

Early Years Lesson Plans

**All lesson plans
and supporting
materials
contained in this
pack are available
to download
as modifiable
templates from
the e-Bug website**





Spread of Infection: Hand Hygiene

By taking part in a classroom experiment children learn why it is important to wash hands properly and learn the best method and order for hand washing.

Early Years Framework links

Communication and language development

- Listening and attention
- Understanding
- Speaking

Physical development

- Health and self-care

Expressive arts and design

- Exploring and using media
and materials

Key Words

Soap, Hygiene, Infection

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[e-bug.eu/eng/EYS/lesson/
Hand-Hygiene](http://e-bug.eu/eng/EYS/lesson/Hand-Hygiene)

Learning Outcomes

Children will:

- Understand that we wash hands to remove germs (microbes).
- Understand the sequencing of hand washing and nose blowing.
- Understand how to blow their nose to minimise the risk of transmission of infection.



Resources Required

Main Activity: Balloon Hands
Per child

- ❑ Disposable plastic/vinyl gloves
Per group or class
- ❑ Basin
- ❑ Water
- ❑ Hand soap
- ❑ Washable black marker

Extension Activity: Hand Washing and Nose Blowing Flashcards

- ❑ TS1 Hand Washing and Nose Blowing Flashcards

Extension Activity: Picture Sequencing Activity
Per child

- ❑ SW1 Picture Sequencing Activity
- ❑ Glue sticks & paper or card

Extension Activity: Hand Washing Chart
Per child

- ❑ SW2 e-Bug Healthy Hands Hand Washing Progress Chart

Advance preparation

1. Fill a basin with soapy water
2. Inflate vinyl gloves with air and tie at the bottom to create hand balloons
3. Draw circles and dots on the balloon hands with washable marker to resemble germs

Health and Safety

Ensure that children have no soap allergies or sensitive skin conditions

For safe microbiological practices in the classroom consult CLEAPPS www.cleapps.org.uk

Supporting Materials



TS1 Hand Washing and Nose Blowing Flashcards



SW1 Picture Sequencing Activity – Place hand washing in the correct order

| | MON | TUE | WED | THU | FRI |
|--|-----------------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| Healthy Hands Handwashing Chart | I washed my hands before school | | | | |
| Name | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| | I washed my hands after breaktime | | | | |
| Class | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| | I washed my hands before lunch | | | | |
| | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Add a picture or star each time you wash your hands! | | | | | |

SW2 e-Bug Healthy Hands Hand Washing Progress Chart

Lesson Plan



Introduction

When introducing students to the concept of microbes, you can refer to the teacher refresher section for more information.

1. Begin the lesson by asking how many children have washed their hands today? Ask them why they washed their hands (to wash away any dirt or germs microbes that might be on their hands) and what would happen if they didn't wash their hands (they might get ill as they ingest harmful microbes on their hands).
2. Talk to the children about how we use our hands all the time, and that they pick up millions of microbes every day. Although many of these are harmless, some could be harmful. Explain that we spread our microbes to our friends and others through touch, and this is why we wash our hands.
3. Describe key times we should be washing our hands (especially after using the toilet and before eating).
4. Explain to the children that they are going to do an activity to demonstrate how microbes are all over our hands and how best to wash them off.

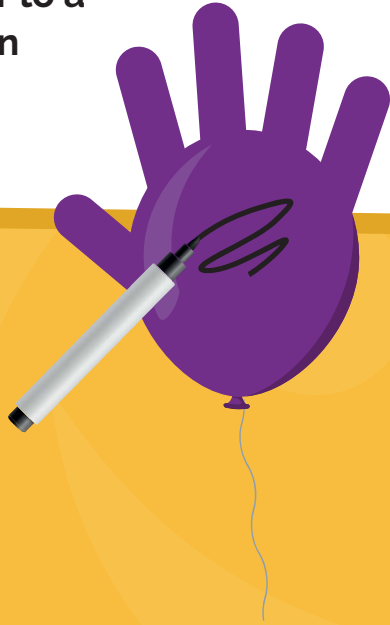
Discussion

Discuss with the children where the microbes on the balloon hands may have come from. Emphasise to children that not all the microbes on their hands are harmful; there may also be useful microbes there too.

