Organs, and Systems: describe ways in which research about cells has brought about improvements in human health and nutrition (e.g., development of medicines, immunization procedures).

What do I know about germs?

Duration for the three activities:

60 minutes (approx.)

Material required

- Picture of a microscope
- Activity Booklet (Activity No. 1)
- Activity Booklet (Activity No. 2)
- Activity Booklet (Activity No. 3)
- Flip chart (Activity No. 3)
- Markers (Activity No. 3)

Task description

Based on current understanding and experience, students will define what germs (bacteria and viruses) are, and identify the ways germs can make people sick. They will also identify what can be done to prevent illness and disease.

Three activities are suggested: A comic strip review, picture analysis and class discussion.

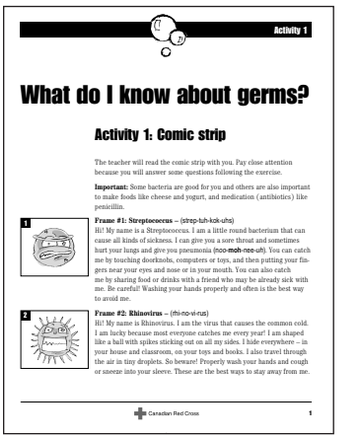
Learning objectives:

Upon completion of this activity, students will be able to:

- Define and explain what germs are;
- Identify the ways germs can infect people;
- Understand how to prevent illness and the spread of germs; and
- Use simple techniques to stay healthy.

Duration:
30 minutes

Activity 1: Comic strip


Activity 1

What do I know about germs?

Activity 1: Comic strip

The teacher will read the comic strip with you. Pay close attention because you will answer some questions following the exercise.

Important: Some bacteria are good for you and others are also important to make foods like cheese and yogurt, and medication (antibiotics) like penicillin.

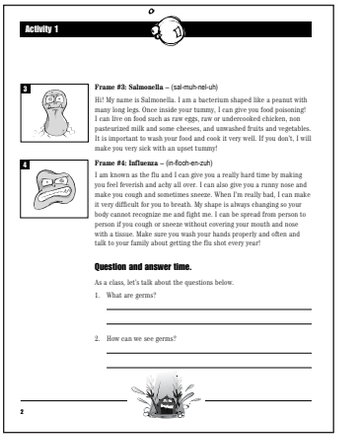
1

Frame #1: Streptococcus – (strep-tuh-kok-uhs)
Hi! My name is a Streptococcus. I am a little round bacterium that can cause all kinds of sickness. I can give you a sore throat and sometimes hurt your lungs and give you pneumonia (noo-moh-nee-uh). You can catch me by touching doorknobs, computers or toys, and then putting your fingers near your eyes and nose or in your mouth. You can also catch me by sharing food or drinks with a friend who may be already sick with me. Be careful! Washing your hands properly and often is the best way to avoid me.

2

Frame #2: Rhinovirus – (thi-no-vi-rus)
Hi! My name is Rhinovirus. I am the virus that causes the common cold. I am lucky because most everyone catches me every year! I am shaped like a ball with spikes sticking out on all my sides. I hide everywhere – in your house and classroom, on your toys and books. I also travel through the air in tiny droplets. So beware! Properly wash your hands and cough or sneeze into your sleeve. These are the best ways to stay away from me.

Canadian Red Cross 1


Activity 1

3

Frame #3: Salmonella – (sal-muh-nel-uh)
Hi! My name is Salmonella. I am a bacterium shaped like a peanut with many long legs. Once inside your tummy, I can give you food poisoning! I can live on food such as raw eggs, raw or undercooked chicken, non pasteurized milk and some cheeses, and unwashed fruits and vegetables. It is important to wash your food and cook it very well. If you don't, I will make you very sick with an upset tummy!

4

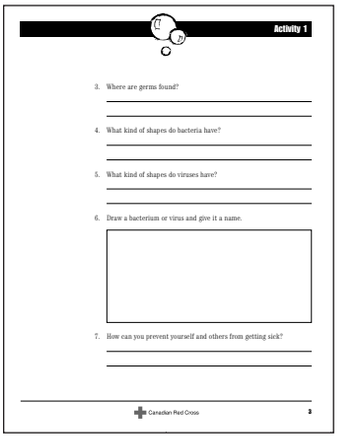
Frame #4: Influenza – (in-floch-en-zuh)
I am known as the flu and I can give you a really hard time by making you feel feverish and achy all over. I can also give you a runny nose and make you cough and sometimes sneeze. When I'm really bad, I can make it very difficult for you to breath. My shape is always changing so your body cannot recognize me and fight me. I can be spread from person to person if you cough or sneeze without covering your mouth and nose with a tissue. Make sure you wash your hands properly and often and talk to your family about getting the flu shot every year!

Question and answer time.

As a class, let's talk about the questions below.

1. What are germs?
2. How can we see germs?

2


Activity 1

3. Where are germs found?
4. What kind of shapes do bacteria have?
5. What kind of shapes do viruses have?
6. Draw a bacterium or virus and give it a name.
7. How can you prevent yourself and others from getting sick?

Canadian Red Cross 3

1. Ask the students if they can see the wind. How do we know it is there?

   Answer: *No, we cannot see the wind. We know it is there by the sound of it and what it does: making the trees move.*

2. Ask the students to look at their hands. Ask them what they see.

   Answer: *Nothing, dirt, crayon stains, germs.*

   Your hands are a nice place for germs to live. Like the wind, you cannot see them with your eyes, but we know they are there. To see germs, you need the help of a microscope. Microscopes allow us to see things that are very, very small.

3. Hold up a picture of a microscope to show the students.

4. Ask the students if they know what germs are and have them explain/describe what a germ is in their own words.

5. Emphasize to the students that not all germs are harmful… some are very important.

   Some bacteria are beneficial and even necessary to human life. Others are also important in the production of foods like cheese, yogurt, and medication (antibiotics) like penicillin.

