



LESSON 2 WHERE ARE GERMS FOUND AND HOW DO THEY SPREAD?

45 MINS TOTAL

Learning Intentions

This lesson will help students to understand:

- › How germs spread from one person to another
- › Where germs can be found and where we might come into contact with them

Resources

- › Student Worksheet 1B – 1 per student
- › Glitter, chalk, or anything that sticks to hands and transfers easily from one surface to another

Curriculum Links

- › Health & Physical Education: Personal Social and Community Health Foundation - [ACPPS006](#) / Years 1 & 2 - [ACPPS022](#)
- › Supporting Outcomes Science: Science Inquiry Skills Foundation - [ACSHE013](#) / Year 1 [ACSHE021](#) / Year 2 [ACSHE034](#)

1 - SET THE SCENE

10 MINS OPTIONAL

Explain

- › **Replay the animation**
- › Remind the students of the animation
- › Explain that Skye, Chara, Li and Bruno need to find out as much about germs as possible for their next quest

Ask

- › **Ask** the students to help Skye, Chara, Li and Bruno by remembering what they learned about germs last lesson
- › **Ask** students to share facts about germs (can be done as a mindmap on an interactive whiteboard)
- › **Select** a student to give a fact (and correct the fact if it is incorrect)
- › **Ask** the class to come up with an action/movement that represents that fact and get everyone to do it
- › **Provide** example action e.g pretend to wipe your nose then go to shake someone's hand (but don't touch them)
- › **Continue** until no more facts can be given

2 - DEMONSTRATE HOW GERMS SPREAD

10 MINS ESSENTIAL

Explain

- › One way that germs can spread is through touch
- › In the cartoon, the germs were so tiny that Chara needed the special phone app she invented to see them
- › We don't have Chara's app, but we don't need it because we have this chalk/glitter
- › Let's imagine that this chalk/glitter represents germs

Demonstrate

Select three or four students to demonstrate and instruct them to:

1. **Rub** plenty of [chalk/glitter] into their hands
 2. **Think** about what things they have touched since they entered the classroom
 3. **Touch** each of those things again
- › At the end of the whole activity, ask students to wipe down surfaces with a surface disinfectant.



Ask

- › What do you notice about the 'germs'?
(ANSWER: they transfer from the students' hands to what they touch)
- › Did the students with the 'germs' touch anything that you had also touched today?
- › What do you think would happen if you were to touch something *after* the person with the 'germs' touched it?
(ANSWER: The germs would have transferred to your hands)
- › **Ask** another student to go and touch something with the chalk/glitter on it to show that this does happen

Explain

- › One of the ways germs spread is through touch:
 - When you touch something without washing your hands first, you leave germs behind
 - If someone else touches the same thing after you, they could pick up your germs
 - That person will then leave germs on the things they touch
- › Germs don't *only* spread through touch:
 - Germs can spread through the air, by eating food with germs in it and by drinking dirty water
 - When you cough, sneeze or even breathe, germs escape into the air, which other people can then breathe in

3 - WORKSHEET 1B



Explain

- › **Give** each student access to a copy of **Worksheet 1B**
- › **Remind** students that germs can be spread through touch
- › **Instruct** students to **colour** places on the worksheet where they think germs can be commonly found
- › **Draw or write** in other places within the classroom where germs might be commonly found

Answer

- › **Select** students to share which areas they have chosen
- › **Ask** students to explain **why** those areas might have lots of germs
- › **Correct** any incorrect answers or misconceptions
- › **Draw attention** to key areas that should have been chosen: **bin, Bruno sneezing, cleaning cloth, door handle, tap, used tissue**

4 - REINFORCE UNDERSTANDING



Explain

Tell the students: they have just helped Chara find germs in her classroom. Can they now do it in theirs?

- › **Give** each student some **stickers** or **post-it notes**
- › **Remind** students that **germs are often spread through touch**, so things that are touched regularly are more likely to have germs
- › **Instruct** students to **move around the classroom** and **place their stickers** on things that they think will have lots of germs on them

Ask

- › **Select** some areas where students have placed their stickers
- › **Ask** students to explain why they placed them there



- **Draw attention** to key areas that might have lots of germs:
- **Door handle** (because it is touched regularly)
 - **Bin** (dirt, rubbish and rotting food all contain lots of germs)
 - **Tap** (if applicable) (because it is touched regularly and often used when people's hands are dirty)



Teacher Tip

DON'T HAVE STICKERS OR POST-ITS?