Emphasise to the children that we also need to wash our hands properly. Highlight that microbes like to hide in between fingers and under the nails. It is important to know both **WHEN** and **HOW** to wash our hands properly to prevent spreading microbes and potentially infection. When you must sneeze and you can't wash your hands, a solution may be to sneeze or cough onto your sleeve/elbow.

Main Activity: Balloon Hands

1 Add marks using washable marker to a balloon



2 Wash the marks off the balloon



3 What did you see?

1. Demonstrate how to wash the marker off the balloon hands with soapy water.
2. Provide each child with a balloon hand covered in microbes (washable marker).
3. The children should take turns thoroughly scrubbing the marker off the balloon hands in the basin of soapy water.
4. Have a conversation with the children about what they saw. How long did it take for all the microbes to disappear? Why do you think it's important to wash our hands? If we didn't use soap would it have worked?

Children should notice that it is much easier to wash off the marker pen with soapy water.

Now visit e-bug.eu/eng/EYS/lesson/Hand-Hygiene to find a NHS demonstration and the UKHSA hand washing song to help make the correct technique more memorable for little hands



Extension Activities

Hand Washing and Nose Blowing Flashcards

TS1 is a useful way to support learning. Cards can be cut and laminated for future use or displayed on a whiteboard. Ask children to name the image, the correct word is shown on the card.

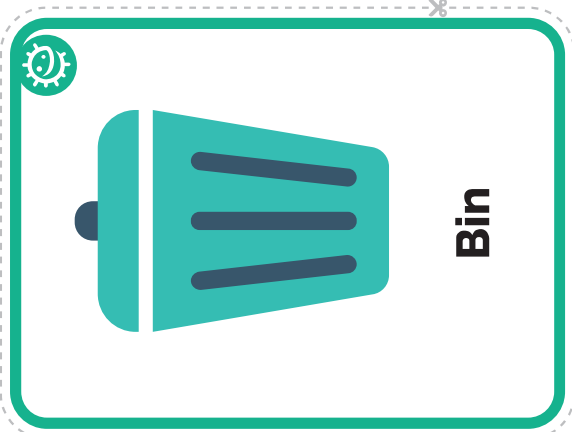
Picture Sequencing Activity

Provide SW1 to a child or group. Supply paper, card and glue sticks and ask children to sort the cards into the correct order and stick them onto the paper or card with glue.

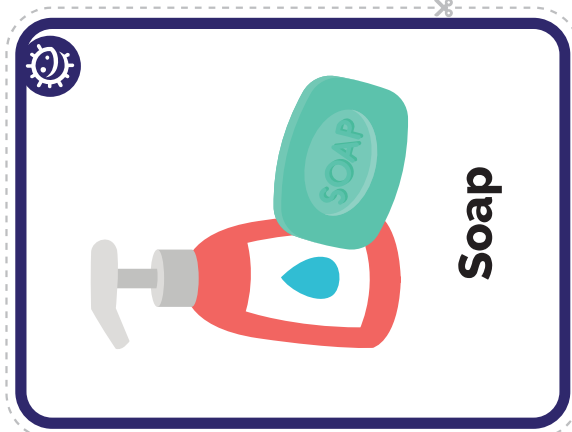
Hand Washing Chart

SW2 is a useful way to encourage routine hand washing. Provide one sheet per child. Ask children to mark or draw a picture every time they wash their hands to keep track of how often they have washed their hands during one school-week. This can be completed in the classroom or at home.