6. Ask the students the following questions. Review and discuss the answers as a class.

a) What are germs?

Answer: *Germs are tiny living organisms that can't be seen with our eyes alone. Some germs are important to our bodies. They help us grow and stay healthy. Some germs can cause disease and make us very sick.*

b) What other words can we use for germs?

Answer: germs are also called bugs or microbes, viruses or bacteria

c) Where do they live? Where can you find them?

Answer: Germs live everywhere. You can find them in air, on surfaces, in the soil and in water. Some enjoy the heat, and some can hibernate in the freezing cold. Germs can be found in plants, animals as well as in your body.

Some germs are good for you and the environment. They help break down food, help plants grow and can also help make medicine such as penicillin. However, some germs can also make you very sick.

7. Inform the students that there are many types of germs. The two most common types of germs are viruses and bacteria.

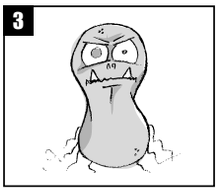
8. Tell students that they will meet some germs. Ask them to go to Activity 1 (page 1 to 2) of their Activity Booklet. Read the comic strip and the instructions together as a class.

9. Once the comic strip is read, review the questions under "Question and Answer Time" with the class and discuss the answers.

10. Answer any questions.

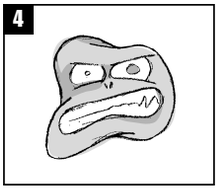
Answer key

Activity 1



Frame #3: Salmonella – (sal-muh-nel-uh)

Hi! My name is Salmonella. I am a bacterium shaped like a peanut with many long legs. Once inside your tummy, I can give you food poisoning! I can live on food such as raw eggs, raw or undercooked chicken, non pasteurized milk and some cheeses, and unwashed fruits and vegetables. It is important to wash your food and cook it very well. If you don't, I will make you very sick with an upset tummy!



Frame #4: Influenza – (in-flooh-en-zuh)

I am known as the flu and I can give you a really hard time by making you feel feverish and achy all over. I can also give you a runny nose and make you cough and sometimes sneeze. When I'm really bad, I can make it very difficult for you to breath. My shape is always changing so your body cannot recognize me and fight me. I can be spread from person to person if you cough or sneeze without covering your mouth and nose with a tissue. Make sure you wash your hands properly and often and talk to your family about getting the flu shot every year!

Question and answer time.

As a class, let's talk about the questions below.

1. What are germs?
   Germs are tiny living organisms that can't be seen with our eyes alone. Some germs are important to our bodies – they help us grow and stay healthy. Some germs can cause disease and make us very sick.

2. How can we see germs?
   With the help of a microscope.

2

Activity 1

3. Where are germs found?
Everywhere: other persons, toys, crayons, doorknobs, household pets, contaminated food, water, keyboards, etc.

4. What kind of shapes do bacteria have? (answers can vary)
Small round shapes, straight rods, twisted spirals, long, thin and narrow with spindle legs.

5. What kind of shapes do viruses have? (answers can vary)
Viruses come in different shapes: round shapes with spikes sticking out on all sides, loaves of bread, tadpoles, puffy and bumpy.

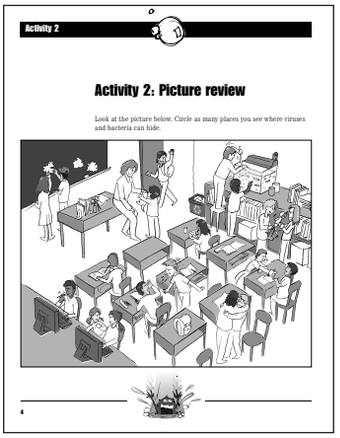
6. Draw a bacterium or virus and give it a name.

Answers will vary

7. How can you prevent yourself and others from getting sick?
   - **Eating healthy.**
   - **Regular exercise.**
   - **Proper hand washing and hygiene.**
   - **Cough and sneeze etiquette (in sleeve or tissue).**
   - **Do not share food or drink with others.**
   - **Go to the doctor for regular check-ups.**
   - **Get the flu shot or other vaccinations and booster shots for the measles or mumps.**
   - **Stay home when you don't feel well.**
   - **Stay away from others who are sick, or are not feeling well.**
   - **Taking medication (and finishing the prescription).**

Duration:
10–15 minutes

Activity 2: Picture review


Activity 2

Activity 2: Picture review

Look at the picture below. Circle as many places you see where viruses and bacteria can hide.

1. Tell the students that they will learn how germs can make people sick. Invite them to go to activity 2 (page 4) in their Activity Booklet and read the instructions. Ask them to complete the activity by circling the places where bacteria and viruses might hide.
2. Once the activity is completed, review the answers together as a class. Emphasize that not all germs are harmful, that in fact many germs are important to our health. But some may be harmful and can make us sick. These germs can be stopped or slowed down by being careful.
3. Invite the students to find out more by participating in the following activity.

Answer key

The eight areas that should be circled in the picture are the following:

