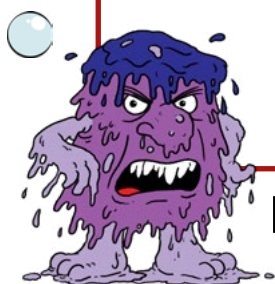


My Responsibilities & Handwashing



Exploring how handwashing protects me,
protects you and protects others

VIDEOS

LESSON
PLANS

POSTERS

CALENDAR

ACTIVITY SHEETS

STIMULUS
PRESENTATIONS

CERTIFICATES



These materials have been created by one of the world's largest providers of handwashing behaviour change programmes, **Lifebuoy**, who have worked with NGOs and governments to reach over 1 billion people.

Why has this resource been created?



Even before Covid-19 reached the UK, there was a need to support schools in the delivery of education on personal health and hygiene:

MILLIONS OF SCHOOL DAYS ARE LOST FROM AVOIDABLE ILLNESS

England: 31.3 million

Source: Department For Education, 2018-19

Scotland: 4.1 million

Source: Scottish Government, 2018-19

Wales: 2.1 million

Source: Llywodraeth Cymru / Welsh Government, 2018-19

Northern Ireland: 2.2 million

Source: Department Of Education, Northern Ireland, 2017-18

600,000 – 1,000,000 people in the UK catch norovirus (vomiting bug) every year

Source: NHS

Threadworms are parasites in faeces that spread easily. 40% of young children in the UK could have had an infestation at some time. Handwashing prevents re-infestation.

Source: www.gponline.com/basics-management-threadworms/gi-tract/article/1073433

Good health gives

- better **attendance** at school
- better **concentration** in class
- better chance to **learn**

The key to good health, is good hygiene and it all starts with handwashing.

Handwashing and sanitising with ANY brand of soap and sanitiser helps us stay one step ahead of infections



In Spain, school children who washed their hands, complementing this with the use of hand sanitiser, had a 36% lower risk of school absenteeism due to acute gastroenteritis (1)

School-aged children who washed their hands more than 5 times a day were 53% less likely to contract influenza infection (2)

(1) Azor-Martínez E, Cobos-Carrascosa E, Gimenez-Sanchez F, Martínez-López JM, Garrido-Fernández P, Santisteban-Martínez J, Seijas-Vazquez ML, Campos-Fernandez MA, Bonillo-Perales A. Effectiveness of a multifactorial handwashing program to reduce school absenteeism due to acute gastroenteritis. *Pediatr Infect Dis J*. 2014 Feb; 33(2):e34-9.

(2) Torner, N., N. Soldevila, et al. Effectiveness of non-pharmaceutical measures in preventing pediatric influenza: a case-control study. *BMC Public Health* 2015 15: 543.

'My Responsibilities & Handwashing' learning objectives



Pupils/We will be able to:

- understand why hand hygiene is important, to prevent the spread of germs
- understand how to ensure handwashing/sanitising are effective
- understand how hand hygiene links to our responsibilities to help keep ourselves and others healthy



This resource contributes to the UN Sustainable Development Goals 3 and 4, as well as to Article 24 of the UN Convention of the Rights of the Child, ensuring that every child has the right to the best possible health.

Links to wider school policies

This resource has been designed to fit with several school policies such as:

- **safeguarding** (respecting rights; promoting attitudes of kindness; promoting personal cleanliness & hygiene)
- **PSHE education** (Relationships Education) policy: Curriculum learning on health, safety and relationships including age-appropriate development of relevant knowledge, skills and attributes
- **attendance** (reducing illnesses transmitted by dirty hands, coughing and sneezing)

Safeguarding and hygiene

- Before, during and after discussing this topic in class, it is important to be sensitive to the needs of all pupils. They are likely to come from different family systems with differing values, practices and capabilities.
- It is imperative that you report suspected disclosures or issues of neglect, physical or mental health concerns in relation to hygiene, should they arise, during or after the lesson, to the Designated Safeguarding Lead
- Possible indicators of neglect can include:
 - Inadequate or insufficient clothing
 - Poor personal or dental hygiene
 - Untreated medical issues
 - Low self-esteem, attachment issues, depression or self-harm
 - Poor relationships with peers
 - Changes to school performance or attendance

Lookout for pupils who may be over-washing their hands or washing / sanitising too frequently, perhaps presenting with hands that are red, sore or dry.

If a pupil says they have sore hands, understand from them how often they are handwashing or sanitising, and when they are doing this. If this seems fine, ask the pupil to show you their handwashing technique. If this seems fine and their hands are still sore, have a conversation with the school Designated Safeguarding Lead.

