

Watch. Think. Do!

Video-linked activity sheets
to support young people to:



Keep the handwash habit going

How does this **Watch. Think. Do!** resource help pupils to handwash?

Handwashing is something that we need to do on key occasions every day. However it's often done in private, in the washroom, and so it can be tempting to skip a proper handwash.

This resource provides 7 video-linked activity sheets that stimulate young people's interest, awareness and knowledge around specific aspects of handwashing. They can be used in different ways e.g.:

- For 10–20 minutes during form time/after registration
- Over 7 weeks to keep the handwashing topic fresh and top-of-mind
- During after-school clubs
- As self-directed or parent-directed activities



Each activity sheet includes:

WATCH

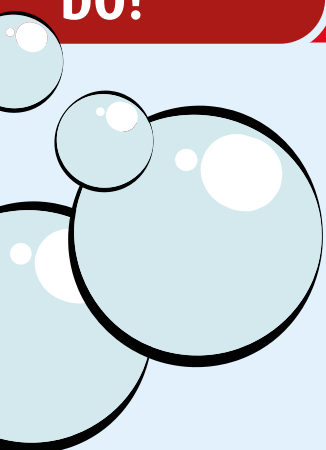
An entertaining and informative **video**, up to 2 minutes.

THINK

3 **questions**, based on the video, for written responses or discussion. The answers can be found on the last sheet.

DO!

An **activity** that can be completed with an adult (for younger children) or self-directed.

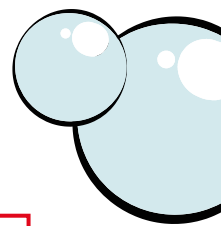
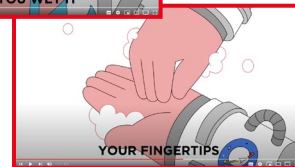
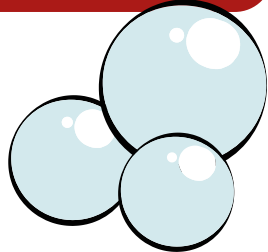


www.soaperheroes.com



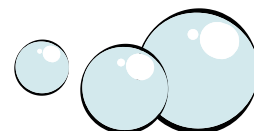
Can you "do the handwash?"

WATCH



THINK

Write down your answers



- a: In the Handwash Song video, what 2 colours was the plaster? _____
- b: The next step after "Interlock it, lock and roll it" is "_____, another one"
- c: When we clean our tips, it stops germs hiding around our _____

DO!

Make a poster to show places where germs often hide on our hands

What you need

- Scissors
- White paper
- Crayons or markers
- Optional:* • Coloured paper
- Glue
- Coloured pencils
- Cardboard

Activity

1. Look at the diagram below that shows where some people miss when they handwash.
2. Using the white paper, carefully trace your hands.
3. Cut out your traced artwork (you may need to ask an adult for help) and glue them on the coloured paper or cardboard.
4. Copy the diagram below and colour in the areas in red — the bits that are missed most often when handwashing.
5. Add a headline to remind people to wash every part of their hands.



Back of hand

Palm of hand

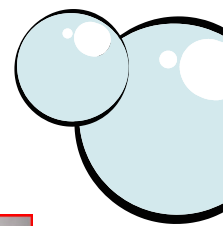
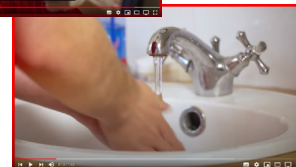
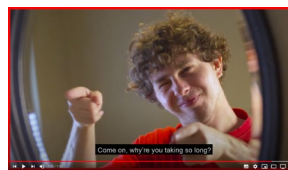
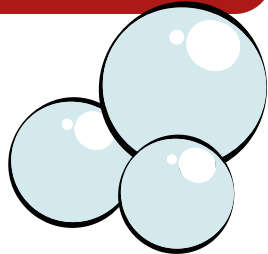
- Most often missed
- Often missed
- Less often missed





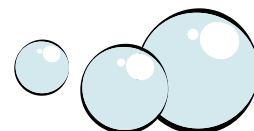
What does soap actually do?