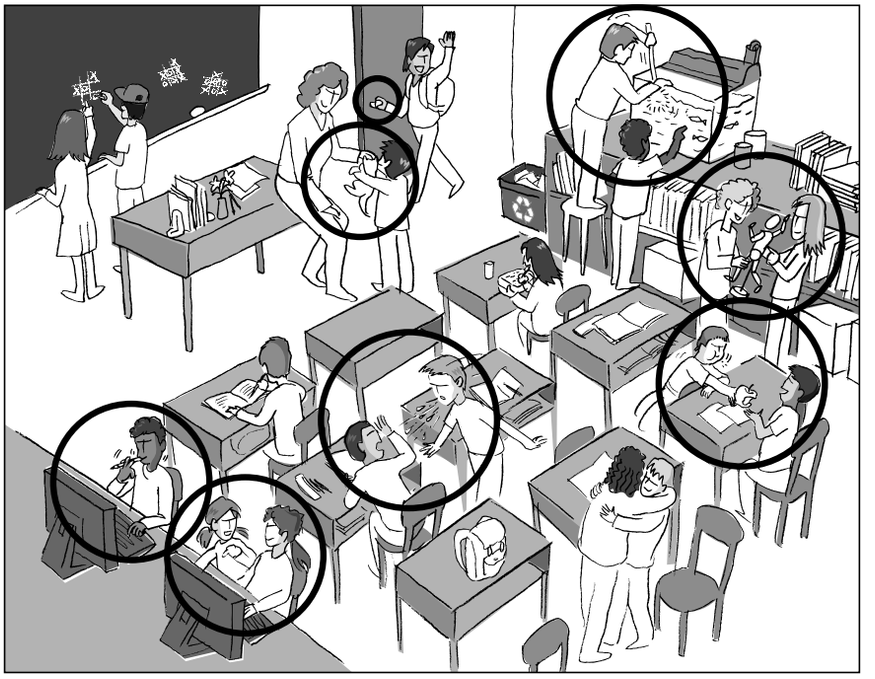
1. One child is holding a doorknob.
2. One child is using a computer.
3. One child sneezing without covering his mouth with a tissue. Another child gets sneezed on.
4. One child sharing an apple with another one.
5. One child chewing on a pencil.

6. One child cleaning the classroom aquarium.
7. Two children sharing a toy.
8. Child and teacher playing with toy or pet (cat).

Activity 2

Activity 2: Picture review

Look at the picture below. Circle as many places you see where viruses and bacteria can hide.



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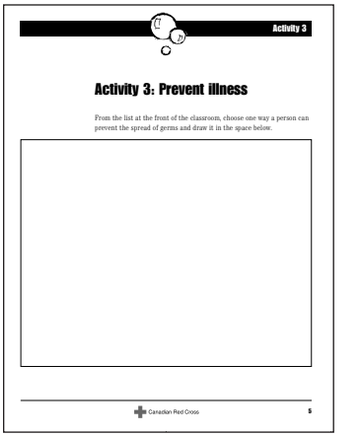
Duration:
15 minutes

Activity 3: Prevent illness


Activity 3

Activity 3: Prevent illness

From the list at the front of the classroom, choose one way a person can prevent the spread of germs and draw it in the space below.

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1. Ask the students to list the things that a person can do to help prevent them from getting sick.
2. Collect the answers and write them on a flip chart or the chalkboard at the front of the classroom.
3. Review the answers and ask the students to choose one way to stay healthy or prevent illness and to draw it in their Activity Booklet (Activity 3 page 5).
4. Answer questions if any.

Answer key

Ways a person can prevent the spread of germs

- Eating healthy.
- Regular exercise.
- Proper hand washing and hygiene.
- Cough and sneeze etiquette (in sleeve or tissue).
- Do not share food or drink with others.
- Go to the doctor for regular check-ups.
- Get the flu shot or other vaccinations and booster shots for the measles or mumps.
- Stay home when you don't feel well.
- Stay away from others who are sick, or are not feeling well.
- Taking medication (and finishing the prescription).

Proper Hand Hygiene

Duration for the five activities:

90 minutes (approx.)

Material required

- Flip chart paper or chalkboard
- Markers or chalk
- 5 Pictograms (Activity No 4)
- Activity Booklet (Activity No 5)
- Sink/washroom facility
- Paper towel if available
- Soap
- Poster size cardboard (Activity No 7) or 8 X 11 Bristol board, cardboard or sheet of plain paper (7)
- Crayons
- A 60–90% alcohol-based hand rub

Task description

Students will learn when to wash their hands and how to do it properly.

Five activities are suggested: Class discussions, demonstrations, a puzzle, a field trip to the washroom, and creating a hand washing poster.

Learning objectives:

- Upon completion of this activity, students will be able to explain when to wash hands and demonstrate the steps of proper hand washing.

Duration:
15 minutes

Activity 4: When is the best time to wash our hands?


Activity 4

Washing your hands – the best way to keep germs away!

Activity 4: When is the best time to wash your hands?

There are six (6) magic moments when you should wash your hands. Do you know what they are?

From the pictures below, list the six magic hand washing moments.

1. _____ 2. _____

_____ _____

6


Activity 4

3. _____ 4. _____

5. _____ 6. _____

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1. Ask the students when hands should be washed.

   Answers: *before and after preparing and eating food, after playing indoors and outdoors, after going to the washroom, after coughing and sneezing, after touching a pet and after being around someone who is sick.*

2. Collect the answers and write them on a flip chart or the chalkboard at the front of the classroom.

3. Review all the answers with the students. Use the pictograms in Activity 4, page 6, of the Activity Booklet to help illustrate the answers. For each answer, ask students why it is important at that particular moment to wash their hands.

   (You will have in the Activity Booklet 6 pictograms illustrating the answers found in the chart on the following page).

4. Answer any questions.

When	Why
Before and after eating	Before: To prevent germs from contaminating the food we eat (which can make us sick). After: To clean your hands from any food residue (always wash hands after touching food).
After playing (indoors or outdoors)	When playing outside, hands may be in contact with insects, garbage, soiled toys or dirt. Germs can live very well in these environments. Proper and frequent hand washing cleans away the germs, including harmful bacteria and viruses that may make you sick when you touch your eyes, nose or put your fingers in your mouth.
After going to the bathroom	Germs coming from your urine (pee) and stools travel to your hands when you clean yourself. If you don't properly wash your hands every time you use the washroom, and you touch your eyes, nose or put your fingers in your mouth, these germs can make you very sick.
After coughing and sneezing	When you cough or sneeze, germs can spread in the air in tiny droplets or on your hands. If you don't properly wash your hands every time you cough or sneeze, these germs can spread and make your classmates sick.
After touching a pet	Pets can carry germs – just like people. If you touch your eyes, nose or put your fingers in your mouth after touching a pet, their germs can get inside you and make you sick.
After being near someone who is sick	When someone is sick, their bad germs can live on all kinds of things around them, like toys or their blanket. Their bad germs can also be on their hands. If you touch your eyes, nose or put your fingers in your mouth after being around someone who is sick, you may get sick, too. Always wash your hands properly after being around someone who is sick!

