Illness Prevention Activities for Children

Communicable Disease Outreach Program

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www.snohd.org/SHD_CH

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Illness Prevention Activities for Children

Engaging Lesson Plans for Learning About Germs and Healthy Habits
Dear Teachers,

It is well known that child care environments are high risk settings for the spread of illnesses. Children are in close physical contact for extended periods of time. They are still developing hygienic habits and their immune systems are still maturing.

Although illnesses are not entirely preventable, we can learn ways to stay healthy and limit their spread. Teaching children about the reality of germs and how to protect themselves and others is an important task which can make a difference.

As teachers, you are in the perfect position to educate children about germs, illness prevention, and lifelong healthy habits.

It is our hope that these lesson plans will assist you in making that task easier and enjoyable.

On the next page, you will find “A Note To Parents” that you may copy and distribute to parents and guardians. This note lets them know what the children are learning and how they can reinforce concepts at home.

Thank you for your dedication to keeping children healthy and we hope you have fun teaching illness prevention with these activities.

Sincerely,

Communicable Disease Outreach Program Staff
Snohomish Health District
childcarehealth@shd.snohomish.wa.gov
Dear Parents,

We are currently learning about germs, how they spread, and how to protect ourselves and others.

Please reinforce the following concepts at home:

- Wash hands well and often**
- Cover coughs and sneezes with the crook of the elbow
- Avoid touching your eyes, nose, or mouth
- Stay home when you are sick
- Stay healthy and practice good health habits

**Handwashing is the single most important thing your child can do to prevent getting ill and spreading germs to others.

Remind them to wash their hands:

Before

- eating or preparing food

After

- using the bathroom
- petting an animal
- playing outside
- coughing, sneezing
- blowing their nose

Here’s a song you can sing with your child to help make handwashing fun.

_Wash Wash Wash Your Hands_  
(Tune:  _Row, Row, Row, Your Boat_)

Wash, wash, wash your hands.  
Play our “handy” game.  
Rub and scrub, scrub and rub.  
Germs go down the drain!

(Sing twice to allow time for thorough washing)

Together we can instill good habits in our children and keep them happy and healthy.

Sincerely,
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Germ Basics

Objective: To learn basic facts about germs

Instructions:

1) Ask children what they know about germs.

2) Tell them they are going to learn some basic information about germs. Discuss some or all of the following questions. Adjust the information level to the age of the children.

- What are germs? Germs are tiny organisms that can make people sick. We cannot see them unless we use a microscope. There are four types of germs: bacteria, viruses, fungi, and protozoa (which are kinds of parasites). Some bacteria are good and helpful. There are good bacteria in yogurt and cheeses. Some bacteria are bad and make us sick. Bad germs can give us sore throats, colds, tummy aches, and rashes.

- Where can we find germs? Germs can be found everywhere. Down deep in the oceans, up in the air, and everywhere else. Ask about where germs may be found in the classroom. Answers may include: bathroom, toilet, tables, toys, hands, garbage can, class pet, etc.

- How do germs spread? Germs can spread directly from one person to another, from an object to a person, from animals/insects to people, and from contaminated food. Germs can be on objects that we touch with our hands. The germs get on our hands and then our dirty hands spread the germs around.

- How do germs get into our bodies? Germs get into our bodies through our nose, mouth, eyes, and/or cracks in our skin. For example, when someone coughs or sneezes, germs fly out in tiny droplets that can get into our nose, mouth, or eyes. If our hands pick up germs, they can get into our bodies if we put our fingers in our mouths, rub our eyes, or pick our noses.

- How can we protect ourselves and others from germs?
  - Wash hands well and often
  - Cover coughs and sneezes
  - Avoid touching your eyes, nose, or mouth
  - Stay home when you are sick
  - Stay healthy and practice good health habits (get vaccinated, exercise, rest, eat healthy foods)

  Emphasize that frequent handwashing with soap and warm water is the most important thing we can do every day to keep germs away and stay healthy. Covering coughs and sneezes keeps germs from spreading to other people.