Bin



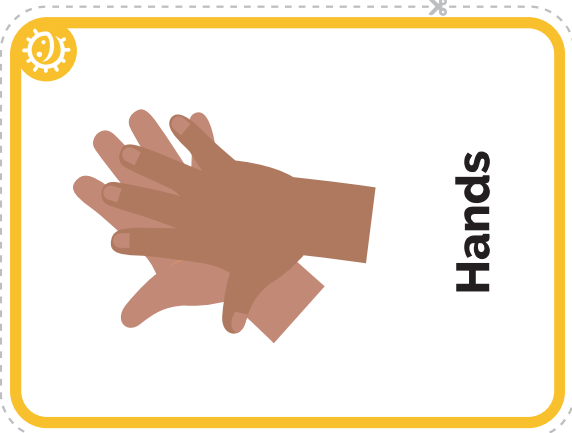
Soap



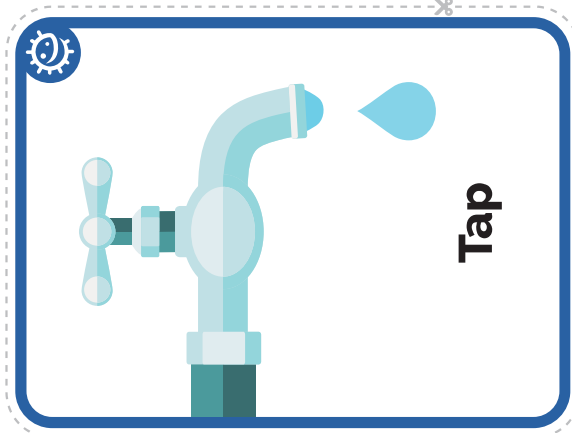
Tissue



Hand sanitiser



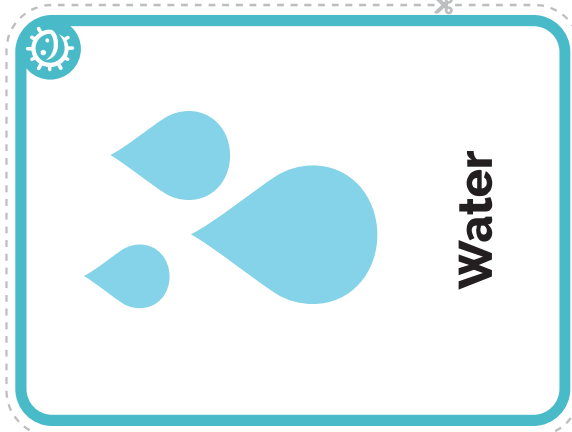
Hands



Tap

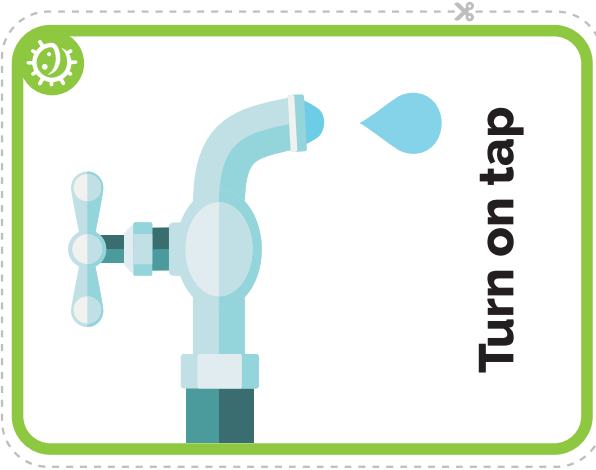
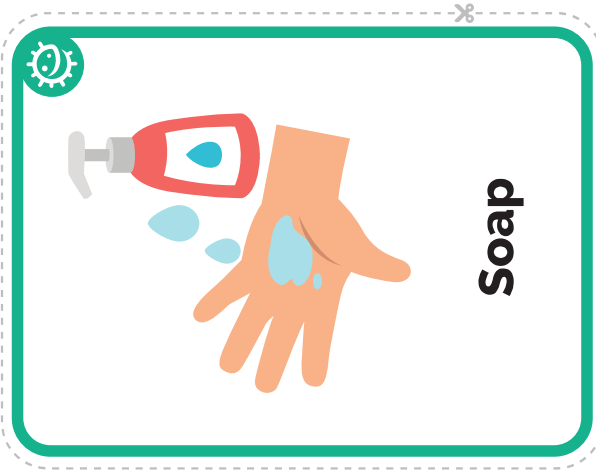


Sneeze



Water

SW1 - Picture Sequencing Activity – place hand washing in the correct order





Healthy Hands

Handwashing Chart

| | | | | |
|-----|-----|-----|-----|-----|
| MON | TUE | WED | THU | FRI |
|-----|-----|-----|-----|-----|

I washed my hands before school

| | | | | |
|--|--|--|--|--|
| | | | | |
|--|--|--|--|--|

Name

I washed my hands after breaktime

| | | | | |
|--|--|--|--|--|
| | | | | |
|--|--|--|--|--|

Class

I washed my hands before lunch

| | | | | |
|--|--|--|--|--|
| | | | | |
|--|--|--|--|--|

Add a picture or star each time you wash your hands!