Answer key

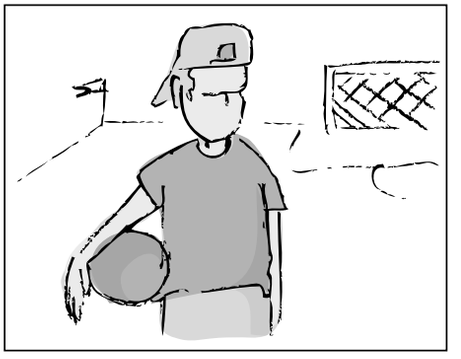
Activity 4

Washing your hands – the best way to keep germs away!

Activity 4: When is the best time to wash your hands?

There are six (6) magic moments when you should wash your hands. Do you know what they are?

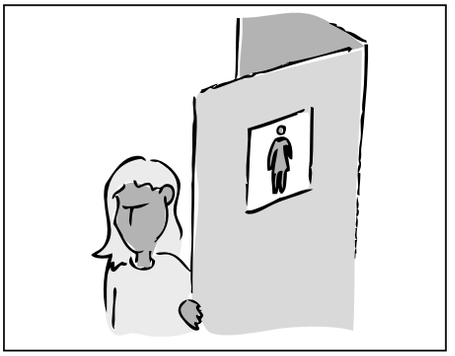
From the pictures below, list the six magic hand washing moments.



1. **Before and after eating**
2. **After playing (indoors or outdoors)**

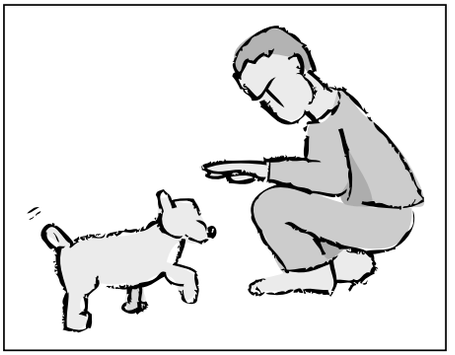
6

Activity 4

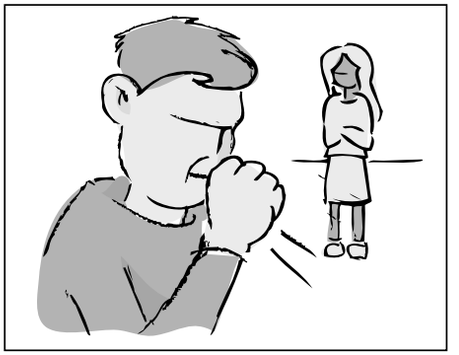


3. **After going to the bathroom**

4. **After coughing and sneezing**



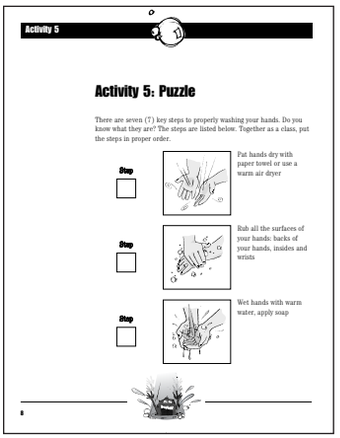
5. **After touching a pet**



6. **After being near someone who is sick**

Duration:
15 minutes

Activity 5: Puzzle


Activity 5

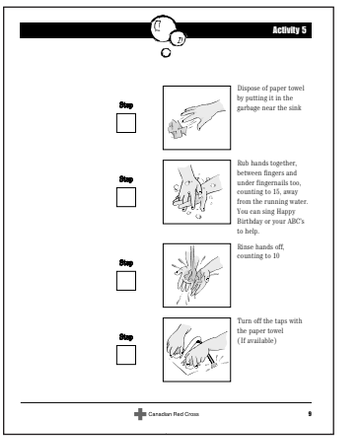
Activity 5: Puzzle

There are seven (7) key steps to properly washing your hands. Do you know what they are? The steps are listed below. Together as a class, put the steps in proper order.

Step
Pat hands dry with paper towel or use a warm air dryer

Step
Rub all the surfaces of your hands: backs of your hands, insides and wrists

Step
Wet hands with warm water, apply soap


Activity 5

Step
Dispose of paper towel by putting it in the garbage near the sink

Step
Rub hands together, between fingers and under fingernails too, counting to 15, away from the running water. You can sing Happy Birthday or your ABC's to help.

Step
Rinse hands off, counting to 10

Step
Turn off the taps with the paper towel (If available)

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1. Tell the students they will now learn how to wash their hands properly.
2. Ask them if they know the steps to proper hand washing. Collect the answers informally.
3. Walk the students through the proper way to wash their hands.

   Steps:

   1. Wet hands with warm water, apply soap;

   2. Rub hands together in a soapy lather, between fingers and under fingernails too, counting to 15 – away from the running water – (sing the ABC's or Happy Birthday song);

   3 Rub all the surfaces of your hands: backs of your hands, insides and wrists;

   4. Rinse hands off counting to 10;

   5. Pat hands dry with paper towel or use a warm air dryer;

   6. If possible, turn off the taps with the paper towel;

   7. Dispose of paper towel by putting it in the garbage near the sink.

3. Organize the students into small groups (three–five students per group), and read aloud the instructions on Activity 5 (pages 8–9) of their Activity Booklet.
4. Ask the students to work together and put the steps to proper hand washing in order.

