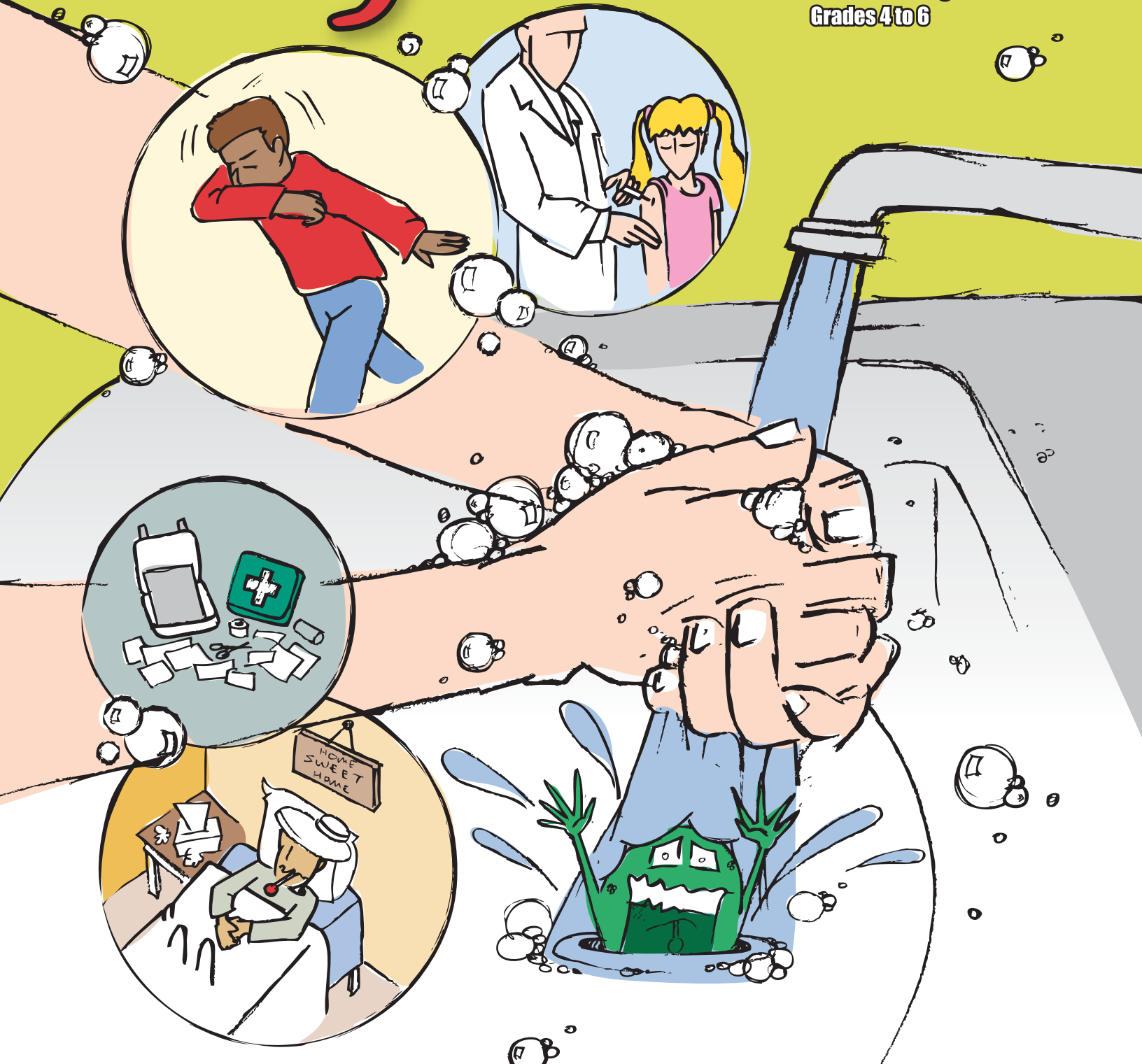


Bug Out!

Expect
THE UNEXPECTED
+ Canadian Red Cross

Facilitator Booklet

For students aged 9–11
Grades 4 to 6



Get The Facts On Germs



Canadian Red Cross



Funded in part by the Government of Ontario

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ISBN 978-1-55104-420-0

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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 a 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 <i>(cont.)</i>	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 you need to know about germs?

Duration for the two activities:
50 minutes (approx.)

Material required

- Photograph of a microscope
- Pictures of different bacterium, viruses and fungi
- page 1, Activity 1
- page 2, Activity 2

Task description

In this activity, students will learn about germs (bacteria and viruses), the ways to prevent the spread of illness and disease, and how to stay healthy.

Two activities are suggested: Class discussion and a crossword puzzle.

Learning objectives:

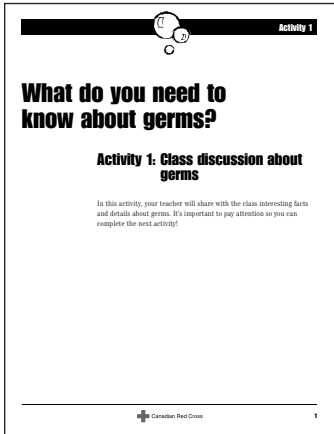
Upon completion of this activity, students will be able to:

- Understand, define and explain what germs are;
- Identify the ways germs can affect a persons health;
- Understand how to prevent illness and the spread of bacteria and viruses; and
- Use simple techniques to stay healthy.



Duration:
30 minutes

Activity 1: Class discussion about germs



1. Ask the students to share an experience about being sick. What illness did they have? What caused it?
2. Ask the students if they know what germs are in their own words.