3) Choose one of the activities in this booklet to reinforce any of these concepts.
Draw a Germ

Objective: To use imagination and begin a discussion about germs

Materials: Blank paper
Crayons, markers, or paint
Picture of a microscope (see below or print out your own)

Instructions:
1) Discuss with children that germs are tiny organisms that can make our bodies sick. Tell the children that we cannot see germs without a microscope.

2) Show them a picture of a microscope and talk about how and why it is used.

3) Give the children a piece of blank paper and crayons/markers, and then ask them to draw what they think a germ would look like. Tell them to use their imaginations to come up with a fun picture.

4) Ask the child to say one thing about their germ. Write the child’s statement on the paper.
Wet Sneezes

Objective: To show how germs from a sneeze or cough can get onto others or objects

Materials: Water
Empty spot on a table
Plastic toy
Copy of “The Big, Wet, and Thunderous Sneeze” (optional)

Instructions:
1) Discuss with the children that if we cough or sneeze onto our hands, droplets containing lots of germs can get onto surfaces or other people if we don’t wash our hands right away. Tell the kids that you are going to show this using water instead of a “real sneeze.”

2) Pretend to cough or sneeze into your hand. Then put some water onto your hands. Immediately touch the table. Show the kids that the table is now wet. Have one of the children touch that spot on the table. Show how that child’s hand is now wet and that they could get sick from those germs.

3) Pretend to cough or sneeze again and put water onto your hand. Now touch the toy. Show the children that the toy is now wet with “germs.” Put the toy down on the table and have another child pick it up. Discuss how the germs now get onto that child’s hands.

4) Talk to the children about how we should cough or sneeze into tissues or our sleeve. Discuss how important handwashing is.

5) To reinforce this lesson, read “The Big, Wet, and Thunderous Sneeze” (available online at: www.snohd.org/SHD_CH).
Spray Bottle Cough and Sneeze

Objective: To demonstrate how droplets from a sneeze or cough can travel through the air

Materials: Empty spray bottle with mist setting
Water
Facial tissues
Food coloring (optional)
Copy of “The Big, Wet, and Thunderous Sneeze” (optional)

Instructions:
1) Fill the spray bottle with plain water.

2) Discuss with the children that when we cough or sneeze, droplets containing lots of germs can fly through the air landing on surfaces and other people.

3) Walk around the classroom while pretending to cough and sneeze. While you are doing this, spray the water over the children. Ask the children to raise their hands if they feel the pretend sneeze land on them.

4) Discuss that when these droplets land in their eyes, mouth, or nose they can get into their bodies and make them sick.

5) Add a couple of drops of food coloring to the water. Walk around the classroom again, this time spraying the water into a tissue. Show the children how the “germs” got stuck in the tissue instead of landing on them.

6) (optional) To reinforce this lesson, read “The Big, Wet, and Thunderous Sneeze” (available online at www.snohd.org/SHD_CH).
Germs on Bread

Objective: To show germs growing and how they can be spread from hands to other surfaces

Materials:
- Gloves
- Unopened bag of white bread
- Plastic zipper-style sandwich bags (one bag per child + one extra)
- Eye dropper
- Cup of water
- Permanent marker
- Clear tape

Instructions:
1) An adult should wash their hands well and put on gloves. Put one piece of bread directly into a plastic bag. Add a few drops of water with the eye dropper. Zip the bag closed. Label this one “clean” or “control.”

2) Tell the children that our hands pick up many germs from the surfaces that we touch. Show them the piece of bread that you placed into the plastic bag that is labeled “clean.” Tell them that this piece of bread has not been touched.

3) Pass out a piece of bread to each child and tell them to pass it back and forth in their hands for a few minutes. Explain that the germs that they have picked up on their hands are getting on the bread. The children should NOT have washed their hands before this activity. (Alternately, you could have older children choose to tap or rub their bread gently on different surfaces such as sinks, tables, playground equipment, or the floor).