Ask the students to each choose a different thing that they think will have lots of germs on it and move over to stand by it.

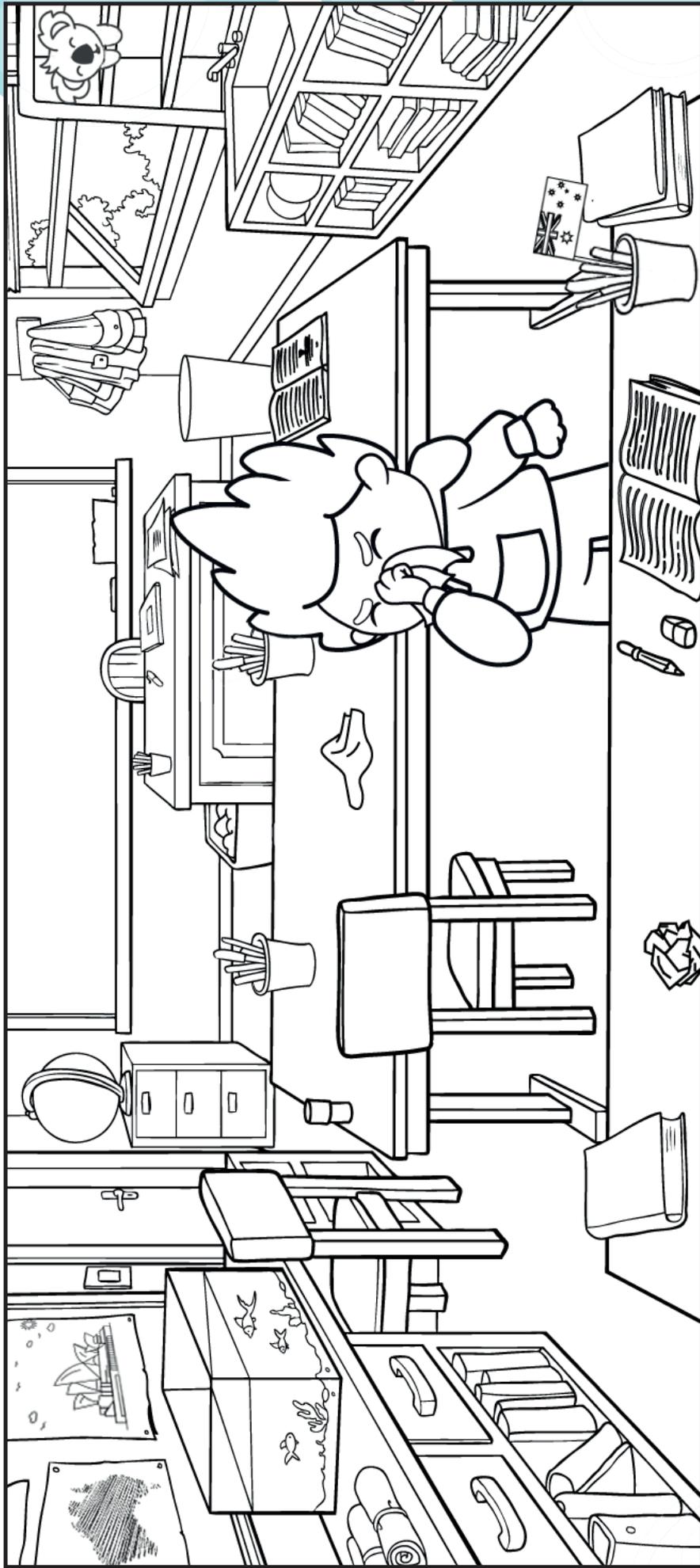
WORKSHEET 1B

ON THE LOOKOUT



Oh no! Chara's lost her phone, so she doesn't have her special app for detecting germs. That doesn't mean that she's given up on her germ-finding quest, but she isn't sure where to start looking without the app.

Can you help Chara? **Colour or circle** areas in the classroom where she will probably find lots of germs.



EXTRA CHALLENGE!

Share your ideas with a partner and see if they agree.

EXTRA CHALLENGE!

Draw some other areas in your classroom that germs might be found.