Curriculum links



England

Relationships Education, Relationships and Sex Education (RSE) and Health Education Statutory guidance for governing bodies, proprietors, head teachers, principals, senior leadership teams, teachers 2019

- Primary School: Health and prevention: pupils should know about personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing (pg.34)

PSHE Association Programme of Study

- KS1 pupils learn: H5 simple hygiene routines to stop germs spreading; L2: about the responsibilities of caring for others
- KS2 pupils learn: H9 that bacteria and viruses can effect health; how everyday hygiene routines can limit the spread of infection; the wider importance of personal hygiene and how to maintain it; L4 shared responsibilities we all have for caring for other people

Scotland

Curriculum for Excellence: all experiences and outcomes 2016

- P4-P7: I am developing my understanding of the human body and can use this knowledge to maintain and improve my wellbeing and health (HWB 0-15a / HWB 1-15a / HWB 2-15a / HWB 3-15a / HWB 4-15a)
- P4-P7: I am learning to assess and manage risk, to protect myself and others, and to reduce the potential for harm when possible (HWB 0-16a / HWB 1-16a / HWB 2-16a / HWB 3-16a / HWB 4-16a)
- P4-P7: Through contributing my views, time and talents, I play a part in bringing about positive change in my school and wider community (HWB 0-13a / HWB 1-13a / HWB 2-13a / HWB 3-13a / HWB 4-13a)

Wales

Curriculum for Wales: area of learning and experience: health and well-being 2019

- KS2: I can recognise some of the behaviours, conditions and situations that affect my physical health and well-being, and I know how to respond and get help in a safe way (pg.4)
- KS2: I can identify and assess risks (pg.4)

Northern Ireland

The Northern Ireland Curriculum Primary: personal understanding and health 2019

- KS1: recognising and valuing the options for a healthy lifestyle, including the benefits of exercise, rest, healthy eating and hygiene (pg.94)
- KS2: understanding that bacteria and viruses affect health and that risks can decrease when basic routines are followed (pg.96)
- KS2: developing a pro-active and responsible approach to safety (pg.97)

Resources in 'My Responsibilities & Handwashing'



Digital download pack

- Teacher Guide, including lesson plans and curriculum links.
- Stimulus Powerpoint presentations N.B. there is comprehensive guidance within the notes section
- Activity sheets
- 21 day calendar
- Posters
- Agreement Certificates



Links to video channel

- The Handwash Song
- Soap n Pepper – how soap pushes germs away
- Germ-busting – how soap destroys viruses
- Crikey! It's Cross-Contamination

How to use these materials



These lessons could be taught when pupils are learning about:

- looking after themselves and others
- how to keep healthy

Each lesson plan incorporates techniques to support different learning styles: discussion, role play, a song, poster-making, a social story and a 21-day handwashing calendar.

Each lesson has been designed to be delivered as a single PSHE session. Additionally, some of the learning objectives can be reinforced by:

- repeating delivery of some of the components (e.g. song, pledge) at the beginning of the school day
- checking in with the 21-day calendars at the end/beginning of each week
- using the Soaper Heroes 'Why Wash Hands?' resource for KS1 science and 'A Million Microbes' resource for KS2 science

When delivering any PSHE lesson, it's really important to create a safe space for learning.

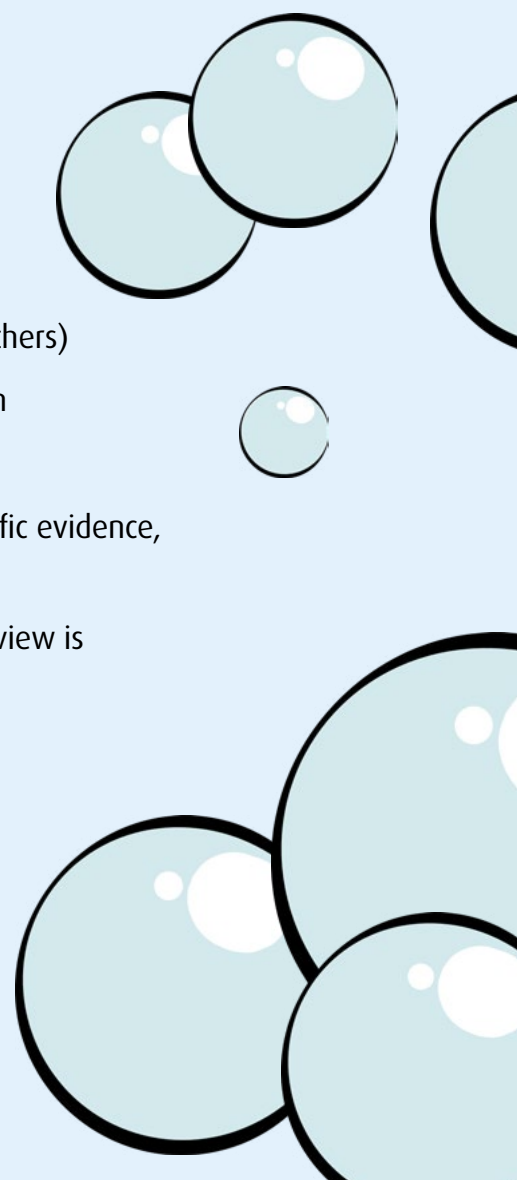
In a safe space, pupils can co-create and understand ground rules like these:

- I will really listen to what others are saying
- I will be open to the ideas and experiences of others
- It's normal to hear differences of opinion and a diversity of views
- I will respect the opinions and feelings of others
- I am free to speak without judgement (providing I do not cause harm to others)
- When I disagree, I will use arguments that criticise the idea, not the person
- I will be kind to others when I share my thoughts and opinions
- When I offer an opinion or answer a question, I will support this with specific evidence, not generalisations
- If I feel nervous about speaking in class, I will remember that my point of view is important and that the class deserves to hear it

Evaluation of learning and behaviour change

Short questionnaires have been included that can be used with pupils:

1. at the beginning of the lesson (baseline assessment)
2. at the end of the lesson (mid point assessment)
3. after the calendar has been used for 21 days (end point assessment)



Lesson Plan: 5–7 years



Learning outcomes: Pupils/We will be able to:

- recognise places where germs hide outside
- identify the 4 key handwashing occasions
- understand why handwashing is important
- explain or demonstrate how to wash hands effectively
- understand more about our responsibilities to others, as well as to ourselves

TOPIC	ACTIVITIES	RESOURCES	TIME
1. Where do germs hide outside?	<u>Establish</u> baseline assessment <u>Recognise</u> everyday places where germs hide	Slides 1-6 Activity sheet 1: 'Questionnaire' Activity sheet 2: Hygiene Hotspots	15 min
2. When should we wash our hands?	<u>Learn</u> the 4 key times to handwash	Slides 7-8 Activity sheet 3: 'When are the most important times to wash our hands?'	10 min
3. Why handwashing is important	<u>See</u> how soap pushes away germs	Slides 9-10 Activity sheet 4: 'Soap n Pepper' Video: 'Soap n Pepper'	15 min
4. How to handwash properly	<u>Understand</u> the need to pay attention to all areas of both hands <u>Consider</u> how Rules of Responsibility apply to handwashing <u>Establish</u> mid point assessment	Slides 11-16 Video: 'The Handwash Song' Pledge Activity sheet 5: 'Questionnaire — pt2'	20 min
5. Extension / home-learning activities	<u>Colour in</u> calendar for 21 days <u>Create</u> posters to support behaviour change for us, our school and our families <u>Establish</u> end point assessment	Slides 17-21 21-day calendar & certificate Poster-making Comics Activity sheet 6: 'Questionnaire — pt3'	

Total: 60 min

See Powerpoint notes section for comprehensive guidance and links

Lesson Plan: 7–11 years



Learning outcomes: Pupils/We will be able to:

- remember the 4 key handwashing occasions
- recognise places where germs hide on hands
- demonstrate and explain how to handwash properly and the impact this has on reducing the spread of germs
- role model our handwashing responsibilities after arriving home.

TOPIC	ACTIVITIES	RESOURCES	TIME
1. When are the main times we need to wash our hands?	<u>Establish</u> baseline assessment <u>Remind</u> <u>why</u> handwashing is important <u>Recap</u> on the 4 key times to handwash	Slides 1-9 Activity sheet 1: 'Questionnaire' Activity: role-play	15 min
2. Where do germs hide on hands?	<u>Learn</u> where unseen germs hide <u>Remind</u> about the need to pay attention to all areas of hands <u>Learn</u> that we need to wash both hands equally	Slides 10-13 Activity sheet 2: Where do most germs hide...? Video: The Blindfolded Gel Challenge	10 min
3. How to handwash properly	<u>Remind</u> about the 12 steps to wash hands thoroughly	Slides 14-16 Video: 'The Handwash Song' Pledge	7 min
4. Responsibilities when we get back home	<u>Understand</u> our responsibilities towards our families <u>Choose</u> routines and behaviours for when we come home <u>Create</u> a personal action plan <u>Establish</u> mid point assessment	Slides 17-23 Activity sheet 3: 'Isla Comes Home' Video: 'Germ-Busting' Activity sheet 4: 'My responsibilities & handwashing action plan' Activity sheet 5: 'Questionnaire — pt2'	28 min
5. Extension / home-learning activities	<u>Colour in</u> calendar for 21 days <u>Create</u> posters to support behaviour change for us, our school and our families <u>Establish</u> end point assessment	Slides 24-29 21-day calendar & certificate Video: Glow Away Germs! Poster-making Comics Activity sheet 6: 'Questionnaire — pt3'	

Total: 60 min

See Powerpoint notes section for comprehensive guidance and links

Encouraging a questioning mind ... and answering tricky questions



- It's important to provide opportunities for pupils to ask questions, so that relevant concerns or lack of understanding can be raised.
- Here are some suggested responses to some questions that might come up. In most cases, a great initial response is to thank the pupil for asking a question and then ask the whole class to think about a suitable answer.