Spread of Infection: Respiratory Hygiene

Children learn how easily harmful germs (microbes) spread through sneezing.

Early Years Framework links

Communication and language development

- Listening and attention
- Understanding
- Speaking

Physical development

- Health and self-care

Expressive arts and design

- Exploring and using media
and materials

Key Words

Symptom, sneeze,
Vaccinations, Microbe

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[e-bug.eu/eng/EYS/lesson/
Respiratory-Hygiene](http://e-bug.eu/eng/EYS/lesson/Respiratory-Hygiene)

Learning Outcomes

Children will:

- Understand that sneezing into a tissue, or into your sleeve (not your hands), is the best way to stop the spread of colds and flu germs (microbes).
- Understand that there can be harmful germs in your sneezes that can spread over your hands.
- Understand the sequencing of hand washing and nose blowing.



Resources Required

Activity: Paint Sneezes

Per Child

- Paper plate/sheet of paper
- Plastic/vinyl gloves
- Food colouring added to water
- Drinking straw

Extension Activity: Hand Washing and Nose Blowing Flashcards

- TS1 Hand Washing and Nose Blowing Flashcards

Extension Activity: Nose Blowing Writing Activity

Per Child

- SW1 Nose Blowing Writing Activity

Advance preparation

1. You may wish to use the balloon hands from lesson 1 instead of paper plates for this main activity.
2. Create a cup of coloured water using a few drops of food colouring
3. You may wish to use different colours to indicate different germs.

Health and Safety

Children may require aprons.

Ensure that the food colouring is diluted (to avoid staining).

Students may need to wear safety goggles.

For safe microbiological practices in the classroom consult CLEAPPS www.cleapps.org.uk

Supporting materials

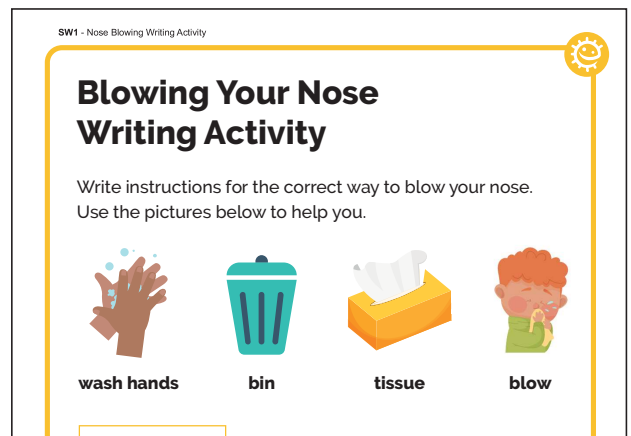


TS1 Hand washing and nose blowing flashcards

SW1 - Nose Blowing Writing Activity

Blowing Your Nose Writing Activity

Write instructions for the correct way to blow your nose. Use the pictures below to help you.

Four illustrations for the writing activity: 'wash hands' (gloved hands), 'bin' (trash bin), 'tissue' (tissue box), and 'blow' (child blowing nose).

SW1 Nose blowing writing activity

Lesson Plan



Introduction

1. Begin by explaining to the children that they are going to learn how harmful microbes can be spread by sneezing and coughing.
2. Discuss that colds and flu are caused by harmful microbes (viruses). The viruses can be passed on to other people if we cough or sneeze on them or if we cough and sneeze on to our hands and then touch them.

Discussion

Discuss with children what happened. Ask them to look at the hand and notice that the microbes are still on it.

Microbes can still be passed from person to person through touch if we cover our coughs and sneezes with our hands. It is recommended that in the absence of a tissue we sneeze on our sleeve/elbow because we are less likely to transmit harmful microbes to other people by doing this.