4) Have each child put their bread into a plastic bag. Label the bags with the children’s names (and the surface they chose for the alternate activity). Add a few drops of water for moisture and zip the bags closed.

5) Discuss that germs grow better with moisture and warmth. Place the bags in a room-temperature, dark place. A cabinet or closet would work fine. Check them periodically. Once the bread has started to grow mold, take the bags out and look at them with the children. This could take a week or possibly longer. Make sure you leave the bags closed. You may want to tape the opening shut.

6) Discuss with the children what you see. Mold (and maybe bacteria) can be seen growing on the bread. There should be more germs on the handled bread than on the “clean” bread. Discuss the importance of washing hands before eating. We can’t see the mold spores, but they were on the hands/surfaces and ended up on the bread.
Germ Search Game

Objective: To reinforce the fact that germs can be found anywhere

Materials: Pom-poms, glue, googly-eyes, pipe cleaners, sequins, play dough, and other various craft materials for making “germs”
Pictures of real germs

Instructions:
1) Discuss with the children that germs are so tiny that you can’t see them without a microscope. Show a few pictures of what real germs look like when viewed under a microscope (see next page for some pictures).

2) Tell the kids that you will be making “pretend” germs. Give each child a pom-pom and glue and allow them to create a pretend germ. Play dough could also be used to make germs, but this would take longer to dry.

3) Allow the germs to dry completely. Write names on the germs and/or make sure children know which one is theirs so they can collect them again later.

4) Discuss where germs can be found in the classroom. Possible answers include tables, sinks, toys, plants, etc. Have the children hide their germs somewhere in the classroom. (The bathroom and garbage can designated as off-limits).

5) Once all the germs have been hidden, have each child find someone else’s “germ.” Gather the children back together and let them share where they found their germs. Allow them to give the germ back to its owner (or collect the germs and return to proper owner later). Discuss how in this activity, sharing germs was fun. In real life, sharing germs makes us sick. Talk about ways to prevent sharing germs.
Here are a few sample pictures of what some bacteria and viruses look like under a microscope. More pictures can be found at the CDC Public Image Library (http://phil.cdc.gov).

Streptococcus (Strep bacteria)  
Avian flu  
Salmonella  
MRSA
Where to Find Germs

Objective: Discuss with children where germs can be found

Materials: Old magazines
Scissors
Large piece of paper
Glue

Instructions:
1) Have the children look through the old magazines.
2) Have them cut out pictures that they find of where germs can be might be hiding. Examples include gardens/dirt, garbage cans, toilets, people’s hands, tables, etc.
3) Let the kids glue their pictures onto the large piece of paper to make a collage.
4) Gather around the collage and talk about all the different places that germs can be found.
Objective: To teach children to cover their nose and mouth when they cough and sneeze

Materials:
- Head template
- Crayons, markers, and other craft materials to create a face
- Glue sticks
- Blank piece of paper, pencil, scissors
- Facial tissue

Instructions:
1) Provide each child with a copy of the head template (can copy on white or multi-cultural colored paper). Provide the children with art materials and tell them to make the face look like them. This can be done simply with crayons only, or you could allow the children to use yarn for hair and other craft supplies.

2) Trace each child’s right hand and 1-2 inches of the wrist onto the piece of blank paper with a pencil. Cut out the hand. Older children can do that part by themselves. Allow children to decorate the hand with fingernails, bracelets, watches, and/or rings.

3) Have children use a glue stick to glue a facial tissue onto the back side of the hand.

4) Glue the wrist onto the head template on the dotted line. The hand holding the tissue should be able to move on and off of the face.

5) Discuss with the kids how it is important to cover their coughs and sneezes to keep the germs from flying through the air. Talk about using tissues. Also talk about using your shoulder or the crook of your arm if you don’t have tissues available. Finally, talk about the importance of washing your hands after throwing used tissues in the garbage.

6) Practice covering a pretend sneeze by reciting "The Big Achoo!"