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.

3. Inform the students that there are many types of germs. The three most common types are bacteria, viruses and fungi.
 - a. Bacteria are simple one-cell micro-organisms that reproduce rapidly. Some produce poisonous waste products that cause illness and/or disease such as whooping cough or tuberculosis. When bacteria get into your body, they quickly start to multiply.

Some bacteria are beneficial and even necessary to human life. Others are also important in the production of foods like cheese and yogurt, and medication (antibiotics) like penicillin.
 - b. Viruses are among the smallest germs, much smaller than bacteria. Viruses infect the cells of living organisms and cause diseases. Some examples of viruses are: the mumps, measles, influenza (the flu), and chicken pox.



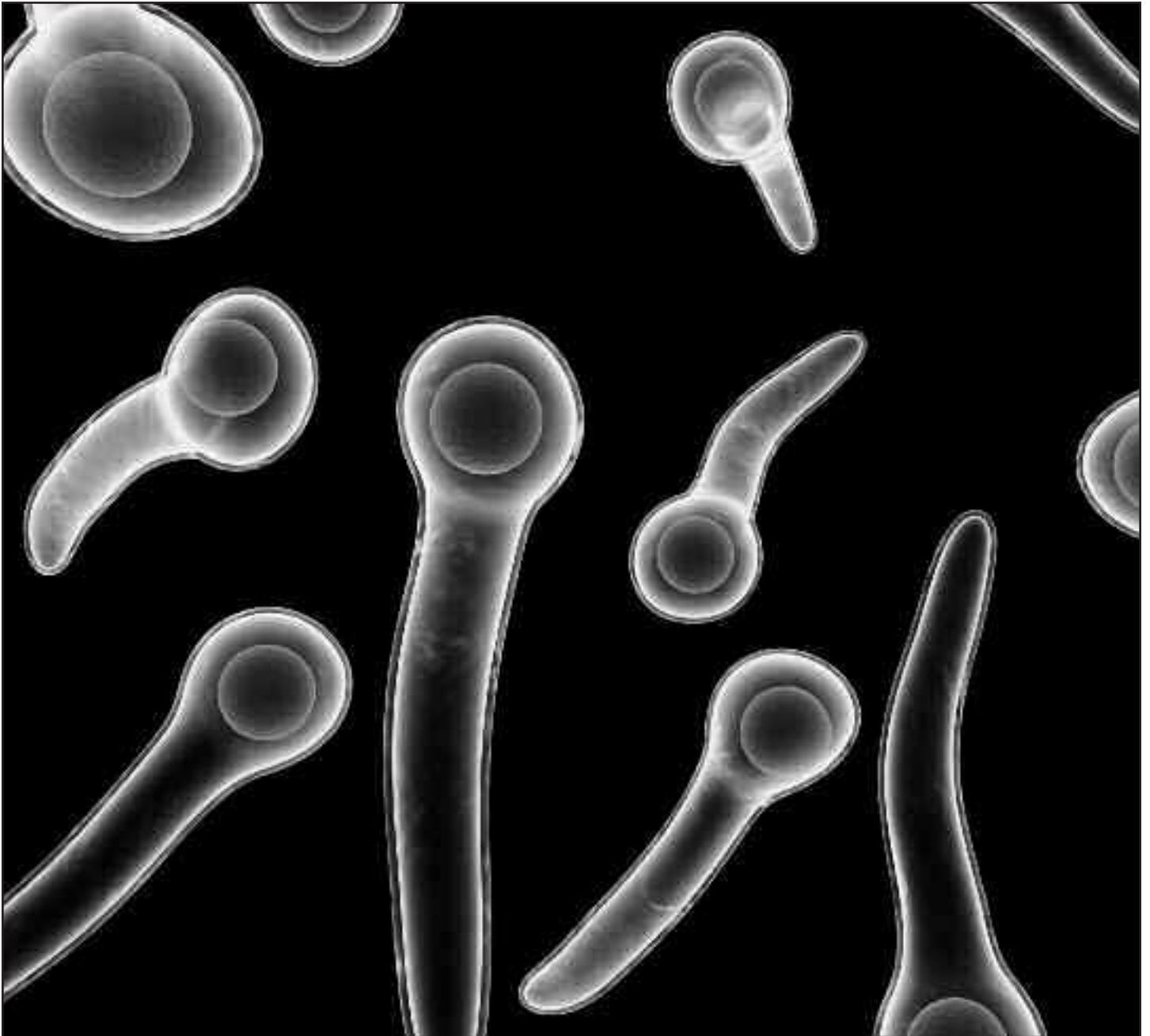


Many scientists do not believe viruses should be classified as living because they do not reproduce until they are inside a human or animal host. Once inside the body, however, they can reproduce by the millions, destroying healthy cells in the process. Unlike fungi and bacteria, viruses are not poisonous.