Explain that sneezing in your hand can spread the microbes to things that we touch, so it is better to sneeze into the tissue (or our sleeve/elbow) and then throw it away and wash your hands as soon as possible.

Activity: Paint Sneezes

1 Use a pen to draw around your hand onto a paper plate or a sheet of paper



2 Add drops of coloured water to the drawn hand



3 Blow the water all over the drawn hand



4 What do you see?

1. Ask the group to use a pen to draw around their hand onto a paper plate or a sheet of paper.
2. Add a few drops of coloured water to each child's drawn hand.
3. Give each child a drinking straw and ask them to blow the germs all over their drawn hand just like they would blow germs out of their nose onto their hands.
4. Children may wish to decorate the germs or give them names.
5. Discuss with the children what would happen if we cover our mouth with a tissue or our sleeve instead of our hands when sneezing and how this would limit the spread of germs.

Children should notice that the coloured water spreads over their drawn hand more readily when they don't cover their mouth.

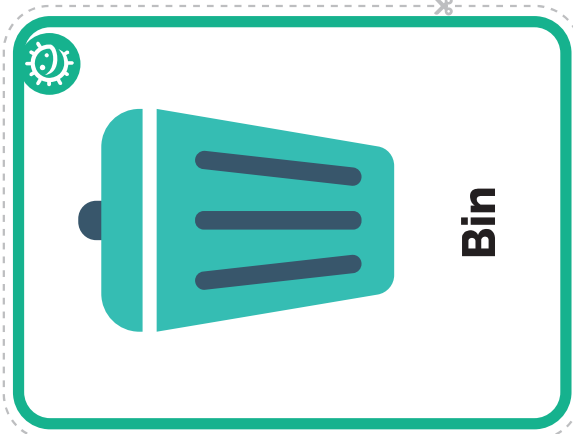
Extension Activities

Hand Washing and Nose Blowing Flashcards

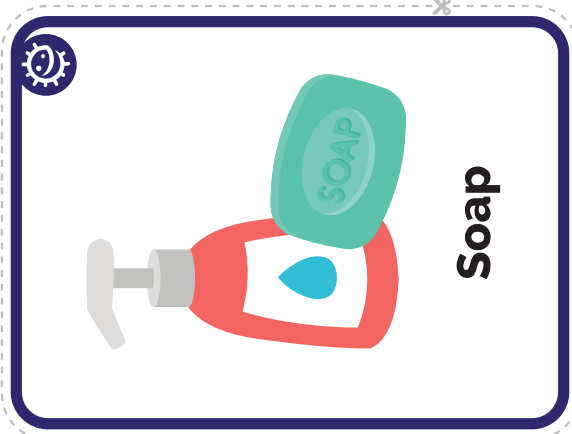
TS1 can be used to support learning. Print the sheet and cut out the flashcards, or display the sheet on a whiteboard. Ask children to name the image, the correct word is shown on the card

Nose Blowing Writing Activity

Provide each child with SW1. Ask children to use the picture prompts and words provided to fill in the blanks for the correct steps to take when blowing your nose.