WATCH



THINK

Write down your answers



a: Is it good enough to wash with just water? _____

b: Why/why not? _____

c: Complete the video endline "Push germs away, trust _____"

DO!

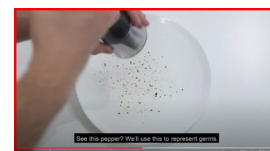
Show an adult this experiment at home. It's like a magic trick!

What you need

- Bowl
- Water
- Sprinkle of black pepper
- Liquid soap
- Towel

Experiment

1. Fill the bowl with water, but not to the top. The water represents your skin.
2. Sprinkle some black pepper onto the surface of the water. It should float on top. The pepper represents germs.
3. Dip your finger into the centre of the water and watch what happens to the pepper.
4. Dry your finger. Dip it in the soap, to cover your finger.
5. Dip your soapy finger into the water. Watch what happens.



What happened without soap and with soap?

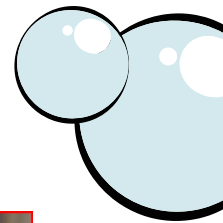
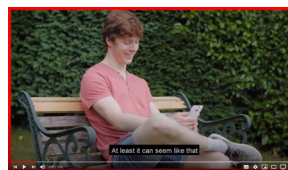
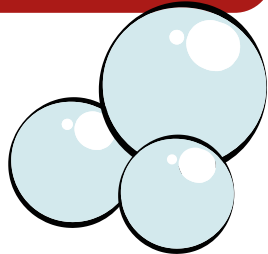
Why do we use soap to wash our hands?





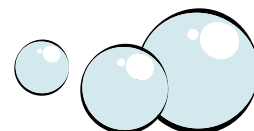
How do unseen germs spread?

WATCH



THINK

Write down your answers



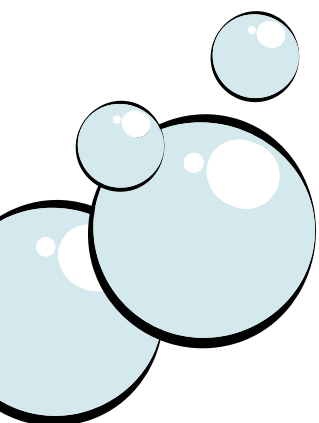
- a: In the video, germs were represented with " _____ "
- b: When we spread germs by touching things, we call this: _____
- c: Where are some of the key places germs gather in a room? _____

DO!

Ask an adult if you can do this flour experiment outside. It will make a bit of mess!

Experiment

1. Sprinkle a little flour onto your hands (not the adult's). The flour represents germs.
2. Rub your hands together to get the flour all over your hands.
3. **Outside option:** play 'tag' for a minute with the adult.
Inside option: shake hands with the adult.
4. Look around to see where the flour is. Germs can spread just as easily.



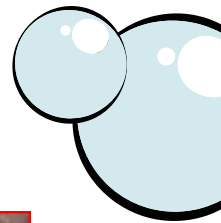
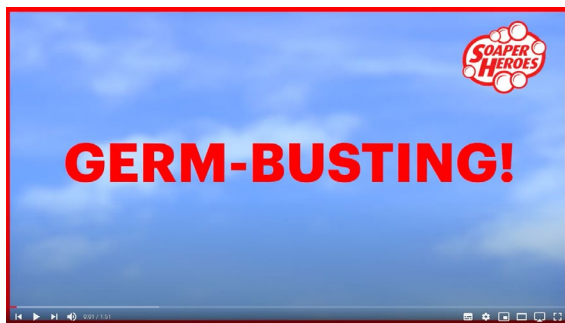
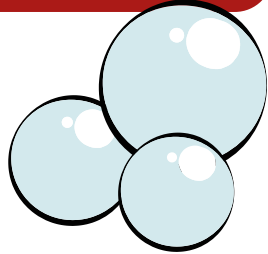
What can we do to stop the spread of germs?