5. Once the students complete the activity, review the answers together as a class.
6. Emphasize to the students that it is necessary to lather and rub all surfaces of their hands counting to 15 – away from the running water – otherwise the germs will not be washed away.
7. Inform the students that they will take a trip to the washroom to practice proper hand washing.

Answer key

Activity 5: Puzzle

There are seven (7) key steps to properly washing your hands. Do you know what they are? The steps are listed below. Together as a class, put the steps in proper order.

Step 5

Pat hands dry with paper towel or use a warm air dryer

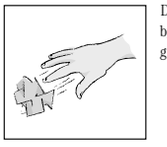
Step 3

Rub all the surfaces of your hands: backs of your hands, insides and wrists

Step 1

Wet hands with warm water, apply soap

Step 7



Dispose of paper towel by putting it in the garbage near the sink

Step 2

Rub hands together, between fingers and under fingernails too, counting to 15, away from the running water. You can sing Happy Birthday or your ABC's to help.

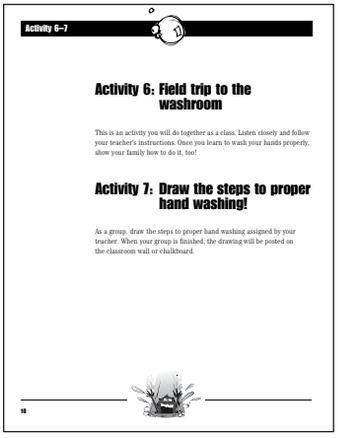
Step 4

Rinse hands off, counting to 10

Step 6

Turn off the taps with the paper towel (If available)

Duration:
20–30 minutes


Activity 6–7

Activity 6: Field trip to the washroom

This is an activity you will do together as a class. Listen closely and follow your teacher's instructions. Once you learn to wash your hands properly, show your family how to do it, too!

Activity 7: Draw the steps to proper hand washing!

As a group, draw the steps to proper hand washing assigned by your teacher. When your group is finished, the drawing will be posted on the classroom wall or chalkboard.

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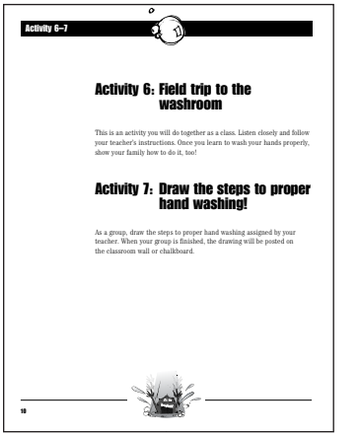
Activity 6: Field trip to the washroom (optional)

1. Take the students to the washroom(s) and line them up in front of the sinks.
2. Demonstrate the seven (7) key steps to proper hand washing.
3. Organize the students to wash their hands (one student per sink).
4. Have the students sing "Happy Birthday" or their "ABC's" while they are washing their hands.
5. When everyone has washed their hands properly, return to class.

Duration:
15–20 minutes


Activity 6–7

Activity 6: Field trip to the washroom

This is an activity you will do together as a class. Listen closely and follow your teacher's instructions. Once you learn to wash your hands properly, show your family how to do it, too!

Activity 7: Draw the steps to proper hand washing!

As a group, draw the steps to proper hand washing assigned by your teacher. When your group is finished, the drawing will be posted on the classroom wall or chalkboard.

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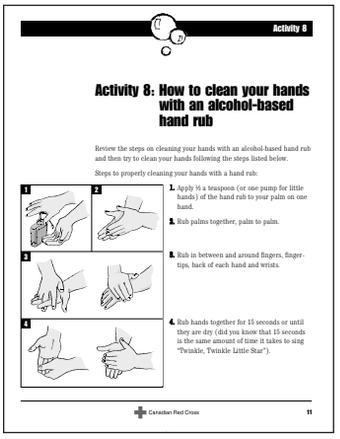
Activity 7: Making a proper hand washing poster for the class/school

1. Organize the students into seven groups and assign each group one step of the proper hand washing process.
2. Pass out one 8 × 11 sheet of Bristol board, cardboard or paper to each group and instruct the students to work together and draw the step they have been assigned.
3. When all the groups are finished drawing their assigned step, have the students assemble the proper hand washing process on the classroom wall or chalkboard.

4 Answer any questions.

Duration:
15 minutes


Activity 8

Activity 8: How to clean your hands with an alcohol-based hand rub

Review the steps on cleaning your hands with an alcohol-based hand rub and then try to clean your hands following the steps listed below.

Steps to properly cleaning your hands with a hand rub:

1. Apply ½ a teaspoon (or one pump for little hands) of the hand rub to your palm on one hand.
2. Rub palms together, palm to palm.
3. Rub in between and around fingers, fingertips, back of each hand and wrists.
4. Rub hands together for 15 seconds or until they are dry (did you know that 15 seconds is the same amount of time it takes to sing "Twinkle, Twinkle Little Star").

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Activity 8: How to clean hands with an alcohol-based hand rub

1. Tell the students that they can clean their hands using an alcohol-based hand rub if hands are not visibly dirty and if water and soap are not available.

2. Refer students to Activity 8 (page 11) in their Activity Booklet and ask them to look at the pictures representing the steps to properly cleaning hands. Students can do this alone or in small groups.