The Big Achoo!
Tissue, tissue, where are you? I can feel a sneeze coming through.
I’ll cover my mouth, and cover my nose.
Look out everybody!
Here it goes!
Ah... Ah... Choo!

- Author unknown
I cover my coughs and sneezes.
Elbow Socks

Objective: To teach children how to use their elbow to cover their coughs and sneezes in order to prevent germs from spreading

Spray bottle filled with water
Old, clean socks – one for each child
Scissors
Fabric markers to decorate the socks (optional)

Instructions:
1) Read the book “The Big, Wet, and Thunderous Sneeze” to the children

2) Demonstrate a big sneeze using a spray bottle. Spray water over the children and tell them that is what it is like when a person sneezes.

3) Have a discussion about the following: places where the germs can land after a sneeze, ways the germs were eliminated in the book, and the importance of covering a cough or sneeze. Even if we are not sick, covering our mouth and nose when we cough or sneeze is the polite thing to do.

4) Ask for a student volunteer to demonstrate coughing into the elbow.

5) Have children sit at a table. Cut the toe section off of the socks. Allow the children to decorate the socks if time allows.

6) Have the children slip a sock over their arm so that it covers the elbow area. If they are wearing a long sleeved shirt, the sock should be over the shirt.

7) Have children practice “pretend coughing and sneezing” into the sock.

8) Children can keep the socks and take them home to show their parents and siblings. Socks can be taken home to wash and be worn again to reinforce the lesson and help develop this good habit.

Copies of “The Big, Wet, and Thunderous Sneeze” may be downloaded from Snohomish Health District website http://www.snohd.org/SHD_CH
Objective: To learn that our skin protects our bodies from germs

Materials: 2 uncut apples
Cutting board, knife, and an adult to do the cutting

Instructions:
1) Talk to the children about how our skin protects us from germs. If our hands touch something with germs, the germs can be washed off of our hands and won’t make us sick. Our skin doesn’t let germs into our bodies.

2) Show the children the two apples. Talk about how the peel of the apple is like our skin.

3) The adult then takes the knife and cuts a few chunks off of the peel of one of the two apples. The other apple is left intact.

4) Have the children pass the apples around and touch them with their unwashed hands. Point out that germs from our hands are getting on the “skin” of the whole apple but are not able to get inside the “body” of the apple. The apple that has cuts, however, is getting germs inside because the “skin” is not there to protect it. (Teacher note: The cuts on the apple also let oxygen come in contact with the inside of the apple, which speeds decomposition.)

5) Place the apples in an out of the way location, such as on a shelf out of reach.

6) Have the children go and wash their hands.

7) Let the apples sit on the shelf for several days. Later, bring the apples down and talk to the children about how the uncut apple looks just like it did when it started, but the cut apple looks “sick.”

8) Talk about how it is important to take care of any cuts and scrapes that happen – washing with soap and water and covering with a bandage.
A Disease Fighting Recipe

Objective: To see and discuss the variety of fruits and vegetables that help fight germs, then make soup from the vegetables

Materials:
- Assortment of vegetables for soup: carrots, potatoes, cabbage wedge, broccoli, green pepper, corn on the cob, green beans, zucchini, and/or yellow crook neck squash
- Chicken broth or water and chicken bouillon cubes
- Assortment of chopped herbs: rosemary, parsley, basil, bay leaf, and/or thyme
- Large cooking pot, spoon, approved kitchen
- Bag of sugar snap peas, at least ½ dozen per child

Instructions:
1) Explain that eating vegetables and fruits helps strengthen our immune system. They help make us stay strong so we can fight off the germs better. Explain that vegetables contain special anti-germ powers called Vitamin C and Vitamin A. Hold up examples of foods with Vitamin C – oranges, green pepper, tomato, potatoes, berries, cabbage. Then hold up examples of foods with Vitamin A – broccoli, carrots, sweet potatoes, mango, and cantaloupe. Finally, let kids talk about their experiences eating these foods.

