

---

# Healthy Habits and Handwashing

Lesson Plan for Childcare Facilities



# Overview

This lesson plan is for early childhood educators, public health nurses, ECE students, or health care students to use in a childcare facility. The lesson starts with an introduction, done as an interactive discussion with the children. The second part of the lesson is learning and practicing the six steps of proper handwashing. There are optional activities at the end of the lesson plan for play and enhanced learning. The lesson plan can be adapted to fit your needs and the needs of the facility. This lesson plan is designed to be approximately 35-45 minutes in length.

We can provide teaching kits to colleges, universities, or childcare centres free of charge. We ask that the kits be used over multiple years, and that you restock or replace the kit contents as needed. We also ask that you report your teaching back to us as the number of students taught in BC is reported to the Ministry of Health.

Please report teaching by visiting: [antibioticwise.ca/report-teaching](https://antibioticwise.ca/report-teaching)

## Materials included in the teaching kit

- UV light
- Glo Germ lotion
- Stamps and ink pad
- Sticky notes
- Sponges
- Print materials for students to bring home
- Stickers and posters for classroom display

## Learning Outcomes

- Following this lesson, students will be able to:
  - Identify the terms bacteria and virus.
  - Show the steps of handwashing with soap and water.
  - Identify when it is important to wash hands.
  - Discusses why handwashing is an important part of caring for self and family.
  - Recognize the benefits of a clean environment.

## How the lesson aligns with the BC Curriculum and Early Learning Framework



For more lesson plans and teaching resources, visit [antibioticwise.ca/teaching](https://antibioticwise.ca/teaching)

# Activity 1: Introduction to Handwashing

**Length:** 15 minutes

**Materials:** Computer for optional video

Have the students sit at the carpet area to introduce the material. Begin by introducing yourself and use the guide below to engage the students in the material. You can adapt as needed to suit your needs.

- Introduce yourself as a guest teacher.
- Use question and answer technique to engage children and guide them through introduction.

## Possible questions for interactive teaching during introduction:

### 1 Who can tell us why it is important to wash our hands?

*Answers you are looking for:*

Washing our hands helps to keep us healthy as there can be germs on our hands that can get inside our bodies when we put our hands in our mouth – licking fingers, eating with your hands, touching your nose or eyes spreads germs, and can make you sick.

### 2 Who knows what germs are?

*Answers you are looking for:*

“Germs” are bacteria or viruses. Bacteria and viruses are very very tiny and they can get inside our bodies and make us sick. We can only see them with a special tool called a microscope.

### 3 Where do we find bacteria and viruses?

*Answers you are looking for:*

Everywhere.

### 4 If there are viruses and bacteria everywhere, why don't we get sick all the time?

*Answers you are looking for:*

Our skin protects us, we keep clean by washing our hands, we keep our hands away from our eyes, nose and mouth, we get vaccines/immunizations to protect us from diseases. Other healthy behaviours can be mentioned too – eating healthy, getting enough sleep, and getting exercise.

### 5 When should we wash our hands?

*The answers you are looking for:*

After you use the washroom, before and after you eat, after you touch pets/animals, after you come in from outside, after you sneeze or blow your nose, and any time your hands are dirty.

# Pretend Handwashing

Tell the children *"we are going to practice handwashing here at the carpet just using our hands and pretending to wash."* Have the children follow along to practice the steps of handwashing while seated at the carpet.

## Optional Video "Wash Your Hands" (2:23 mins)



[youtu.be/yjEh2fPzfVE](https://youtu.be/yjEh2fPzfVE)

**1 Wet your hands: Pretend to put hands under the tap**

**2 Apply soap: Pretend to get 1-2 squirts of plain soap from the dispenser to get hands soapy**

**3 Rub hands together for 20 seconds: Talk aloud while children pretend to rub hands together (getting all areas of the hands, the back of hands, between fingers, nails, thumbs, wrists)**

Tell the children they should wash their hands as long as it takes to sing 'Scrubba Dub 1, Scrubba Dub 2, up to 10', 'Happy Birthday' or 'Twinkle, Twinkle Little Star.'

**4 Rinse hands for 10 seconds: Pretend to rinse hands under tap**

**5 Demonstrate pretending to get a paper towel and use it to dry your hands.**

Explain that towels are ok at home, but at childcare, and in the community, paper towels are recommended. Air dryers don't dry your hands well enough and wet hands pick up more germs than dry hands.

**6 Turn off taps with pretend paper towel.**

# Activity 2: Handwashing and Play

**Length:** 20-25 minutes

**Materials:** UV light, Glo Germ lotion, access to a sink with soap and paper towel, stamps, ink pad, sticky notes, sponges, library book ([page 7](#))

If you are in a large centre you can set up stations with games at each station with one staff member or guest teacher per station. If it is a small centre, you can do activities as a group and cycle through activities together. See the next section on optional activities for game ideas or make up your own!