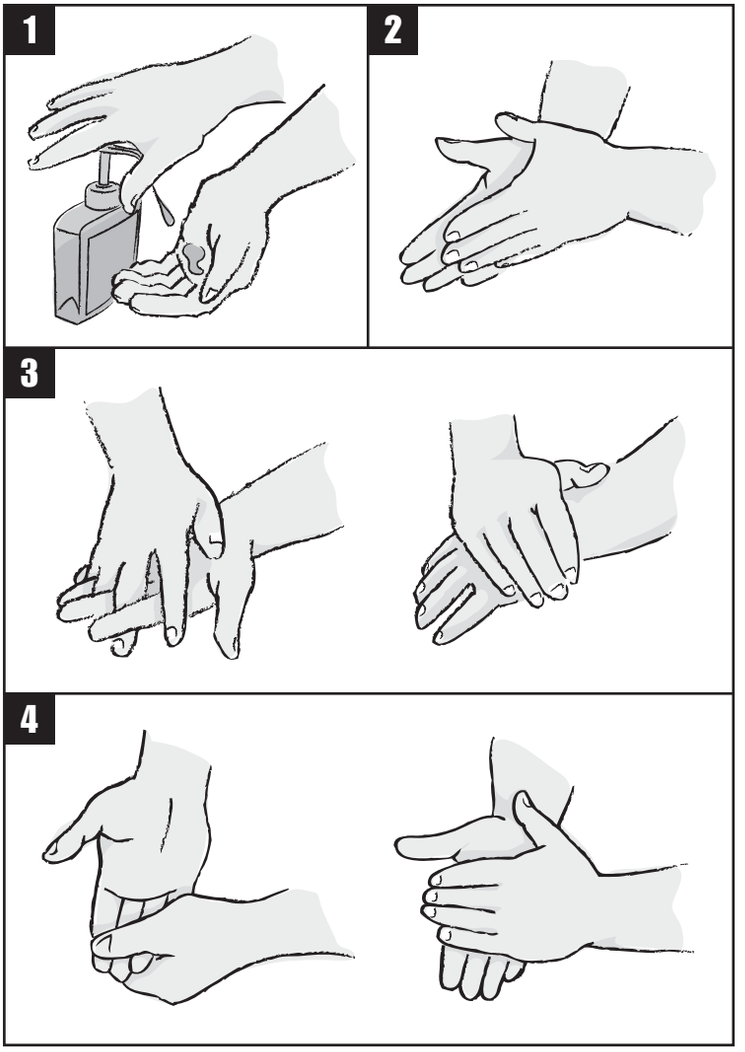
3. Demonstrate how to clean hands with a hand rub by following the steps below.

   1. Apply ½ a teaspoon (or 1 pump for little hands) of the hand rub to palm on one hand.

   2. Rub palms together, palm to palm.

   3. Rub in between and around fingers, fingertips, back of each hand and wrists.

   4. Rub hands together for 15 seconds or until they are dry.



5. Distribute the hand rub to each student and ask them to try it.
6. Answer questions if any.

Notes to the facilitator:

- Please note that the alcohol-based hand rub must be 60–90% alcohol to be effective.
- Before having the students participate, ensure they can use an alcohol-based hand rub. Ask their parents in advance of this activity. Some parents may object to their children using an alcohol-based hand rub for different reasons (allergies, religion or cultural reasons).
- It is important to emphasize that students must rub their hands until they are dry.
- Note that an alcohol-based hand rub, if used improperly can become flammable. Students should be made aware of this and this activity should not occur near open flame of any sort.
- Always keep and store an alcohol-based hand rub in a safe, cool and dry place. Do not leave children unattended.

Be careful…AAA…choo!

Duration for the two activities:

45–60 minutes (approx.)

Material required

- Activity Booklet (Activity No 10)

Task description

Students will learn the proper way to cough and sneeze (known as "cough and sneeze etiquette"). Following the demonstration, students will analyse three scenarios.

Two activities are suggested: A demonstration and scenarios.

Learning objectives:

Upon completion of this activity, the students will be able to

- Understand how people can spread bacteria and viruses through coughing and sneezing; and
- Explain and use simple techniques to limit the spread of illness.

Duration:
15–20 minutes

Activity 9: Demonstration


Activity 9

Be careful…AAA…choo!

Activity 9: Demonstrating the perfect cough and sneeze!

Cough and sneeze etiquette is an important way to keep yourself and your friends healthy. Watch carefully as your teacher shows you the proper way and the steps to follow.

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1. Inform the students that you will perform the perfect cough and sneeze. Tell them that they have to watch you and that they will be asked to name the steps taken.

   Pretend that you are talking to three students in the school yard during recess. You are not feeling well and all of a sudden, you need to sneeze. While sneezing, you follow these steps:

   1. *Walk and turn away from the students who are near you;*
   2. *Sneeze in your sleeve (you did not have a tissue with you);*
   3. *Excuse yourself, and use an alcohol-based hand rub to properly clean your hands (even though you sneezed in your sleeve).*

2. Ask the children to identify the steps you took to help prevent the spread of germs.

   Answer:

   1. *You walked away;*
   2. *You sneezed in your sleeve and not in your hands;*
   3. *You used an alcohol-based hand rub to clean your hands.*

3. Write the following steps on the chalkboard for the class to see. Title the steps "cough and sneeze etiquette".

   1. *Walk away from the people you are with;*
   2. *Cough or sneeze into your sleeve, or use a tissue;*
   3. *If you use a tissue, dispose of it in the garbage; and*
   4. *Always properly clean hands after coughing and sneezing, or disposing of a used tissue.*

Duration:
30–40 minutes

Activity 10: Scenarios

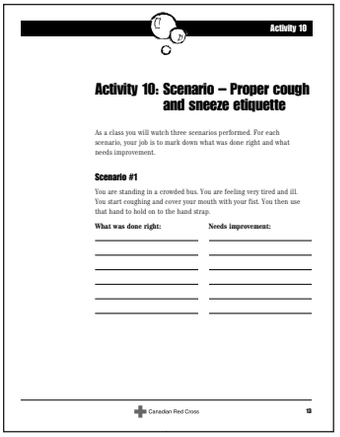
1. Perform the three following scenarios. For each scenario, ask the students to write down what was done right and what needs improvement in the Activity Booklet (pages 13–15).

   Option: have the students perform or participate in the scenarios.