- c. Fungi are plant-like organisms that live off of decomposing organic matter. They can be found in air, in soil, on plants, and in water. Like bacteria, some fungi are poisonous and can cause a fungal infection. Others are not harmful at all, such as mushrooms you can buy at the grocery store. Others have made our lives easier by being a host for the production of medicines like penicillin.
4. As you talk about the three common types of germs, show the students a photograph of each (bacteria, viruses, and fungi) to help students visualize them. Use the photos provided on pages 4–6 to photocopy and distribute, or show them on a transparency.
5. Explain that germs (bacteria, viruses and fungi) can live several hours outside our bodies. An example is an influenza A viruses (flu). It can live for 24–48 hours on hard non-porous surfaces; 8–12 hours on cloth, paper or tissue; or up to 5 minutes on hands!
6. Show the students a microscope or photographs of various types of microscopes and talk about how they work. (optional)

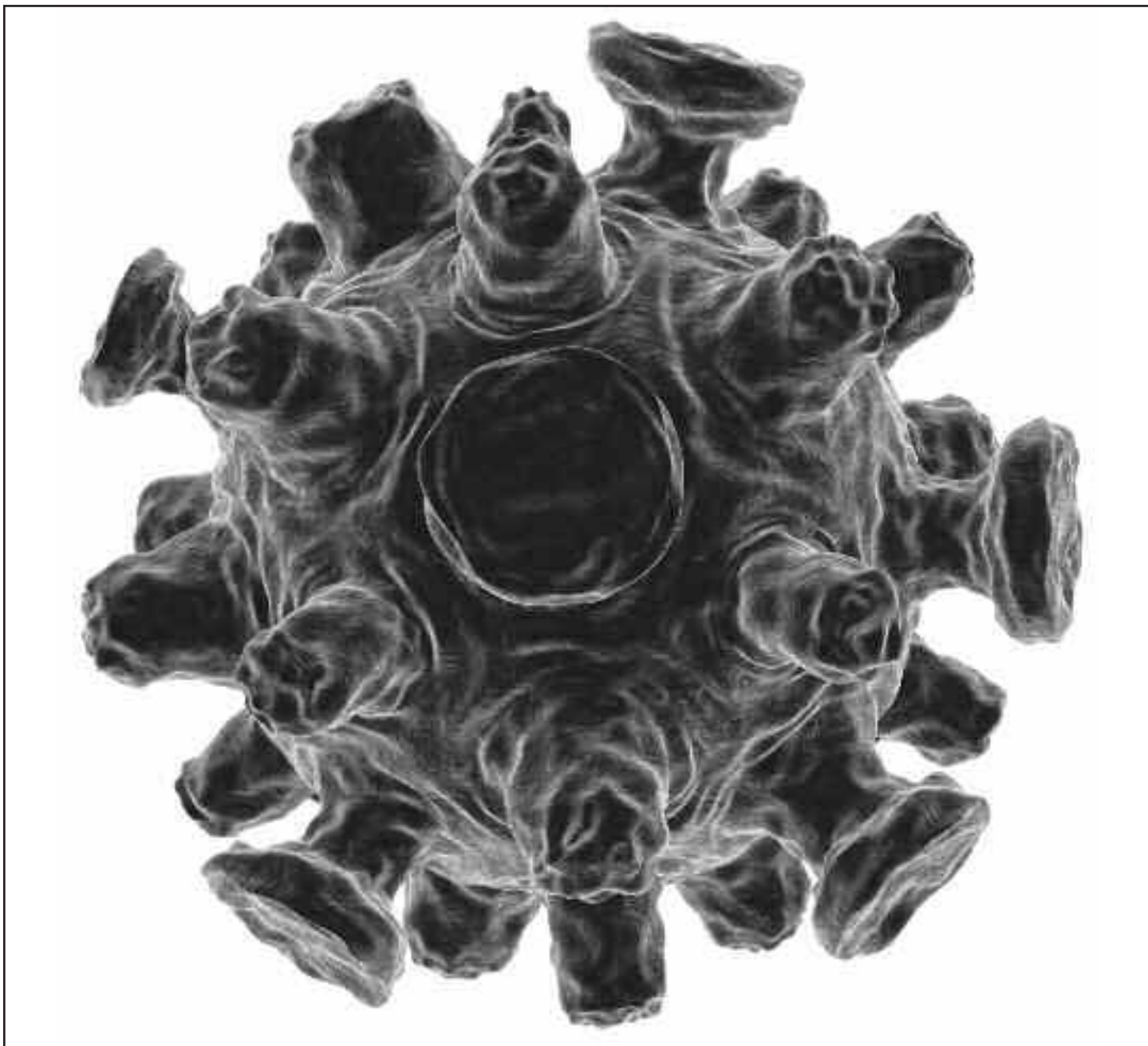


Bacteria





Virus





Fungi





7. Explain to the students that most bacteria can only be seen at 1000× magnification, and most viruses require electron microscopy at 100,000× or higher.
8. Draw a period on the chalkboard and point to it. Explain that a line of 1,000 germs could fit across that period.
9. Emphasize that although certain types of bacteria and fungi can cause illness and disease, some bacteria and fungi are beneficial. In some instances they are necessary to human life. Ask whether any of the students know of a good bacterium or fungi and why they are important to our health.

Answers:

- *Acidophilus in yogurt*
 - *Antibiotic medicines like penicillin*
 - *Germs keep us healthy and play a large role on earth by making the air breathable, helping us digest food and supporting and protecting crops.*
 - *Germs play a major role in creating many of the foods we love, such as cheese, yogurt and bread*
10. Ask the students where they think bacteria and viruses are most likely to be found.