## Handwashing Practice

- With a few students at the sink – put a pea-sized amount of Glo Germ lotion on the hands of 1-2 children at a time. Have the children spread the lotion all over their hands. Make sure to get the backs of the hands and between the fingers. Explain the lotion is pretend germs and you want the pretend germs to be all over their hands.
- Use the UV light to show the children that the pretend germs glow in the special light. You may need to dim the lights to see the hands glow. Explain that we will wash our hands well and then look at them again after handwashing to see that the pretend germs have left the hands after good handwashing.
- Have the students wash their hands one at a time. You can help prompt the student to remember the steps, and encourage them to sing a song like *"Happy Birthday"*, or say *"Scrubba Dub 1, Scrubba Dub 2, up to 10"* to remember to wash for long enough.
- Have the students look at their hands while you shine the UV light again after washing and drying their hands. See that most of the pretend germs have been washed off.



**Wet your hands**



**Apply plain soap**



**Rub hands together**



**Rinse your hands**



**Dry your hands**



**Turn off taps with paper towel**

# Additional Play and Learning Activities

## Read a picture book out loud

See next page for books to borrow from the library.

## Complete a puzzle

Use the handwashing steps as a puzzle for the children to put in correct order. See the handwashing steps on **pages 8-14**.

## Act out being a germ

Show pictures of viruses and bacteria on **page 15**. Tell the children, *"viruses have sharp edges and bacteria are round. First be a virus. Viruses have very sharp edges so make your body have sharp lines – straight arms and legs. You can bend at the elbow but keep everything stiff and straight."*

*"Now let's be bacteria! Bacteria have round shapes so make your body rounded – curve your back, soft round arms, floppy legs. Now let's move around in a circle: you're a virus – sharp edges, stiff arms and legs, and back; now you're a bacteria, round and soft. Now make yourself small. Imagine yourself so tiny that no one can even see you and you're on a person's hand. That's how bacteria and virus germs work: they go on hands which can get in our mouth, nose, or eyes and we get sick. But don't worry, we know how to keep healthy – we wash our hands!"*

## Ink pad and sticky note game

Use the stamp, ink pad and sticky notes provided in the kit. Discuss with children *"some objects are touched by many people and they are areas that may have bacteria or viruses that could make you sick. Some examples are doorknobs, shared toys, telephones, and bathrooms."*

Explain that the children can stamp the 'germ' on the sticky-note to make a pretend germ. The children can then spread these germs to areas that are commonly touched by putting the sticky notes on one of these objects. *"These areas are places where you want to wash your hands after you touch, and remember to wash these objects too."* Some children can stamp 'germs', some children can place 'germs', and others can find them.

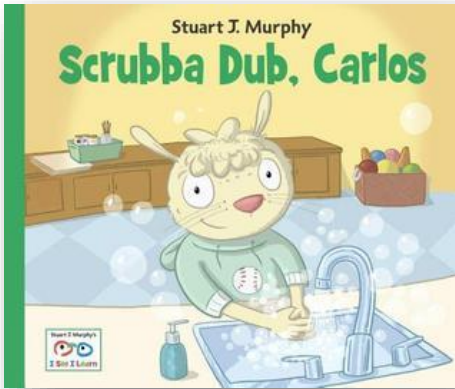
## Clean the classroom

Use the sponges provided in the kit. For very young kids, provide sponges with no water and encourage them to pretend to clean. For slightly older students, provide sponges with a basin with a small amount of water, and for preschool students consider providing a basin with water and soap. Instruct students to help keep the environment clean by washing objects or common areas that may have germs – shared toys, tables, chairs, outside toys, doorknobs, sink areas, etc. Discuss the benefits of having a clean environment for children to play.