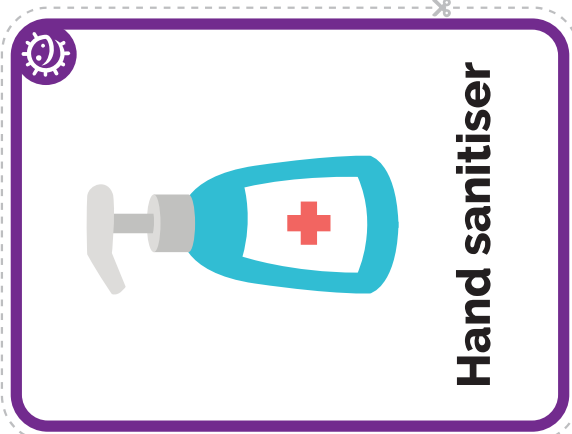
Bin



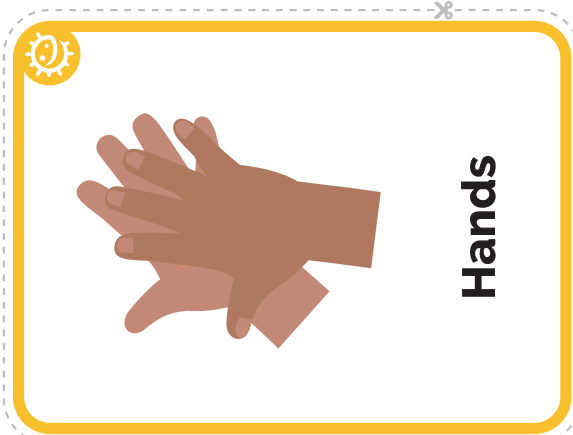
Soap



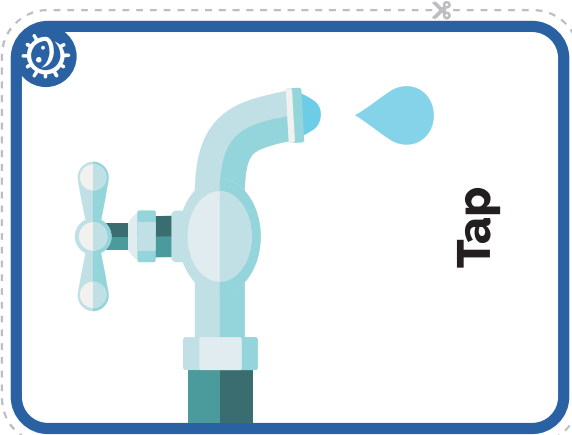
Tissue



Hand sanitiser



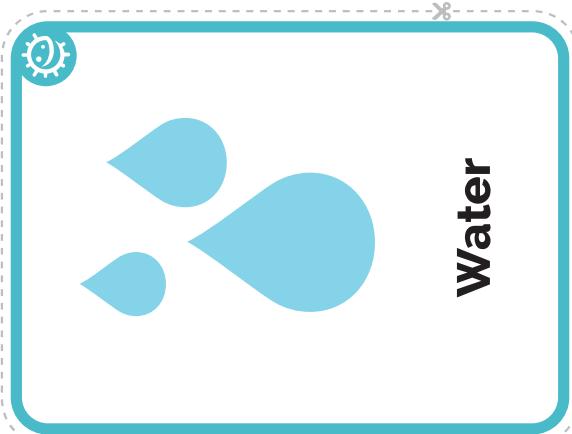
Hands



Tap



Sneeze



Water





Blowing Your Nose Writing Activity

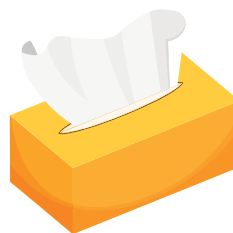
Write instructions for the correct way to blow your nose.
Use the pictures below to help you.



wash hands



bin



tissue



blow

Step 1

Step 2

Step 3

Step 4





Prevention of Infection: Oral Hygiene

Children learn how to brush their teeth and understand that we brush our teeth at least twice per day to avoid tooth decay.

Early Years Framework links

Communication and language development

- Listening and attention
- Understanding
- Speaking

Physical development

- Health and self-care

Expressive arts and design

- Exploring and using media
and materials

Key Words

Bacteria, Germs, Microbes, Plaque,
Cavity, Sugar, Tooth brushing.

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[e-bug.eu/eng/EYS/lesson/
Oral-Hygiene](http://e-bug.eu/eng/EYS/lesson/Oral-Hygiene)

Learning Outcomes

Children will:

- Understand how to brush their own teeth effectively.
- Understand why it is important to brush our teeth.
- Understand the link between sugar and tooth decay.