Answer: *Germs live everywhere. You can find them in air, on surfaces, 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.*





11. Discuss with the students illnesses that are caused by germs and how they can be transmitted to a human host.

Illness	How germs are transmitted
Bacterial and viral based illnesses: • common cold – virus • Influenza (the flu) – virus • Meningitis (bacterial and viral) • Tuberculosis (bacterial) • Chicken pox (virus)	Bacteria and Viruses: • Through tiny droplets in the air (released when you cough and sneeze) • By close contact with another person (kissing, shaking hands and touching another person) and then touching your nose, mouth or eyes • By touching objects (touching toys, doorknobs, crayons, books, counter top, desks, keyboard, light switches) and then touching your nose, mouth or eyes • By touching pets
Food and water related illnesses: • E. coli (bacteria) • Salmonella (bacteria)	Food Related illnesses: • Eating food that is not safely prepared or properly cooked. • Not washing your hands properly after using the washroom and touching food, cooking surfaces or utensils. • Unclean pools, hot tubs, spas, water parks and lakes





12. Emphasize to the students that because our hands touch many surfaces in the course of the day, they are primary vehicles for transferring germs into our bodies, especially when we touch our nose, mouth and eyes, and food.
13. Inform the students of all the ways they can help prevent illness and disease.

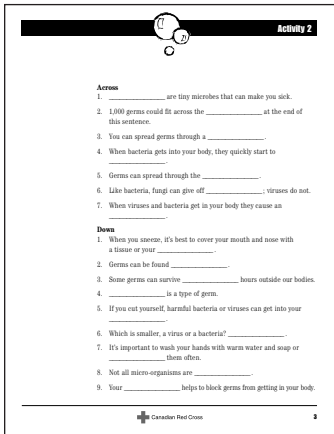
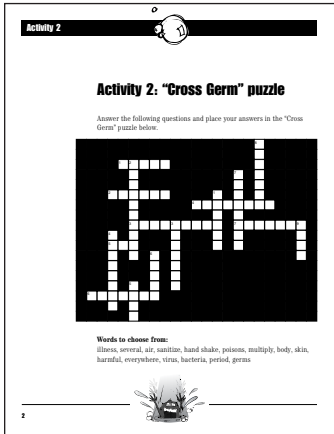
Answers:

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



Duration:
20–25 minutes

Activity 2: “Cross Germ” puzzle

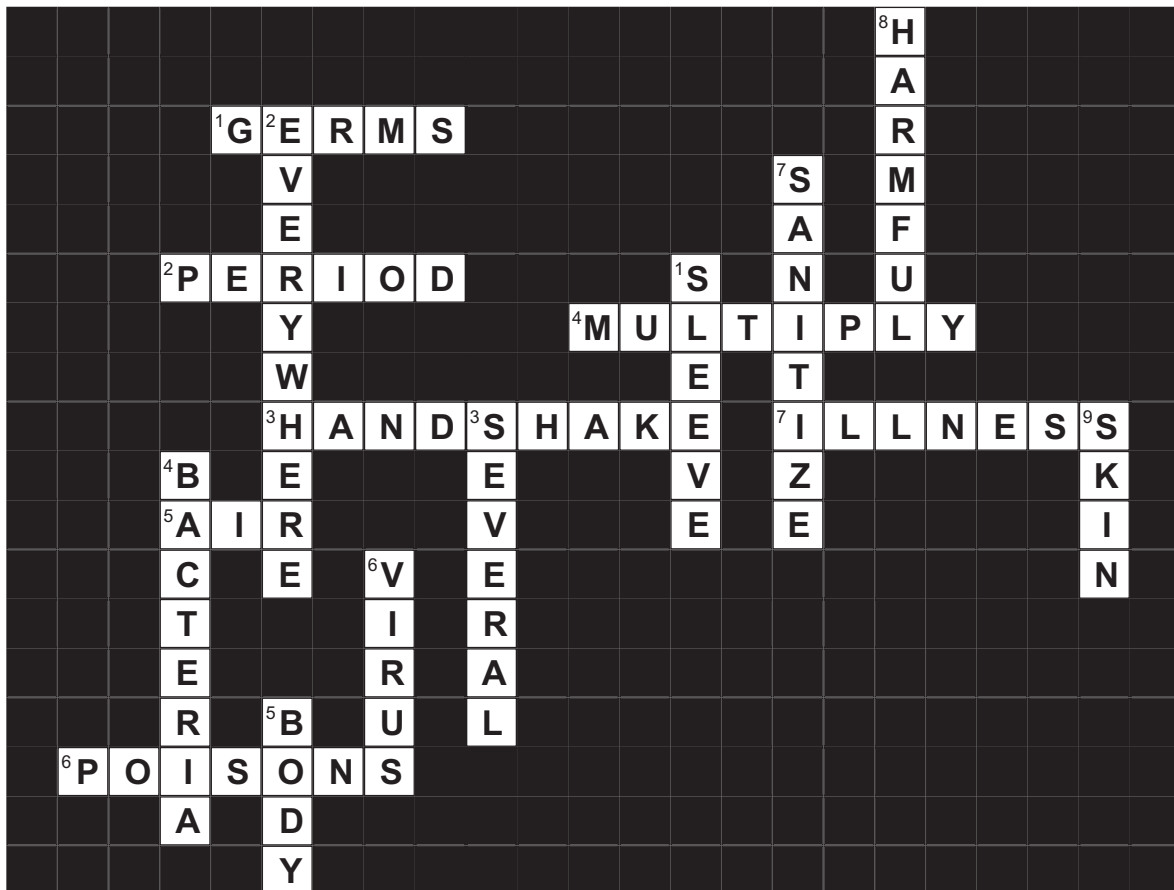


1. Tell the students that they will practice what they have learned by completing a crossword puzzle.
2. Ask the students to turn to Activity 2 in the Activity Booklet. Read the instructions with them.
3. Have students complete the “Cross Germ” puzzle alone or in small groups (10 minutes).
4. Once the puzzle is completed, review and discuss the answers as a class (10 minutes).
5. Answer any questions.