2) Invite children to make a healthy soup with the vegetables. The cook (or teacher) arranges the vegetables to go in the soup on a table near the children. Add the veggies to the pot with broth or water & bouillon as they are prepared.
   - Peel and cube potato and sweet potato
   - Seed pepper and chop into small chunks
   - Chop onion, broccoli, carrots into small pieces.
   - Chop cabbage wedges into shreds
   - Chop tomato into 1/8 and then in half again
   - Slice zucchini into rounds

3) Have the children wash hands and sit at a table or on a clean blanket on the floor with a bowl of the peas in the center. Give each child 6 or more peas on a napkin and an empty paper plate. Show them how to “shuck” the peas. The peas go onto the paper plate and then into the soup. The pea shell goes back into the initial bowl. (This can be used to make a tasty stock and added to the broth later). It is OK for kids to eat the peas in front of them as they are shucked. Do not allow children to eat from the main bowl.

4) In the kitchen bring the pot of vegetables to a boil, reduce heat, and simmer uncovered for 10 – 15 minutes. Add the peas, herbs and tomatoes at the end.

5) Wash hands. Share the soup together as part of lunch or snack.

6) Make a copy of the recipe for the parents.

Resource: The Healthy Body Cookbook (Chapter 12 Disease Fighters: Five a Day for Better Health)
Handwashing Using Glo Germ™ Kit

Objective: To learn proper handwashing technique

Materials: Glo Germ™ kit*, Poster: "How to Wash Hands Thoroughly" Handwashing sink Soap, warm water, paper towels Handwashing song (optional)

Instructions:

1) Instruct children on proper handwashing technique.
   • Review the "How to Wash Hands Thoroughly" poster. Practice the motions in each of the 10 steps without soap and water. (Pretend to use paper towels to dry hands and turn off the water faucet).
   • Practice counting 20 seconds or singing a song that is about 20 seconds long.
   • Emphasize that proper rubbing, plenty of soap warm water, and time are essential for removing germs in between fingers, under the finger nails, and in the creases of the palms.

2) Tell the children they will be practicing the right way to wash hands. They will be using “pretend” germs that glow under a black light. Let them know that these “germs” are not real and will not make them sick.
   • Apply a dime-sized amount of Glo Germ™ gel and rub into palms, nails, and in between fingers.
   • Have children look at their hands under the UV light.

3) Have children wash their hands. Display the poster by the sink.

4) Look at hands again under the UV light.

5) Discuss observations. Point out the common areas that were missed (thumbs, fingernails, in between fingers, etc).

*Glo Germ™ kit may be borrowed from: VOA/Child Care Resource and Referral in Everett
2801 Lombard Ave Everett, WA 98201
Phone: 425.258.4213
How to wash hands thoroughly

Hands should be washed with soap and under water for at least 20 seconds. Special attention needs to be paid to germs that may be trapped under nails and in crevices. The red arrows in the pictures below show the direction of movement of the hands.

1. Wet hands with water
2. Apply soap to cover all surfaces of the hands
3. Rub hands palm to palm
4. Rub each palm over the back of the other hand
5. Rub palm to palm with fingers interlaced
6. Rub backs of fingers to opposing palms with fingers interlocked
7. Rub each thumb clasped in opposing palm
8. Clasp fingers and circular rub opposing palm
9. Rinse well with water
10. Allow hands to dry completely before touching anything else

A pdf file of this poster is available free from http://wedd.lboro.ac.uk/publications/pdfs/sfspa/how-to-wash-hands-thoroughly.pdf

WEDC Loughborough University UK
Germ Busters Handwashing Experiment

Objective: To teach effective handwashing

Materials:
- “Be a Germ-Buster…” poster
- Cooking oil
- Glitter (“ultrafine” works best) or fine spice such as cinnamon
- Handsink with soap, warm water, and paper towels

Instructions:
1) Discuss proper handwashing with the children. Cover the following:
   a. where germs are found and that they can easily get on our hands
   b. When bad germs get on our hands, they can get into our mouths, eyes, or nose, and make us sick.
   c. To keep from getting sick, we need to wash the dirt and germs off of our hands
   d. There are 6 steps to proper handwashing (see “Be A Germ-Buster…” poster)
   e. How to tell if you’ve washed long enough (20 seconds)

2) Tell the children they are going to practice getting germs off of their hands.