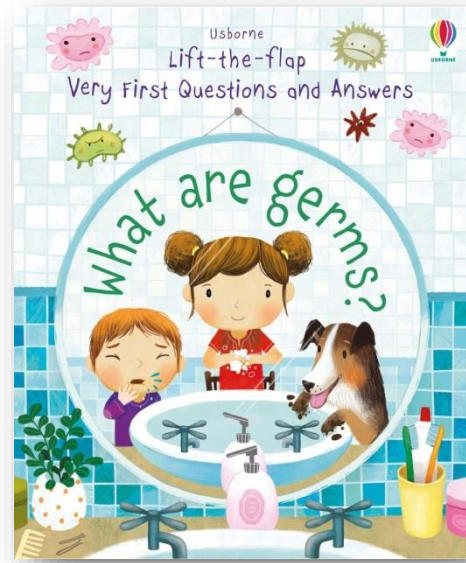




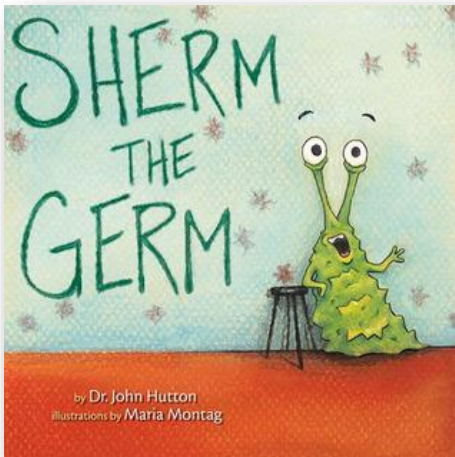
# Book Recommendations



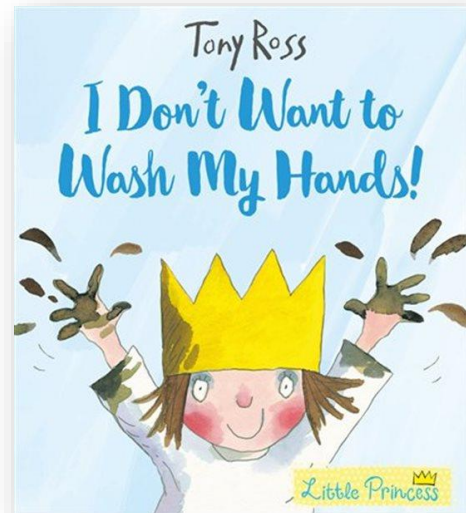
**Scrubba Dub, Carlos**  
Stuart J. Murphy



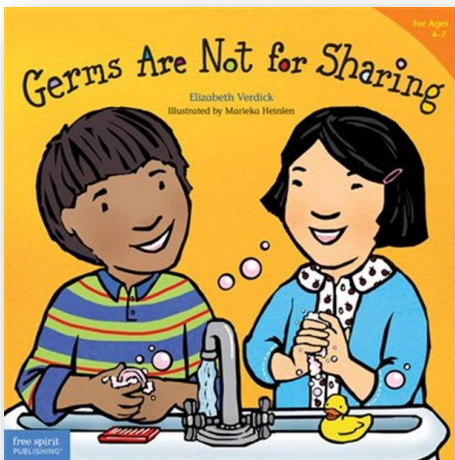
**What Are Germs?**  
Katie Daynes



**Sherm the Germ**  
John Hutton, MD



**I Don't Want to Wash My Hands**  
Tony Ross



**Germs Are Not for Sharing**  
Elizabeth Verdick & Marieka Heinlen

# Handwashing Puzzle

See following pages for larger images. Laminate if desired.

Students can work on remembering steps of handwashing by putting the cards in the correct order. The pictures are currently in the correct order (wet hands, apply soap, lather, rinse off soap, dry hands, and turn off tap).



**Wet hands**



**Apply plain soap**



**Rub hands together**



**Rinse your hands**



**Dry your hands**



**Turn off taps with paper towel**











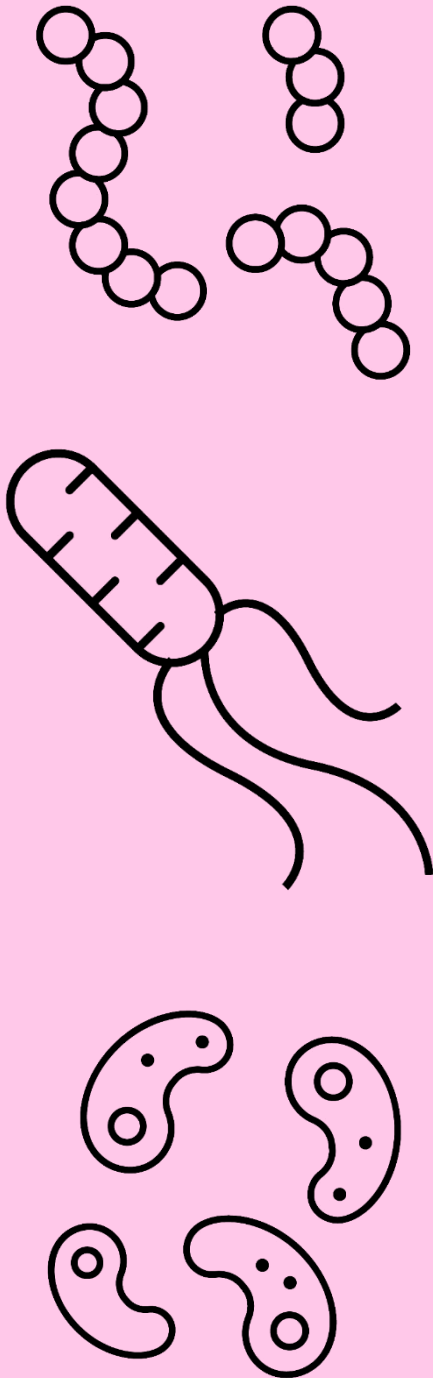






# How are they different?

## Bacteria



## Viruses