Resources Required

Introduction

Per class

- SH1 Picture of teeth

Activity: Mirror Exercise and Teeth Brushing Mime

Per class

- Soft toy / puppet or mouth model with an opening mouth and teeth
- Toothbrush
- Mirror
- A timer / 2-minute egg timer
- If possible, ask children to bring a toothbrush to the session

Activity: Mirror Exercise and Teeth Brushing Mime

Per child

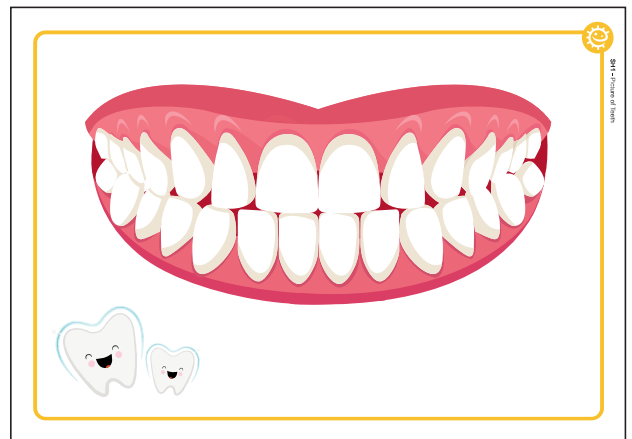
- SW1 Teeth Brushing Chart

Health and Safety

Younger children must be supervised when brushing their own teeth at all times

For safe microbiological practices in the classroom consult CLEAPPS www.cleapps.org.uk

Supporting materials



SH1 Picture of Teeth

| | MON | TUE | WED | THU | FRI |
|-------------------------------------|-----|-----|-----|-----|-----|
| Healthy Teeth Brushing Chart | | | | | |
| I cleaned my teeth in the morning | | | | | |
| Name | | | | | |
| I cleaned my teeth before bed | | | | | |
| Class | | | | | |
| I cleaned my teeth for 2 minutes | | | | | |

Add a picture or star each time you brush your teeth

SW1 Teeth Brushing Chart



Lesson Plan



☰ Introduction

1. Ask the children to use a mirror to look in their mouth. What can they see? How many teeth can they see? What do they look like? Explain the children that most of their teeth are baby teeth, but some children's teeth may have started to teeth fall out, these are replaced by bigger adult teeth that they will have for the rest of their lives.
2. Show the class SH1 a picture of teeth inside a mouth. SH1 is a picture of adult teeth, which has 28 teeth excluding 4 wisdom teeth. Adults have a total of 32 teeth. Ask the children to help count the number of teeth they see in the picture. Then ask the children to count how many teeth they have (children under 6 generally have 20 baby teeth). Ask the children how many top teeth they have and how many bottom teeth they have.
3. Ask the children what we use our teeth for (eating, speaking, smiling). Explain that it is very important to look after our teeth by keeping them clean. Having too many sugary foods and drinks too often is bad for our teeth and could cause a holes in our teeth, this is called a cavity. A cavity can hurt and make it painful to eat. Brushing your teeth helps prevent cavities.
4. Explain to the children that to keep our teeth healthy we must brush them twice every day; last thing at night and at least one other time during the day, it's easy to remember if you do it before school and before bed. Tell the children that we should brush our teeth for two minutes each time, using a fluoride toothpaste and be supervised/get help from an adult.

Activity: Mirror Exercise and Teeth Brushing Mime

1 Open your toy or puppet's mouth



2 Brush your toy or puppet's teeth in circles



1. Bring out either a soft toy or puppet with an open mouth and teeth and explain to the children that they are going to brush the puppets teeth.
2. Using the puppet and a toothbrush, show the children how to brush their teeth, demonstrating the action of moving the toothbrush in small circles on the front and the back of the teeth, and all the way back to the molars.
3. If you have extra puppets and toothbrushes let the student try this themselves along with a two-minute timer. If only one puppet/brush is available you can share the puppet and toothbrush among the group, and have each child pass it on after 15 – 30 seconds.
4. If children have brought their own toothbrushes to school, supervise the children brushing their own teeth.

This fun activity will help children learn to brush their teeth effectively.

Extension Activities

Teeth Brushing Chart

SW2 is a useful way to encourage routine tooth brushing. Provide one sheet per child. Ask children to mark or draw a picture every time they brush their teeth to keep track of how often they have brushed their teeth during one school week. This can be completed in the classroom or at home.



