



Follow Those Germs!



Prep **15** minutes



Activity **1** hour



Grades **K-2**

OBJECTIVE:

To illustrate to students how germs can be spread in the classroom and to determine “hot spots” in the classroom where germs might collect.

MATERIALS:

- *Follow Those Germs!* Handout and *Be A GermBuster!* Handout
- Glitter in several colors
- Petroleum jelly
- Art supplies

EDUCATION STANDARDS:

Health: 1.2.3 Describe ways to prevent communicable diseases.

INSTRUCTIONS

Recommendation: Do not allow students to use disinfectant products. Make sure to store and dispose of disinfectants safely.

1. Before beginning this lesson, coat some frequently touched hard surfaces in the classroom, such as desks, doorknobs, and light switches, with a thin layer of petroleum jelly and glitter. It is best to do this while students are out of the classroom.
2. Allow students to move around the classroom doing normal activities. If students notice and ask about glitter on the desks or doorknobs, tell them you will discuss it soon.
3. When students begin to notice glitter on their hands, gather the class for discussion. If students don't notice, bring it to their attention after a short period of time.
4. Have students examine their hands and share with their classmates what they see. Does everyone have glitter on their hands?
5. Ask students for ideas about how the glitter got on their hands. Where did it come from?
6. Explain that you put glitter on some places in the classroom to show how germs can spread. Since you can't see germs without a microscope, you used glitter instead. Ask students if they could pick up germs from these places in the classroom, just as they picked up glitter. To reiterate the idea that germs can't be seen, have students tell you how the glitter is different from actual germs.
7. Have students walk around the classroom looking for the places where you put glitter. Have them circle these places on their handout. What do these places have in common? What other places might you find germs?
8. Ask students for ideas about what they should do after coming in contact with a germ hot spot. Be sure to mention washing their hands with soap and water.
9. Using the *Be A GermBuster!* handout, have students illustrate the steps for proper handwashing. Post their illustrations around the room (particularly around the sink) as a constant reminder of the importance of handwashing.



Interactive Whiteboard Extension

1. One at a time, show students images of places they might regularly visit, such as a grocery store, doctor's office, or kitchen.
2. Based on what they learned about germ hot spots in their classroom, have them circle some likely hot spots in these places.



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INVESTIGATION 2 STUDENT HANDOUT

GRADES K-2

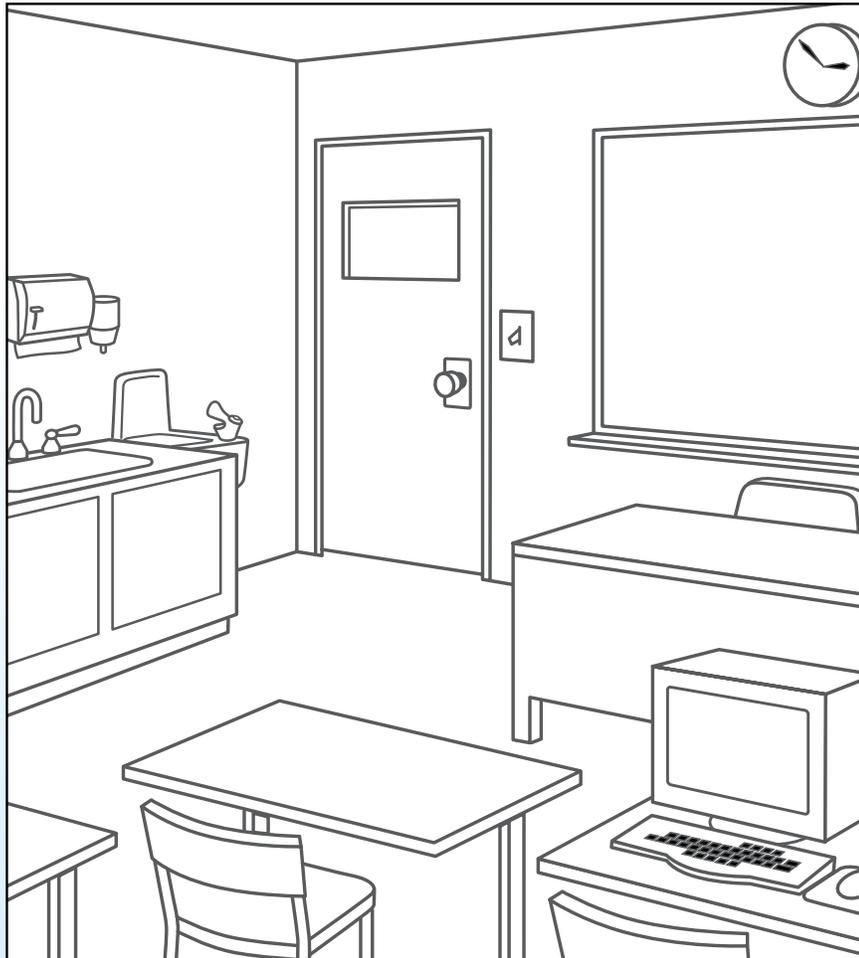


Follow Those Germs!

Johnny, Ella, and Harry knew that germs are too small to be seen. They knew that some germs can make you sick.
 "Cleaning can help keep germs out of our classroom," their teacher said.
 "Let's find the germ hot spots so we know the areas that need cleaning the most," Johnny said.
 Johnny, Ella, and Harry decided to investigate to find out.
 "Follow those germs!" Ella called.



Help Ella, Johnny, and Harry follow those germs!
 Circle the places where more germs are found.



Case Report: Every good investigator writes case reports. Case reports tell what you found. Write one way you can keep germs from spreading.



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INVESTIGATION 2 STUDENT HANDOUT

GRADES K-2



Be A GermBuster!

Based on the evidence you found in the *Follow Those Germs!* activity, help the Clean Club prevent the spread of germs by drawing the five steps to handwashing.

1. Wet hands with water

2. Apply soap

3. Lather and wash while you sing "Happy Birthday" twice

4. Rinse both sides of hands with water

5. Dry hands and shut off faucet with towel