



Handy Helpers Teachers Guide





Introduction:

At Dettol we believe in the power of good hygiene education, because it helps protect children from illness and promotes better health for all the family.

By changing behaviours and attitudes towards healthy hand hygiene within schools, it connects with our mission to galvanise children, teachers and families to take long-term action.

Background

Schools can be a place where germs spread quickly because many pupils come into close contact with one another. With nearly 22 million school days lost due to common colds, it only takes one pupil who doesn't follow good hand washing habits to potentially spread infection to many others.

Handy Helpers is a fun, engaging and interactive hand washing programme, which has been linked to the school curriculum and designed to help teachers change pupils' attitudes and habits towards washing their hands.

Teacher Guidance

By encouraging your pupils to create healthy hand hygiene habits, it will make all the difference to the health and wellbeing of your pupils. Here are some handy tips to put this into practice:

- Remind pupils to wash their hands at every opportunity, particularly before lunch time and when they return home
- Regularly check that pupils are following Dettol's hand washing steps
- Organise hand washing buddies within each class (or monitors) to check classmates have washed their hands
- Ask pupils to complete their Reward Charts to confirm they have washed their hands, as this will act as an incentive to change their hand washing habits
- Motivate pupils to complete their Reward Charts, with the chance of becoming the Hand Washing Star of the Week
- Most importantly, have fun! Encourage pupils to sing along to our hand washing song, learn the fun facts, and take part in these exciting activities!

How to use this resource:

All lesson ideas included in this resource are focused on good handwashing hygiene and are designed to be adaptable to use for your individual class, time and resource needs. You can run these activities during Science or PSHE curriculum sessions, or as part of a handwashing routine e.g. before going to lunch.

In this pack you will find:

Teacher notes

- **Activity 1: Introducing Handy Helpers**
 - Homework activity
- **Activity 2: Germs Spread!**
 - Fun Quiz
 - Pledge to be a Handy Helper
 - Handy Helpers assembly
 - Curriculum Links
- **PowerPoint presentation to accompany lesson activities**
- **Activity Sheets**
 - Classroom Activity Sheet (1)
 - Homework Activity Sheet (2)
- **Other resources**
 - Handwashing posters
 - Handwashing Reward Star Chart
 - Parent Pack - information sheets
- **Additional resources**
 - Glo-Gel Kit and UV torches. (You may wish to purchase these but you can also use talcum powder, glitter or sand.)



Activity 1 – Introducing Handy Helpers

Introducing Handy Helpers

Inform pupils they will be taking part a fun science experiment to stop germs from spreading. Germs are everywhere. They live in our classroom, school, within our homes and beyond! By becoming 'Handy Helpers' pupils will be learning about how quickly germs spread and why it's important to wash their hands, particularly during cold and flu season.

Teacher's Note:

Activity 1 can be delivered as an assembly to introduce the school to the Handy Helpers programme, or this can be delivered as a classroom activity.

Resource:

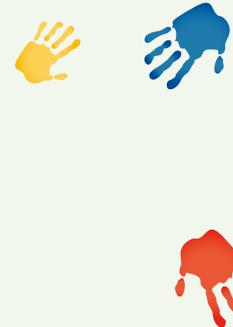
PowerPoint Presentation



Helping Hands

Ask pupils to look at their own hands (back and front). What can you see and feel when you look your hands? Allow time for pupils' responses. Our hands are incredible because they help us in so many ways...

Write the words 'Handy Helpers' or place a large picture of a hand in the middle of the main whiteboard. Ask the pupils to tell you the different ways they use their hands and write down their comments. Examples could include brushing teeth, using pencils, opening doors, packing a school bag and texting their friends.



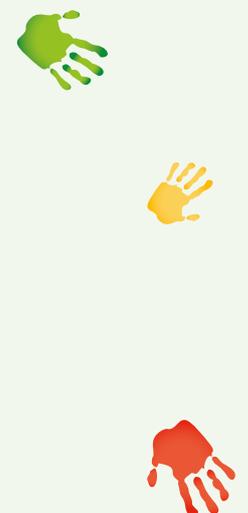
Dirty Hands

Show pupils the image of a hand on the slide and ask them:

- What can you see in this picture?
- What are the creatures doing?
- Why do you think there are so many?
- Does this hand look clean or dirty?
- How does this make you feel?

Remember, because germs spread easily, it's important to wash our hands before we eat, after we use the bathroom, whenever we cough or sneeze and anytime our hands look or feel dirty.