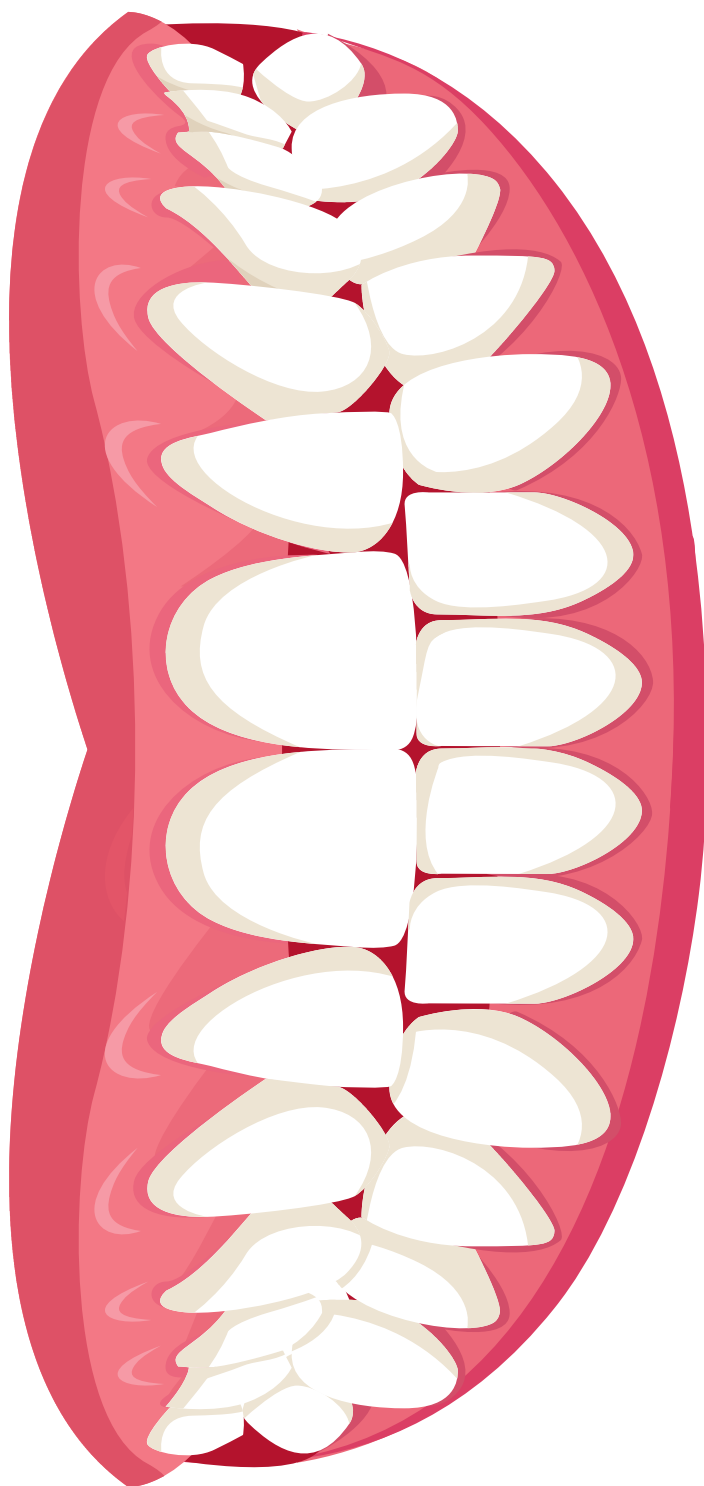
Discussion

Tell the students we brush our teeth to remove germs (microbes) that live in our mouths and like to eat the sugar on our teeth. When this happens and we don't brush our teeth enough we can get holes in our teeth which might get worse over time and cause toothache or worse and make can make you feel unwell.

Ask the children if they can remember the most important steps to keep our teeth clean:

1. Brush twice a day - before school and just before bed.
2. Using a fluoride toothpaste.
3. Brush your teeth in circles and get the front, back and molars.
4. Brush for two-minutes.
5. Spit out the toothpaste at the end, do not rinse.







Healthy Teeth Brushing Chart

MON

TUE

WED

THU

FRI

I cleaned my teeth in the morning

Name

I cleaned my teeth before bed

Class

I cleaned my teeth for 2 minutes

Add a picture or star each time you brush your teeth