3) Put a drop of cooking oil on each child's hands and have them rub it around.

4) Put a small amount of glitter on each child’s hands. **Warning:** make sure that the children do not touch their eyes until the glitter is washed off – getting glitter in the eye can cause eye damage; spices in the eye can be irritating

5) Have the children wash their hands following the 6 steps. Emphasize that the warm water, bubbles, and rubbing are all important in getting the “germs” off. Without any one of these things, the germs stay on the hands.

6) Talk with the children about what they learned.
Be a Germ-Buster... WASH YOUR HANDS!

1. WET
2. SOAP
3. WASH
4. RINSE
5. DRY
6. TURN OFF WATER WITH PAPER TOWEL
**Objective:** To help children remember the 6 steps to handwashing

**Materials:** “Be a Germ-Buster…” poster  
Puppet with hands/arms

**Instructions:**

1) Introduce the puppet to the children by name (for example “Jimmy”). Tell the children that Jimmy is new to the class. It is the kids’ job to teach Jimmy how to wash his hands.

2) Put the “Be a Germ-Buster…” poster in a spot where the children can see it and tell them that the poster is there if they need help while they are “teaching.”

3) Ask the children what “Jimmy” should do first. Guide them to give the puppet instructions on how to:

   a. turn on the water – both hot and cold taps to get warm water  
   b. get hands wet  
   c. get some soap  
   d. make lots of bubbles – the puppet can sing the ABC song while it “washes”, have the children sing along  
   e. rinse  
   f. dry with a paper towel  
   g. turn off the water with a paper towel

Have the puppet model these actions as the children are directing it. (Additionally, you can have the children perform the actions along with the puppet.)

4) Discuss when the puppet would need to wash his/her hands. Have the children provide the answers. Times include: after coming in from outside, after going to the bathroom, before eating, upon arrival, after touching an animal, after art, after playing in the sensory table, after coughing or sneezing, etc.
Objective: To stress handwashing as an important way to remove germs

Materials: colored paper, crayons, tape, wiggly eyes (optional)

Instructions:
1) Discuss how germs can get on our hands and how they can make us sick. Talk about the importance of washing hands to get rid of germs.
2) Use the template to have each child makes 5 germ finger puppets. Let the children be creative in how they color their germs.
3) Help the children to number them one through five.
4) Wrap the bands around the children’s fingers and tape them together to make puppets.
5) Do one or more of the following activities with the puppets:
   a. Sing “Five Little Germies”
   b. Recite “Germs One through Five” and/or have children make up their own.
   c. Tell a story about the germs… where did they come from, what symptoms did they cause, etc.

Five Little Germies (sung to the tune of Ten Little Monkeys)
Five little germies sticking to my hand
One bubbled off and fell in the sink (pull off a germ and put it aside)
“Wash, wash, wash,” that’s what I think
Can’t have germs making me sick!

Four little germies sticking to my hand
One bubbled off and fell in the sink (pull off a germ and put it aside)
“Wash, wash, wash,” that’s what I think
Can’t have germs making me sick!
(Continue until all 5 germs are gone) —by A. Suarez-Stavig

Germs One through Five
Germ number 1 sat on my thumb,
Germ number 2 gave Suzie the Flu,
Germ number 3 is friends with a flea,
Germ number 4 came from the door,
And Germ number 5 itches my eye!
Oh my! —by Lauren Stavig, age 10
Finger Puppet Germ Templates
Objective: To reinforce concepts learned using songs, rhymes, and fingerplays

Materials: songs, rhymes, and fingerplays, included below

Instructions: Use songs and rhymes any time during the day to reinforce concepts in a joyful way. Repetitive tunes help remind children of things they learn. Some examples of when to use the songs are:
- During handwashing
- While waiting at the table for a snack
- While waiting in line for the bathroom
- After someone sneezes

Concept: How to cover a sneeze and protect others.