When we get sick, viruses spread very quickly and easily. Washing our hands regularly is the best way not to get sick or spread germs.





Handwashing Super Stars!

Inform pupils that it takes twenty seconds to wash their hands thoroughly to get rid of germs. This is the same amount of time it takes to sing 'Happy Birthday' twice.

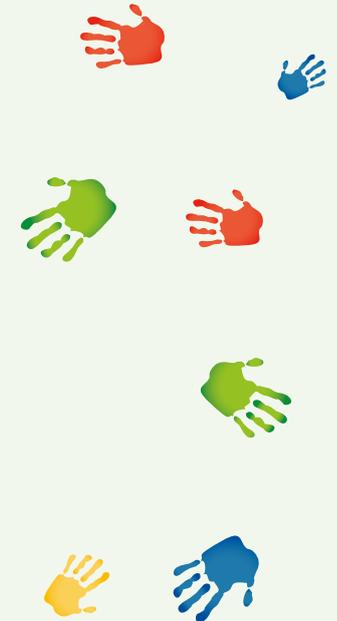
As Handy Helpers, they are going to sing a song every time they wash their hands. Show pupils the video of the handwashing song. Support pupils to learn this catchy song and sing along to this every time they wash their hands.

Older pupils may enjoy the challenge of creating their own handwashing song to sing along to every time they wash their hands.

Remind pupils to sing their chosen song every time they wash their hands

Resource:

[Handwashing song video](#)



Activity 2 – Tiny living things

Bacteria and Viruses

Show pupils the image of glowing bacteria viruses without telling them what it is. Ask pupils to talk to a partner to describe what they can see in the picture. Guide pupils to discuss the colours, shapes, sizes, and to name the objects. Allow time for feedback to discuss pupils' findings as a class.

After a whole class discussion, inform pupils that these living things are called bacteria and viruses. The tubular objects are bacteria and the spikey balls are viruses.

Explain to pupils that viruses are invisible tiny living things that cause diseases in people, plants and animals.

Tell pupils that all living things have certain characteristics that are essential for keeping them alive and healthy.

Once you have explained the differences between bacteria and viruses using Slide 9, inform pupils that they will be learning more about viruses. Ask pupils if they can name a virus? Using Slide 10, explore what viruses are in more detail.

Did they know that when a person has a cold or the flu, this is a type of virus?

Teacher's Note:

Extension activity for Key Stage 2 pupils



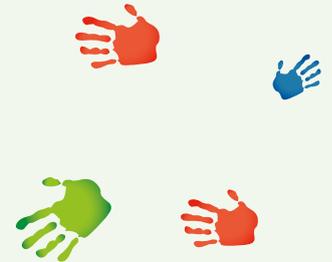


Cold and Flu

Ask pupils when was the last time you were had a cold? How did this make you feel?

Inform pupils that when they have a cold or the flu, they sneeze because their bodies are trying to get rid of all the bad germs and dust. It's important to cover coughs and sneezes with a tissue, so they don't pass these onto other people

Remind pupils that cold and flu viruses spread very quickly and need living things (like humans) to stay alive. Germs don't like soap because it stops them in their tracks, so remember to always wash your hands with soap and warm water, even if you have used a tissue.



Germs Spread Activity

This activity is designed for use with glo-gel and a UV torch, but can easily be adapted to a more household item. Try talcum powder, glitter or flour!

Remind pupils that viruses (germs) are tiny living things that are invisible, which we can only see when we use a microscope. We can also see viruses when we use a special gel called Glo Gel with a fluorescent UV torch as shown in the picture. When we turn the lights off and use this special torch we can see where the viruses are.

Inform pupils that they will be using Glo Gel on their hands to look for any viruses (germs) they may be carrying. Demonstrate to pupils how to do this by rubbing the gel onto your hands, turning the lights off and showing the pupils where the germs are on your hands.

Ask pupils to take turns to use the Glo Gel and torch individually to look for germs on their hands and to fill in the activity sheet. What do you notice? Where are the most viruses on your hands?

After two-three hours, turn the lights off and use the torch to see if the Glo Gel has spread around the room. Have a look at pencils, desks, furniture and door handles. What do you notice? Why do you think this has happened?

Remember, **washing our hands with soap** regularly is the best way to keep them clean and wave good bye to viruses.

Resource:

Glo Gel and UV torch (If you do not have a glo Gel set there are household alternatives. Why not try talcum powder, glitter or flour?)