2. After the scenarios are complete, refer to the cough and sneeze etiquette that you wrote on the chalkboard. Make sure everyone agrees and is committed to doing it.

3. Ask the students to share the cough and sneeze etiquette with their families and encourage them to perform the scenarios at home.

4. Answer any questions.


Activity 10

Activity 10: Scenario – Proper cough and sneeze etiquette

As a class you will watch three scenarios performed. For each scenario, your job is to mark down what was done right and what needs improvement.

Scenario #1

You are standing in a crowded bus. You are feeling very tired and ill. You start coughing and cover your mouth with your fist. You then use that hand to hold on to the hand strap.

What was done right: Needs improvement:

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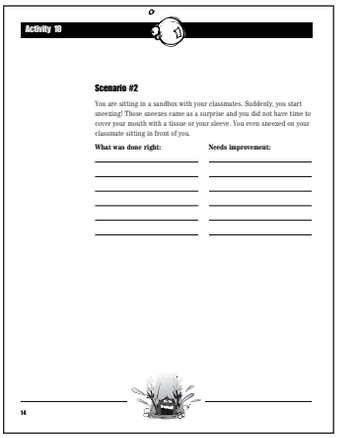
Scenario #1

You are standing in a crowded bus. You are feeling very tired and ill. You start coughing and cover your mouth with your fist. You then use that hand to hold on to the hand strap.


Activity 10

Scenario #2

You are sitting in a sandbox with your classmates. Suddenly, you start sneezing! Those sneezes came as a surprise and you did not have time to cover your mouth with a tissue or your sleeve. You even sneezed on your classmate sitting in front of you.

What was done right: Needs improvement:

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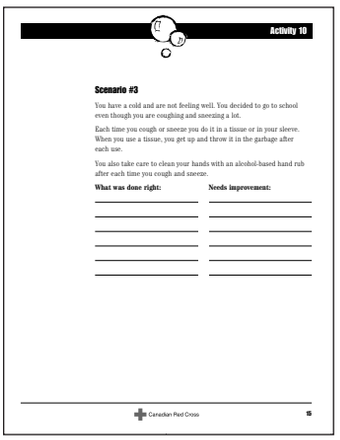
Scenario #2

You are sitting in a sandbox with your classmates. All of sudden, you start sneezing! Those sneezes came as a surprise and you did not have time cover your mouth. You even sneezed on your classmate sitting in front of you.


Activity 10

Scenario #3

You have a cold and are not feeling well. You decided to go to school even though you are coughing and sneezing a lot.

Each time you cough or sneeze you do it in a tissue or in your sleeve. When you use a tissue, you get up and throw it in the garbage after each use.

You also take care to clean your hands with an alcohol-based hand rub after each time you cough and sneeze.

What was done right: Needs improvement:

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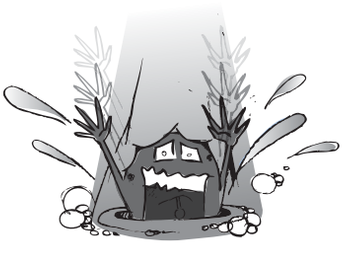
Scenario #3

You have a cold and are not feeling well. You decided to go to school even though you are coughing and sneezing a lot.

Each time you cough or sneeze you do it in a tissue or in your sleeve. When you use a tissue, you get up and throw it in the garbage after each use.

You also take care to clean your hands with an alcohol-based hand rub after each time you cough and sneeze.



Answer key

Activity 10: Scenario – Proper cough and sneeze etiquette

As a class you will watch three scenarios performed. For each scenario, your job is to mark down what was done right and what needs improvement.

Scenario #1

You are standing in a crowded bus. You are feeling very tired and ill. You start coughing and cover your mouth with your fist. You then use that hand to hold on to the hand strap.

What was done right:	Needs improvement:
• You tried to cover your mouth.	• Use a tissue or your sleeve to cover your mouth when you cough or sneeze.
	• Use an alcohol-based hand rub to clean your hands.
	• This helps prevent germs from spreading, do not touch objects with the hand you used to cough or sneeze.

Activity 10

Scenario #2

You are sitting in a sandbox with your classmates. Suddenly, you start sneezing! Those sneezes came as a surprise and you did not have time to cover your mouth with a tissue or your sleeve. You even sneezed on your classmate sitting in front of you.

What was done right:

- Nothing

Needs improvement:

- Use a tissue or your sleeve to cover your mouth when you cough or sneeze.
- Use an alcohol-based hand rub to clean your hands or go to the washroom and properly wash your hands.
- If you sneeze on someone, apologize.

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Scenario #3

You have a cold and are not feeling well. You decided to go to school even though you are coughing and sneezing a lot.

Each time you cough or sneeze you do it in a tissue or in your sleeve. When you use a tissue, you get up and throw it in the garbage after each use.

You also take care to clean your hands with an alcohol-based hand rub after each time you cough and sneeze.

What was done right:	Needs improvement:
• Using a tissue or your sleeve to cover your mouth when coughing and sneezing.	• Stay home when you don't feel well so you don't make your classmates sick.
• Throwing the tissue in the garbage each time.	
• Cleaning hands with an alcohol-based hand rub after each time you cough or sneeze.	

Will I ever know?

Duration of the activity:

30 minutes (approx.)

Material required

- Volleyball or basketball
- Stickers

Task description

Students will participate in an interactive demonstration and respond to questions on how fast germs can be spread and the ways to prevent illness.

The activity suggested: A demonstration with follow-up questions and answers.

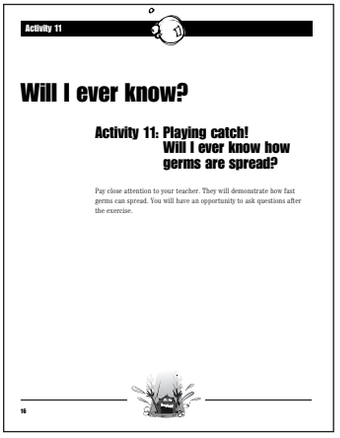
Learning objectives:

Upon completion of this activity, the students will be able to:

- Understand how people can spread bacteria and viruses; and
- What we can do to stay healthy.