Answer key





Activity 2



Across

1. Germs are tiny microbes that can make you sick.
2. 1,000 germs could fit across the period at the end of this sentence.
3. You can spread germs through a handshake.
4. When bacteria gets into your body, they quickly start to multiply.
5. Germs can spread through the air.
6. Like bacteria, fungi can give off poisons; viruses do not.
7. When viruses and bacteria get in your body they cause an illness.

Down

1. When you sneeze, it's best to cover your mouth and nose with a tissue or your sleeve.
2. Germs can be found everywhere.
3. Some germs can survive several hours outside our bodies.
4. Bacteria is a type of germ.
5. If you cut yourself, harmful bacteria or viruses can get into your body.
6. Which is smaller, a virus or a bacteria? Virus.
7. It's important to wash your hands with warm water and soap and/or sanitize them often.
8. Not all micro-organisms are harmful.
9. Your skin helps to block germs from getting in your body.





Proper hand hygiene

Duration for the three activities:

60–75 minutes
(approx.)

Material required

- Hand washing poster
- Hand cleaning poster
- Petroleum jelly
- Sink/washroom facility
- Paper towel if available
- Soap
- Sheet 2 of Activity Booklet (Activity No. 5)
- A 60–90% alcohol-based hand rub

Task description

In this activity, students will learn about the importance of hand hygiene in preventing the spread of illness. Students will discuss hand hygiene techniques and will practice proper hand hygiene together.

Four activities are suggested: Class discussion, two classroom demonstration (group activity) on proper hand washing and cleaning; and a hand hygiene chart.

Learning objectives:

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

- List the reasons why proper and frequent hand hygiene is important;
- Identify the steps to proper hand hygiene;
- Understand how hand hygiene prevents the spread of illness; and
- Demonstrate how to properly wash or clean hands.



Duration:
15 minutes

Activity 3: The proper way to wash your hands!

Activity 3

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

Activity 3: The proper way to wash your hands!

During this activity, your teacher will explain the proper way to wash your hands. Pay close attention – you just may be tested on it!

Steps to proper hand washing:

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 “Happy Birthday”).

Activity 3-4

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 can near the sink.

Activity 4: A fieldtrip to the washroom

How well can you wash your hands? If you paid close attention to your teacher, you’ll know the key steps to proper and frequent hand washing! Demonstrate your skills with a clean trip to the washroom.

Canadian Red Cross

1. Ask the students what they think proper hand washing or cleaning is and why it is important to their health.

Answers:

- a. Wash hands in warm water with soap. Rub soap between fingers, under nails and backs of hands... (refer to the steps in the hand washing poster).
- b. Hand hygiene is the single most effective way to prevent the spread of germs that can cause illness. Proper hand hygiene protects you and others from becoming sick by removing or killing germs on hands.
- c. It is fast and easy.
- d. Frequent and proper.

2. Ask students if they know when they should clean their hands. Collect answers and write them on the board.

Answers:

- a. Whenever hands look or feel dirty
- b. Before and after preparing or eating food
- c. After playing with toys (inside or outside)
- d. After coughing or sneezing or blowing your nose





- e. After using the washroom*
 - f. After touching a pet*
 - g. After handling the garbage*
 - h. Before and after touching a sick person*
3. Inform the students that they will live a “perfect hand washing experience”. Before doing so, tell students that they need to review each of the seven (7) key steps of proper hand washing.
 4. Walk the students (as best as possible) through the proper way to hand washing using the step-by-step poster on pages 4–5 of the Activity Booklet.

Steps:

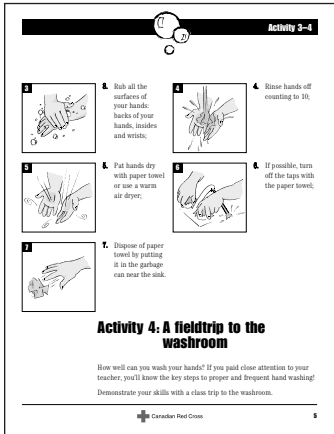
- 1. Wet hands with warm water, apply soap;*
 - 2. Rub hands together in a soapy lather, between fingers and under fingernails too, counting to 15 – away from the running water;*
 - 3. Rub all the surfaces of your hands: backs, insides and wrists;*
 - 4. Rinse hands off down the sink counting to 10;*
 - 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 can near the sink.*
5. Tell students that the 15 seconds it takes to rub hands with soap and warm water is same amount of time that it takes to sing the “Happy Birthday” song.
 6. Answer any questions.





Duration:
20–30 minutes

Activity 4: A field trip to the washroom



(Option: “Bug Out! Get the Facts on Germs”, student activity booklets for Kindergarten to grade 3 includes proper hand washing activities. Consider an opportunity for grades 4, 5 and 6 students to complete this activity by helping to teach/coach students in Kindergarten to grade 3 to wash their hands properly).

1. Take the students to washroom (or to a sink in the classroom if one is available), and line up the students two by two in front of the sinks so they can coach each other through the proper hand washing process.
2. Demonstrate the seven (7) key steps to proper hand washing and identify each step aloud. If you can, bring the poster and put it where it can be seen by all the students.
3. After the demonstration, select a small number of children (4–6) and rub a small amount of petroleum jelly all over their hands. Tell them that the petroleum jelly represents germs (bacteria and viruses).
4. Instruct the group of students to wash their hands like they would normally and without soap (without soap, petroleum jelly will not wash off, even if the water is warm).
5. After the group has finished washing their hands, ask them if they had difficulties? Do their hands feel clean or dirty? Did the petroleum jelly wash away?