Germs Spread Activity Sheet 1 to record experiment – shade in the areas on a hand print where the gel shows germs on their hands





Five steps to clean hands

Germs do not like clean hands because it kills them, so we need to always wash our hands regularly with soap to stop cold and flu germs from spreading and so we don't get sick.

Ask pupils when is the best time to wash our hands? Prompt them to respond with comments like: before we eat, after we go to the toilet, whenever we cough or sneeze, and anytime they look or feel dirty.

Using Dettol's five steps to clean hands, show pupils how to wash their hands thoroughly for at least twenty seconds, as you sing along to the handwashing song. Next, ask each pupil to wash their hands whilst singing the song and using the five-step sequence posters on display in the bathroom.

Remember to repeat this activity as part of your class routine often as possible.

Resource:

Hand washing poster

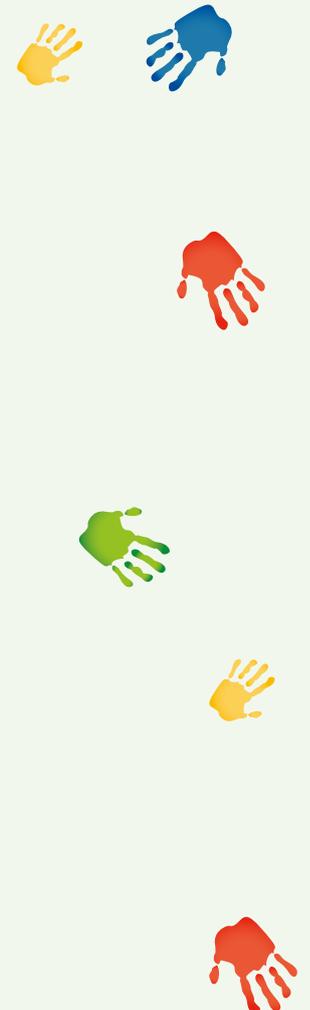


Glowing Gel Activity

Inform pupils that now they have washed their hands, they're going to carry out another experiment to check if they have got rid of all the viruses (germs). Ask pupils to use the torch to check if there's any gel remaining on their hands which shows there could still be germs. Ask them to record their findings on the Glo Gel Activity Sheet. What do they notice? Why do you think that is?

Resource:

Return to Glo Activity Sheet to record experiment – Record where the gel shows on their hands and shade in the 'after' handprint. Now compare the 'before' and after handprints.





Pledge to be a Handy Helper

Now that pupils are aware of what viruses are, and how they can harm us, they will be making a personal pledge to have clean, healthy hands.

Ask pupils:

- Why it is important to wash your hands?
- How often should you wash your hands?
- If you have a cold or the flu how often do you need to wash your hands?

Prompt pupils to respond with answers like they wash their hands as often as possible to get rid of germs, and when they have a cold or the flu, there are even more germs so they need to wash them more regularly.

Ask pupils to draw around one of their hands to create an outline of the hand. Next, ask them to write a short sentence (or draw a picture) to state why they plan to keep have clean, healthy hands. Examples include: to stop themselves from being sick, or so they do not pass germs on to family members. Encourage pupils to be as colour the hands in and creative as possible!

Next, create a Handy Helpers whole school (or classroom) display in a prominent area of the school. Remind pupils about their public pledge throughout the programme to encourage them to commit to having clean, healthy hands.

Homework activity

Home activity and Competition

Inform your pupils that they will be participating in an activity with their parents to investigate the 'hot spots' where germs live in their homes.

Inform them that germs have 'hot spots' – these are places they like to live in and multiply. These hot spots include the toilets, door knobs, remote controls and the kitchen area.

To complete the activity, pupils circle the germ 'hot spots' in their house with their parents, then create a Handy Helpers poster to show how to prevent germs from spreading around their home. The most creative poster wins a prize!

Resource:

- Homework activity sheet (2)
 - Parent Pack
 - Letter from Dettol
 - Flu and cold leaflet
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Additional Activities

Fun Quiz

Take pupils to an area where they can move around freely. On opposite walls, display true and false signs. Read the following statements and ask pupils to move to the appropriate true/false area once each statement has been read. If appropriate, ask them why they have chosen the true or false statement.

