



# Being a Germ-Buster Lesson Plan 60 mins

Learning Objectives	Every Child Matters
<ul style="list-style-type: none"> <li>To know the 5 steps to clean hands</li> <li>To understand what germs (microbes) are and how they can be spread</li> <li>To understand the importance of good hygiene in keeping healthy</li> </ul>	<ul style="list-style-type: none"> <li>Enjoy and Achieve</li> <li>Keeping Healthy</li> </ul>
Success Criteria	National Curriculum Links
<ul style="list-style-type: none"> <li>I know the 5 steps to use when I clean my hands</li> <li>I know how germs can spread</li> <li>I can write rules to be more hygienic</li> </ul>	<p><b>Key Stage 1:</b> Science – Sc2 1a, 1c, 2c Personal, Social and Health Education – 3b, 3c, 5a</p>

### Resources and Equipment

- Being a germ-buster IWB Presentation
- The 5 steps to clean hands animation
- Pieces of card or paper.

### Health and Safety Issues

Ensure pupils don't act out the unhygienic activities discussed.



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**The Hygiene Expert**

## Learning Experience:

### Introduction (15 mins)

Ask pupils:

**Q: Do you know how many steps there are to clean your hands properly?**

Introduce the class to the 5 steps to clean hands animation and get the class singing along with the 5 Steps Song. Alternatively the words can be found in the Being a Germ Buster IWB Presentation.

Explain the importance of each of the 5 steps to clean hands:

1. Wet your hands with water
2. Apply soap and rub together
3. Wash your hands, the fronts and backs
4. Rinse your hands
5. Dry your hands



Don't forget: clean both of your wrists, clean between your fingers and clean thumbs.

### Main Input (15 mins)

Teacher to ask:

**Q: Why is it important to clean our hands?** Discuss pupils' ideas.

Explain how cleaning our hands reduces the number of germs on them. Establish how germs (scientists call them microbes) can cause disease and make us unwell and if we don't clean our hands we spread the germs to everything and everyone we touch.

Encourage pupils to use partner talk to brainstorm things we do that increase the number of microbes on our hands. Go through the picture clues on IWB Presentation to illustrate less obvious activities (e.g. picking up your bag from the floor, sitting with feet on your chair and then touching chair, putting objects in your mouth).

Discuss with the class some rules to follow to help reduce the number of germs on our hands (introduce the term being hygienic).

### Independent Activities (20 mins)

Pupils write and illustrate germ-busting rules to go on display around the classroom on colourful pieces of card or paper.

#### Differentiation:

Pupils requiring support could just illustrate rules written or typed out by the teacher/teaching assistant.

Pupils requiring extension could create a poster with a number of germ-busting rules.

### Plenary (10 mins)

- Pupils to share their hygienic germ-busting rules. Rest of class agree what they will do to be more hygienic.
- View the animation and sing the 5 steps song again.



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# Travelling Germs Lesson Plan 60 mins

Learning Objectives	Every Child Matters
<ul style="list-style-type: none"> <li>To understand what germs (microbes) are and how they can be spread</li> <li>To understand the importance of good hygiene in keeping healthy</li> <li>To know the 5 steps to clean hands</li> </ul>	<ul style="list-style-type: none"> <li>Enjoy and Achieve</li> <li>Keeping Healthy</li> </ul>
Success Criteria	National Curriculum Links
<ul style="list-style-type: none"> <li>I can name types of germs (microbes)</li> <li>I know how germs (microbes) can make me unwell</li> <li>I know the 5 steps to use when I clean my hands</li> </ul>	<p><b>Key Stage 1:</b> Science – Sc2 1a, 1c, 2c Personal, Social and Health Education – 3b, 3c, 5a</p>

### Resources and Equipment

- Travelling Germs IWB Presentation
- The 5 steps to clean hands animation
- Blocks of sticky labels
- Travelling Germs quiz

### Health and Safety Issues

Ensure children don't actually cough or sneeze on sticky notes before passing them around the classroom!

### Learning Experience:

#### Introduction (15 mins)

Ask pupils:

**Q: What are germs?** Learners share their ideas.

Show Travelling Germs IWB Presentation and use to explain to children:

- What germs are (tiny living organisms that live in many places but can creep into our bodies and make us unwell)
- The scientific term for germs is microbes
- The illnesses that bacteria can cause and how some bacteria are also helpful
- The illnesses that viruses can cause
- Where bacteria and viruses live.



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### First Main Input (10 mins)

Teacher to introduce activity; we are now going to become Special Agents and investigate how microbes can move around our classroom.

Explain the idea that microbes multiply and can spread very quickly (this is called infection) – illustrate this by sticking a block of sticky notes to a surface then removing all but one. The sticky notes can appear to be just one but as you remove the block and put it elsewhere some are left behind. When microbes move around they leave a trail of infection behind.

### Independent Activities (10 mins)

Pupils work in groups of 5 to investigate how microbes move around their classroom:

- One member of the group pretends to sneeze or cough into their hands and then goes around the room touching/using objects as they would during a normal lesson

- The rest of the group watch this behaviour and 2 pupils place sticky notes wherever is touched
- The other two children follow whoever also touches the 'infected' objects and puts sticky labels wherever they touch.

Encourage pupils to do everyday things like; use scissors, read another person's book, borrow a pencil.

#### Differentiation:

Pupils requiring support could have their own sticky notes and just track where they could pass infection to.

Pupils requiring extension could draw a map of the classroom and identify the high infection 'hot spots'.

### Second Main Input (10 mins)

Bring the class back together and ask them to look at sticky labels around the classroom.

Ask pupils:

**Q: Where are the most common places for microbes to be found? Why do you think this is?**

Establish that it is on people (because we can move) and objects shared by the class (because lots of people touch them).

Ask class:

**Q: What is the best way we can stop people spreading infection?** Encourage pupils to suggest cleaning hands whenever we use the toilet, sneeze, cough or blow our nose.

### Independent Activities (10 mins)

- Give pupils some time to share (perhaps by acting out) with a partner how they think we should properly clean our hands so they are clean.

### Plenary (20 mins)

- Ask volunteers to demonstrate to the class how they clean their hands.

Ask pupils

**Q: Did you know that there are actually 5 steps to properly clean your hands?**

- Show the 5 steps to clean hands animation or the 5 steps to clean hands IWB Presentation slide and ask class to mime actions as Teacher reads out each step. Practise a few times so children have a good understanding of the steps.
- Challenge pupils to answer questions in the Travelling Germs Quiz showing their understanding of microbes, infection control and proper hand cleaning.

Ask pupils:

**Q: What will you now do differently to stop microbes from spreading and help keep yourself healthy?**



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