6. Ask the group to then wash their hands using the proper hand washing techniques. Once they finish, ask them if they notice a difference? Are their hands clean and did the petroleum jelly (germs) wash away?
7. In pairs, allow the rest of the students to try proper hand washing (without petroleum jelly).
8. When everyone has washed their hands, return to class and ask the students how they can make proper hand washing part of their daily routine at home and at school. (Recommend the students use and complete the weekly chart in Activity 5 of their Activity Booklet).
9. Answer any questions.

Duration:
5 minutes

Activity 5: Review of hand washing chart

Activity 5

Activity 5: Hand washing chart

Review the following chart and discuss with your classmates how you can use the chart at home to make proper hand washing a good habit! By using the chart below, you can track how often and where you properly washed your hands. Keep your chart in your bedroom or post it outside the washroom door. Once you fill out your chart, bring it to class next week and compare it with your classmates!

When to wash hands?	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
Whenever they look dirty							
Before and after preparing food							
Before and after eating food							
After playing (inside or outside)							
After coughing or sneezing or blowing my nose							
After using the washroom							
After touching a pet							
After handling garbage							
Before and after being around a sick person							

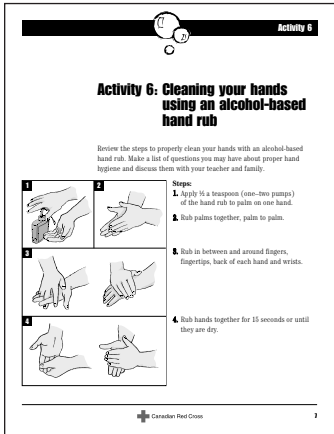
1. Review the hand washing chart with the students. Ask them to take it home and share it with their family.
2. Tell the students that the class will review the chart the following week. (option)

Note to facilitator: the following week allow students to share their experiences with this take-home activity and what they have learned.

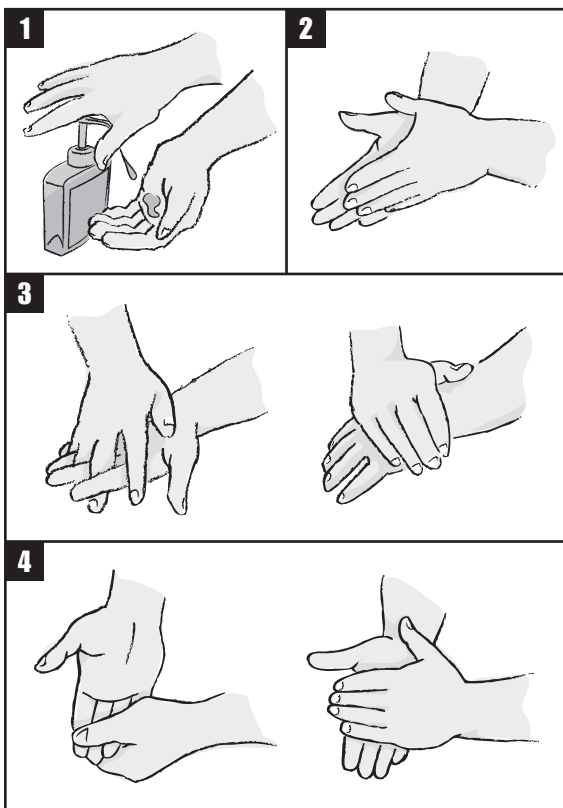


Duration:
15 minutes

Activity 6: Cleaning 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 warm water and soap are not available.
2. Refer students to Activity 6 in their Activity Booklet and ask them to look at the pictures representing the steps to properly clean hands with an alcohol-based hand rub. Students can do this alone or in small groups.
3. Demonstrate how to clean hands with a hand rub by following the steps described below:



1. Apply $\frac{1}{2}$ a teaspoon (or one-two pumps) 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; and
4. Rub hands together for 15 seconds or until they are dry





4. Distribute the hand rub to each student and ask them to try it (optional).
5. Answer any questions.

Notes to the facilitator:

- Please note that the alcohol-based hand rub must be 60–90% alcohol to be effective.
- Before having students participate, make sure 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.



AAA...choo!

Do it in your sleeve!

Duration for the three activities:

45–60 minutes
(approx.)

Material required

- Sheet 3 of the Activity Booklet (Activity No. 8 and No. 9)
- Cut-outs of each scenario
- Soccer ball
- Tissues
- A 60–90% alcohol-based hand rub
- Lunch box
- Apple

Task description

Students will learn the proper way to cough and sneeze known as the “cough and sneeze etiquette”.

Three activities are suggested: Class discussion, placing cough and sneeze etiquette steps in proper order, and scenarios/role playing (three).

Learning objectives:

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

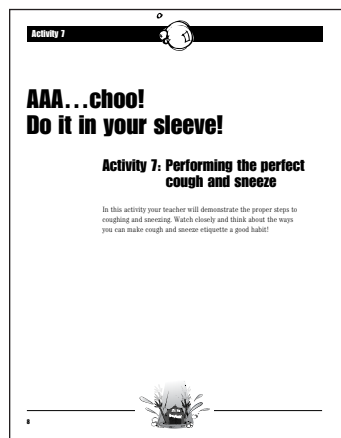
- Understand how people can spread bacteria and viruses through coughing and sneezing;
- Explain the techniques to limit the spread of bacteria and viruses; and
- Use simple techniques to stay healthy.





Duration:
15–20 minutes

Activity 7: Performing the perfect cough and sneeze etiquette



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 identify the steps taken.