Q: Why do I need to wash my hands?

A: Washing your hands is one of the best ways to stop germs from spreading. This helps to protect you and the people around you from catching diseases.

Q: Why do I need to wash or sanitise my hands when I get to school?

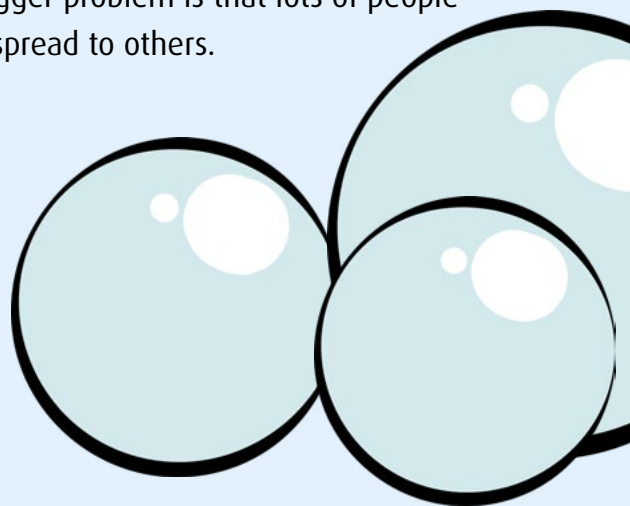
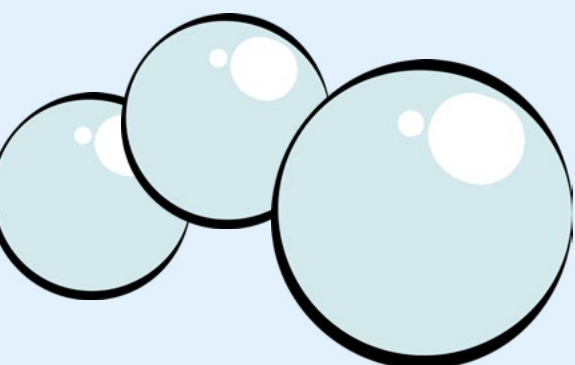
A: Your hands might look clean however they will probably have picked up germs, that can spread illness, from handles, rails, buttons, switches, toys and anything else you might have touched. By handwashing or sanitising when we get to school, we help to protect the other pupils and teachers in our school bubble and keep germs outside.

Q: What should I do if I see someone not washing their hands after going to the toilet?

A: Be kind and respectful. Have a gentle word with them in a way that does not embarrass them. Politely let them know that it only takes 20 seconds (or singing the 'Happy Birthday' song twice) to wash our hands. Doing this will help to stop bad germs from spreading around and making people ill.

Q: I don't wash my hands every time I touch my stomach so why do I have to wash after every time I pee?

A: It's important to stop the spread of germs, to keep everyone safe. So, the problem isn't necessarily about touching your own body when you go to the toilet. The bigger problem is that lots of people use the toilet and everyone carries germs with them that could spread to others.



About the creators of this resource



These materials have been co-created with one of the world's largest providers of handwashing behaviour change programmes, **Lifebuoy**, who have worked with NGOs and governments to reach over 1 billion people, since 2010.

Lifebuoy was created in the UK in 1894 to provide an affordable way for people to protect against cholera.

This resource has been developed with input from a wide range of experts including:

Chartered members of the **British Psychological Society**: Prof. Angel Chater (University of Bedfordshire); Prof. Lucie Byrne-Davis (University of Manchester) and Prof. Madelynne Arden (Sheffield Hallam University).



The **Royal Society for Public Health** is an independent health education charity and the world's oldest public health body, with over 6,000 members worldwide. Their vision is that every community, workplace and individual should have the opportunity to optimise their own health and wellbeing. www.rsph.org.uk



The **Global Handwashing Partnership** is a coalition of international stakeholders working to strengthen handwashing access and practice, as a pillar of international development and public health. Member organisations include government agencies, corporations, non-governmental organisations and academic institutions. globalhandwashing.org



The **PSHE Association** is the national organisation for PSHE education professionals, providing members with dedicated support, resources, training & guidance. Visit www.pshe-association.org.uk for further information on teaching PSHE education.



**Promoting handwashing and sanitising
with ANY brand of soap and sanitiser**

**BISH
BASH
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IT**