The Big Achoo!
Tissue, tissue, where are you?  
I can feel a sneeze coming through.  
I'll cover my mouth, and cover my nose.  
Look out everybody! Here it goes!  
Ah...Ah... Choo!

- Author Unknown

Concept: Handwashing removes germs.

Wash Wash Wash Your Hands
(Tune: Row, Row, Row, Your Boat)
Wash, wash, wash your hands.
Play our "handy" game.
Rub and scrub, and scrub and rub.
Germs go down the drain.
(Sing twice through)
- Author Unknown
Concept: Proper handwashing technique.

**Tops and Bottoms**
Tune: “Frère Jacque”

Tops and Bottoms, tops and bottoms
(rub top and bottom of hands)
In between, in between,
(rub fingers inside on both hands)
All around your hands, all around your hands,
(rub all around hands)
Makes them clean, makes them clean.
(flash all ten fingers)

- Author Unknown

Concept: Wash hands before eating.

**Oh, Before I Eat My Meals**
Tune: “If you’re happy and You Know It, Clap Your Hands”

Oh, before I eat my meals,
I wash my hands, scrub scrub.
Oh, before I eat my meals,
I wash my hands, scrub scrub.

Oh, it’s very smart, I think,
Send those germs right down the sink.
Oh, before I eat my meals,
I wash my hands, scrub scrub.

- Author Unknown
Let’s Read About Germs

**Objective:**
To learn about germs through literature

**Materials:**
Choose an age appropriate book to read and discuss. Most books are available through your local library or can be borrowed from the Illness Prevention Education Kit available from VOA/Child Care Resource and Referral at:
2801 Lombard Ave. Everett, WA 98201 425.258.4213

- **Bill Nye the Science Guy's Great Big Book of Tiny Germs**
  Bill Nye
  *Older school-age children*

- **Germs (Rookie Readers)**
  Judy Oetting
  *Preschool and young school-age children*

- **Germs are Not for Sharing**
  Elizabeth Verdick and Marieka Heinlen
  *Toddlers and preschool-age children*

- **Germs Make Me Sick!**
  Melvin Berger and Marylin Hafner
  *Young school-age children*

- **Impatient Pamela Learns About Germs**
  Sarah Overland
  *Young school-age children*

- **Jimmy Jam Germ and the Happy Handshake! (The Adventures of Thumbs Up Johnnie)**
  Michelle Bain
  *Preschool and young school-age children*

- **Sam the Shark and The Germs!**
  Anna Pridgen
  *Preschool-age children*

- **Wash Your Hands!**
  Tony Ross
  *Preschool-age children*
Staying Well Wordsearch

Words can be found across, up and down, diagonal, forward, or backwards. Good luck!

A S N E E Z E A H F H A S H D
I N R O E D V J G A S A G O B
R D N S M R E G N Q Q W R E K
E J W N S S B D L S I C K O I
T H B S L E W O T R E P A P B
C W C X X A P Q R U Q B I K U
A N W A S W C R I Y G T P G R
B A A H H O R E T A W S Z C C
E A I E U C X W Y G Q V V Q S
H N K G L J A K Z V Q T I G A
G P H K U C C M S C Z C R T J
S V N V L U A X O F C X U S U
U O W I Y Z D I S T R N S D K
H U A H K X E C A O S B Q M F
F A A P S T W K D I S E A S E

BACTERIA
CLEAN
COUGH
DISEASE
GERMS

HANDWASHING
PAPERTOWELS
SCRUB
SICK
SNEEZE

SOAP
STOMACHACHE
VIRUS
WATER
YUCKY