Pretend that you are talking to three students in the school backyard 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 students to identify what steps you took to 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 properly clean your hands.*





3. Write the follow steps 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 (or use alcohol-based hand rub) after coughing and sneezing, or disposing of a used tissue.*

Duration:
10 minutes

Activity 8: What do I do first? Cough and sneeze etiquette

Activity 8

**Activity 8: What do I do first?
The steps to cough and
sneeze etiquette**

Put the steps to proper cough and sneeze etiquette in order.

Order	Steps
	Put your used tissue in the garbage.
	Turn away from the people around you. Do not cough or sneeze on people, and especially not in their face.
	Wash your hands properly with soap and water immediately. Avoid touching doorknobs or objects around you. If you don't have access to soap and water, use an alcohol-based hand rub to properly clean your hands.
	Cover your mouth and nose with a disposable tissue, or cough and sneeze into your sleeve, not in your hands.

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1. Instruct students go to Activity 8 of the Activity Booklet to review the cough and sneeze etiquette.
2. Ask them to put the cough and sneeze etiquette steps in proper order.
3. Allow the student time to complete the activity.
4. Review and discuss the answers as a class.
5. Answer any questions.





Answer key

Activity 8



Activity 8: What do I do first? The steps to cough and sneeze etiquette

Put the steps to proper cough and sneeze etiquette in order.

Order	Steps
3	Put your used tissue in the garbage.
1	Turn away from the people around you. Do not cough or sneeze on people, and especially not in their face.
4	Wash your hands properly with soap and water immediately. Avoid touching doorknobs or objects around you. If you don't have access to soap and water, use an alcohol-based hand rub to properly clean your hands.
2	Cover your mouth and nose with a disposable tissue; or cough and sneeze into your sleeve, not in your hands.



Duration:
20–30 minutes

Activity 9: Scenarios – Role playing

Activity 9

Activity 9: Scenarios – Role playing

Observe the other teams perform their assigned scenario and provide feedback on how well the “cougher” or the “sneezer” did by using the observation sheets below.

- Score each group by circling the appropriate number.
- Write down what was done right.
- Write what needs to be improved, and
- Discuss your answers as a class.

Score

3 points: perfect cough and sneeze etiquette – all the steps were performed

2 points: average cough and sneeze etiquette – one step was not performed

1 point: poor cough and sneeze etiquette – two or more steps were not performed

Observation Sheet: Group 1

What was done right:	Needs improvement:

18

Activity 9

Score

3 points: perfect cough and sneeze etiquette – all the steps were performed

2 points: average cough and sneeze etiquette – one step was not performed

1 point: poor cough and sneeze etiquette – two or more steps were not performed

Observation Sheet: Group 2

What was done right:	Needs improvement:

Observation Sheet: Group 3

What was done right:	Needs improvement:

19

Activity 10

Score

3 points: perfect cough and sneeze etiquette – all the steps were performed

2 points: average cough and sneeze etiquette – one step was not performed

1 point: poor cough and sneeze etiquette – two or more steps were not performed

Observation Sheet: Group 4

What was done right:	Needs improvement:

**Activity 10: Wrapping it up!
The Great Relay Race**

Test your knowledge and your skills in the Great Relay Race! Your teacher will provide instructions. May the best team win!

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1. Inform the students that they will practice the cough and sneeze etiquette by performing a group scenario in front of the class.
2. Organize the students into four groups (include 5–7 students in each group) and assign one of the 4 scenarios below. Ask the students to turn to Activity 9 in their Activity Booklet.
3. Instruct the groups to prepare a presentation of their assigned scenario to the class. Inform them that each scenario will be rated by what was done right and what needs to be improved according to the cough and sneeze etiquette.
4. Allow each group 10 minutes to prepare the assigned scenario.
5. Randomly choose a group to perform first, second, third and fourth. Emphasize to the students that they must pay attention to each scenario and mark each group according to the observation sheets in the Activity Booklet.
6. When the Activity is complete, review the observations the students had for each group, and emphasize the proper steps of cough and sneeze etiquette.
7. Inform the students how to behave if they are being coughed or sneezed on (optional as set out below).





If someone coughs or sneezes on you,

- Remain calm;
- Don't touch your face – especially near your mouth, nose or eyes;
- Find a washroom and properly wash your hands, and take a moment to rinse (with water only) your face; and
- If a washroom is not available, use alcohol-based hand rub to clean your hands. Never use an alcohol-based hand rub on your face.

If you cough or sneeze on someone,

- Remain calm;
- Apologize; and
- Offer information on what a person can do if you feel the person is open to advice.

Scenarios to be photocopied and distributed to the teams:

Scenario #1

You are standing in a crowded bus. You are feeling very tired and starting to feel sick. You start to cough and you use your fist to cover your mouth. You then use that hand to hold on to the hand strap.

Roles: Students sitting in a bus and student plays the role of the sick individual.



Scenario #2

You are sitting with a group of friends while taking a break from a soccer game. All of sudden, you start sneezing repeatedly. The sneezing comes as a surprise and you do not cover your mouth. You even sneeze on your friend sitting in front of you.

Roles: A group of friends are sitting closely together. One student plays the role of the “sneezers” and another student plays the role of the friend being sneezed on.

Scenario #3

You are playing basketball with your friends. You are just getting over a cold and you cough occasionally. When you cough, you do it in your sleeve and then properly clean your hands with alcohol-based hand rub.

Roles: A group of friends are playing basketball and one student coughs and properly cleans their hands with alcohol-based hand rub.

Scenario #4

A group of friends are sitting in the cafeteria having lunch. One of your friends sneezes on your apple. She forgot to turn away and cover her mouth with a tissue or use her sleeve. You shrug and decide to eat the apple anyway.