Duration:
15 minutes

Activity 11: Demonstration


Activity 11

Will I ever know?

Activity 11: Playing catch!
Will I ever know how germs are spread?

Pay close attention to your teacher. They will demonstrate how fast germs can spread. You will have an opportunity to ask questions after the exercise.

1. Inform the students that you are going to tell them a story about how easily germs can spread if we don't cough or sneeze into our sleeve; or if we don't properly clean our hands.
2. Hold up a ball and say:

   "I'm holding this ball. Now let's pretend that I have a cold."
3. Pretend to sneeze on the ball and put several stickers on it. Tell the students that the stickers represent viruses.

   "Oh no! I forgot to cover my mouth when I sneezed."

   "Now, look at all the germs that have stuck to the ball!"
4. Then toss the ball to a student (Lisa).

   "Oh, no! Now that (Lisa) has touched the ball, that means some of the viruses from my sneeze are now on her!"
5. Take some stickers off the ball and put them on the student's (Lisa) hand.

   "Now, it is time for recess and (Lisa) takes the ball outside to play with (Jeremy)."
6. Instruct the student (Lisa) to pass the ball to (Jeremy).

   "Oh, no!" When (Lisa) passed the ball to (Jeremy), some of the viruses went on him!"

7. Take some stickers off the ball put them on the student's (Jeremy's) hand and say,

   "Now, (Jeremy) has something in his eyes and he starts to rub them. What happens to the viruses? That's right! The viruses go inside him and can make him sick with a cold!

8. Explain that bacteria and viruses travel fast and emphasize the importance of the cough and sneeze etiquette, and proper and frequent hand washing.

9. Review the questions below and toss the ball to a student who is chosen to answer the question.

Examples of questions	Answers
What are germs?	Germs are tiny living organisms that can't be seen with our eyes alone. Some germs are important to our bodies – they help us grow and stay healthy. Some germs can cause disease and make us very sick.
What is another word for germ?	Bugs, bacteria or viruses
How can you prevent bacteria and viruses from spreading?	• Practice proper hand washing with water and soap or properly clean hands with an alcohol-based hand rub; • Practice cough and sneeze etiquette.
What do "good" germs do?	Good germs keep you healthy, help you grow, and can help make some foods we love, like cheese and yogurt.

Examples of questions	Answers
What are the steps you can take to properly wash your hands?	1. Wet hands with warm water, apply soap; 2. Rub hands together, between fingers and under fingernails too, counting to 15 – away from the running water; 3. Rub all the surfaces of your hands: backs of your hands, insides and wrists; 4. Rinse hands counting to 10; 5. Pat hands dry a with paper towel or use a warm air dryer; 6. If possible, turn off the taps with the paper towel; 7. Dispose of paper towel by putting it in the garbage near the sink.
What steps are involved with cough and sneeze etiquette?	1. Walking and turning away from the people you are with; 2. Covering your nose and mouth with a tissue; 3. Coughing or sneezing into your sleeve if you do not have a tissue; 4. Properly washing your hands (even though you coughed or sneezed in your sleeve); or properly cleaning your hands with alcohol-based hand rub.

Examples of questions	Answers
What can bad germs do to you?	Germs can make you sick. They can give you a tummy ache or a fever or they can give you a runny nose and make you cough and sneeze. There are lots of ways germs can make you feel sick!
When should we properly wash or clean our hands?	• Before and after preparing food or eating • After playing (indoors or outdoors) • After going to the washroom • After coughing and sneezing • After playing with pets • After being around someone who is sick
Where can you find germs?	Germs live everywhere. You can find them in air, in the soil and water. Some enjoy the heat and others can hibernate in the freezing cold. Germs can be found in and on plants, animals as well as our bodies. You can also find germs on the things we use everyday, like toys, crayons and pencils, doorknobs – just about everything has germs.

Red Cross Fundamental Principles

In 1965, the seven Fundamental Principles were adopted by the 20th International Conference. They were developed to link together the International Committee, Federation and National Societies.

Our network is vast, but our approach is simple. All Red Cross programs and activities are guided by the Fundamental Principles of Humanity, Impartiality, Neutrality, Independence, Voluntary Service, Unity and Universality. These principles allow us to provide help immediately to whomever needs it, wherever they are, whatever their race, political beliefs, religion, social status, or culture.

Humanity

The International Red Cross and Red Crescent Movement, born of a desire to bring assistance without discrimination to the wounded on the battlefield, endeavours, in its international and national capacity, to prevent and alleviate human suffering wherever it may be found. Its purpose is to protect life and health and to ensure respect for the human being. It promotes mutual understanding, friendship, co-operation and lasting peace amongst all peoples.

Impartiality

It makes no discrimination as to nationality, race, religious beliefs, class or political opinions. It endeavours to relieve the suffering of individuals, being guided solely by their needs, and to give priority to the most urgent cases of distress.

Neutrality

In order to continue to enjoy the confidence of all, the Movement may not take sides in hostilities or engage at any time in controversies of a political, racial, religious or ideological nature.

Independence

The Movement is independent. The National Societies, while auxiliaries in the humanitarian services of their governments and subject to the laws of their respective countries, must always maintain their autonomy so that they may be able at all times to act in accordance with the principles of the Movement.

Voluntary Service

It is a voluntary relief movement not prompted in any manner by desire for gain.

Unity

There can only be one Red Cross or one Red Crescent Society in any one country. It must be open to all. It must carry on its humanitarian work throughout its territory.

Universality

The International Red Cross and Red Crescent Movement, in which all Societies have equal status and share equal responsibilities and duties in helping each other, is world-wide.

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