- **We should always use a tissue when we sneeze or cough**
 - TRUE (Using tissues help you stop cold and flu spreading)
- **Viruses can give you diseases and make you sick**
 - TRUE (That's why it's important to keep our hands clean and eat healthy foods so make us strong enough to fight the germs)
- **When we have a cold or flu, the virus spreads slowly**
 - FALSE (viruses spread quickly all the time, particularly when we get ill as there's even more germs, so we need to wash our hands more regularly)
- **Viruses can spread very quickly and easily whenever we touch things**
 - TRUE (That's why it's important to always wash our hands, as this can help to stop germs spreading)
- **We can see viruses**
 - FALSE (Germs are so tiny they're invisible. We need a microscope to see them!)
- **Viruses stay alive when they live in plants, animals and people**
 - TRUE (Viruses need living things to stay alive)

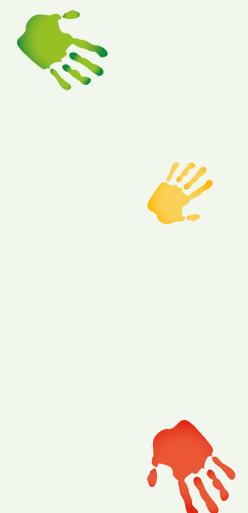


Handy Helpers Assembly

Handy Helpers Celebration Assembly

At the end of the six-week Handy Helpers programme, arrange a whole school assembly to reflect on the experiment. Ideas for your assembly include:

- Pupils explain how our hands can help us
- Show how germs can spread when we use our hands
- Present the Handy Helpers pledge display and homework activity to explain why washing our hands is important
- Sing the handwashing song/s
- Announce competition winners





Curriculum Links:

Linking Handy Helpers to the school curriculum

England

Personal, Social and Health Education

Key Stage 1:

- The importance of and how to, maintain personal hygiene.
- How some diseases are spread and can be controlled.
- To develop simple skills to help prevent diseases spreading.

Key Stage 2:

- Building on from Key Stage One:
- That bacteria and viruses can affect health and that following simple routines can reduce their spread.

Science

Key Stage 1:

- Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.
- Explore and compare the differences between things that are living, dead, and things that have never been alive.
- Describe the importance of hygiene.

Key Stage 2:

- Setting up simple practical enquiries, comparative and fair tests.
- Recording findings using simple scientific language, drawings and labelled diagrams.
- Identifying differences, similarities or changes related to simple scientific ideas and processes.





Wales

Personal and Social Development

Key Stage 1:

- Become independent in their personal hygiene needs and to be more aware of personal safety



Key State 2:

Building on from Key Stage 1:

- Take increasing responsibility for keeping the mind and body safe and healthy.



Science

Key Stage 1:

- Experiment with different everyday materials and use their senses to sort them into groups according to simple properties.



Key Stage 2:

- Pupils should use and develop their skills, knowledge and understanding by investigating how animals and plants are independent yet rely on each other for survival.



Northern Ireland

Personal Development and Mutual Understanding

Foundation Stage:

- Be aware of how to care for our bodies in order to keep healthy and well.
- Recognise and practise basic hygiene skills.



Key Stage 1 & 2:

Building on from Foundation stage:

- Recognise and value the options for a healthy lifestyle including the benefits of hygiene.
- Be aware that some diseases are infectious, and some can be controlled.
- Understand that bacteria and viruses affect health and that risks can decrease when basic routines are followed.





Science and Technology (within The World Around Us)

Foundation Stage:

- To recognise and name parts of the body.
- To understand that there is a wide variety of plants and animals in the locality.



Key Stage 1 & 2:

Building on from Foundation Stage

- To learn how lifestyle choices can affect the health of themselves and others.
- To recognise a variety of living things and the conditions necessary for their growth and survival.



Scotland

Personal and Social Education

First Level: Primary 2 – 4:

- I am becoming aware of how cleanliness, hygiene and safety can affect health and wellbeing and I apply this knowledge in my everyday routines.



Second Level: Primary 5 - 7:

- Having learned about cleanliness, hygiene and safety, I can apply these principles to my everyday routines, understanding their importance to health and wellbeing.

Science

First Level: Primary 2 – 4:

- I know the symptoms of some common diseases caused by germs. I can explain how they are spread and discuss how some methods of preventing and treating disease benefit society.



Second Level: Primary 5 - 7:

- I can make informed decisions to help me to maintain my health and wellbeing.
- I have contributed to investigations into the role of microorganisms in producing and breaking down some materials.



Thank you for participating in our Handy Helpers programme!