Roles: A group of friends eating together. One student has an apple in their hand, and other plays the student who sneezes on the apple.





Answer key

Activity 9



Activity 9: Scenarios – Role playing

Observe the other teams perform their assigned scenario and provide feedback on how well the “sneezer” or the “cougher” did by using the observation sheets below.

1. Score each group by circling the appropriate number;
2. Write down what was done right;
3. Write what needs to be improved; and
4. Discuss your answers as a class.

Score

3 points:

perfect cough and sneeze etiquette – all the steps were performed

2 points:

average cough and sneeze etiquette – one step was not performed

1 point:

poor cough and sneeze etiquette – two or more steps were not performed

Observation Sheet: Group 1

What was done right:

- You tried to cover your mouth.

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.

- To prevent germs from

spreading, do not touch objects

with the hand you used to cover

your cough or sneeze.





Activity 9

Score

3 points:

perfect cough and sneeze etiquette – all the steps were performed

2 points:

average cough and sneeze etiquette – one step was not performed

1 point:

poor cough and sneeze etiquette – two or more steps were not performed

Observation Sheet: Group 2

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.
- If you sneeze on someone, apologize.
- The person being sneezed on should properly clean or wash their hands and rinse their face (with water only).

Score

3 points:

perfect cough and sneeze etiquette – all the steps were performed

2 points:

average cough and sneeze etiquette – one step was not performed

1 point:

poor cough and sneeze etiquette – two or more steps were not performed

Observation Sheet: Group 3

What was done right:

- Using your sleeve to cover your mouth when coughing and sneezing.
- Cleaning your hands with an alcohol-based hand rub after each time you cough.

Needs improvement:

- Stay home when you feel sick to prevent passing germs to schoolmates.



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Activity 10



Score

3 points:

perfect cough and sneeze etiquette – all the steps were performed

2 points:

average cough and sneeze etiquette – one step was not performed

1 point:

poor cough and sneeze etiquette – two or more steps were not performed

Observation Sheet: Group 2

What was done right:

- Bringing an apple for lunch!!!

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 wash your hands with soap and warm water.
- If you sneeze on someone, apologize.
- The person sneezed on should properly clean or wash their hands and rinse their face (with water only).
- The apple should be washed carefully with warm water.

Activity 10: Wrapping it up! The Great Relay Race

Test your knowledge and your skills in the Great Relay Race! Your teacher will provide instructions. May the best team win!





Wrapping it up!

The Great Relay Race

Duration of the activity:
20–30 minutes

Material required

- Flip chart papers
- Markers
- Gymnasium (secure and safe area)
- Prizes (if applicable)

Task description

After spending time learning about how bacteria and viruses are spread and the techniques to stay healthy and prevent illness, the students will participate in a relay race to test their knowledge – and stay active!

There is one activity suggested: A relay race. You will need to go to the gymnasium (or a suitable outdoor space – weather permitting).

Learning objectives:

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

- Explain how bacteria and viruses are spread;
- Understand the importance of hand hygiene and cough and sneeze etiquette; and
- Identify the ways to stay healthy.





Activity 10

Score

3 points:
perfect cough and sneeze etiquette – all the steps were performed

2 points:
average cough and sneeze etiquette – one step was not performed

1 point:
poor cough and sneeze etiquette – less or more steps were not performed

Observation Sheet, Group 4

What was done right:	Needs improvement:

**Activity 10: Wrapping it up!
The Great Relay Race**

Test your knowledge and your skills in the Great Relay Race! Your teacher will provide instructions. May the best team win!



Activity 10: Wrapping it up! The Great Relay Race

1. Tell the students that they are going to play a game of relay racing to test their knowledge of germs, hand hygiene and cough and sneeze etiquette.
2. Take the students to the gymnasium and divide the class into four or five teams (no more than seven students per team). Give each team one marker.
3. Post four (or five) large pieces of flip chart paper on one wall of the gymnasium (one for each team) and instruct the teams to line up facing the paper (line-up should start in the middle of the gymnasium).
4. Give the following instructions:
 - A. Each team will write as many facts, points and key terms they have learned about germs, hand hygiene, cough and sneeze etiquette and ways/steps to prevent illness and stay healthy (i.e., staying home when sick, the flu shot, exercise regularly).
 - B. The game will start when the bell rings/whistle blows, and one student from each team will race to the paper, write one fact, point or key term as quickly as possible, and will then race back to their team, passing the marker to the next student.
 - C. The relay race will last five–ten minutes, after which the class will review the answers together. Have each student/team explain their answers if necessary. While reviewing the answers, emphasize healthy habits!
 - D. The team with the most correct answers (facts, points and key terms) wins.





Answer key

Examples of possible answers

1. Germs
2. Germs are everywhere
3. Bacteria
4. Viruses
5. Fungi
6. Microbes
7. Microscope
8. Exercise
9. Eat healthy
10. Hand hygiene
11. Proper/frequent hand washing
12. Use soap and warm water
13. Sing happy birthday
14. Wash hands (with soap) for 15–20 seconds
15. Alcohol-based hand rub
16. 60–90% alcohol
17. Cough/sneeze in your sleeve
18. Cough and sneeze etiquette
19. Use a tissue
20. Cover your cough/sneeze
21. Stay home when you are sick
22. Stay away from people when they are sick
23. Get your flu shot
24. Visit the doctor for regular check ups
25. Get your immunizations/ vaccinations and booster shots
26. Take your medication
27. Don't share food, drinks or snacks
28. Avoid touching your face (nose, mouth and eyes)



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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