How does soap destroy viruses?

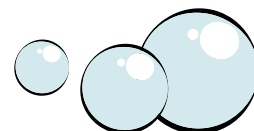


WATCH



THINK

Write down your answers



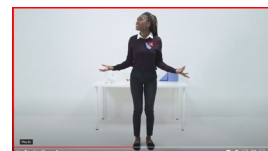
- What did Isla say as soon as she arrived home? _____
- In a soap molecule, one end loves water and the other loves _____
- How does soap help to protect us? _____

DO!

Ask an adult about doing this dramatic experiment. You'll need to clear up afterwards!

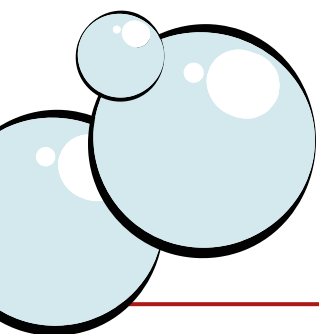
What you need

- Balloon with small bits of coloured paper inside
- Ask an adult to hold a pin for you (this represents a soap molecule)



Experiment

- Put some small bits of coloured paper inside a balloon and inflate it. This represents a virus.
- How might we stop this virus from spreading?
- Draw attention to the pin (representing a soap molecule) and show how, when it comes into contact with the virus/balloon, it destroys the virus.



What happened when soap touched the virus? Why?

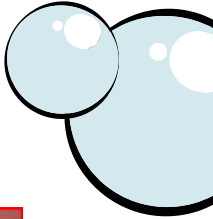
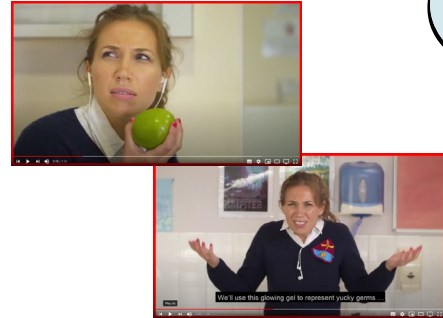
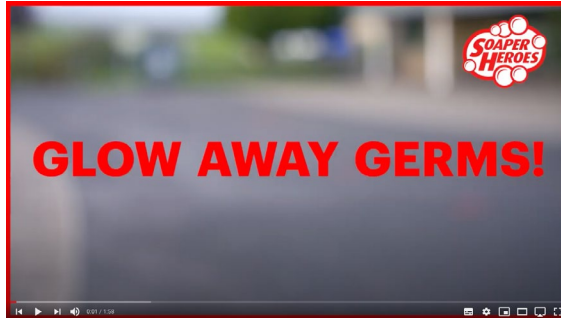
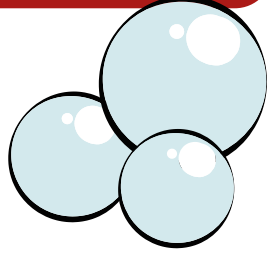
How do we make sure the burst virus doesn't lie around?



If it looks clean, is it really clean?



WATCH



THINK

Write down your answers

- a: What colour was the dog? _____
- b: In the video, after a quick rinse, where could we see the germs hiding? _____
- c: Complete the film endline "Don't be a dope, _____"

DO!

Make a comic!

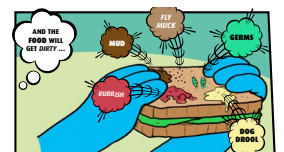
Activity

Draw a cartoon strip to explain why people need to wash their hands carefully, even when they don't want to!

What's the problem you're trying to solve?

What do you want people to do differently?

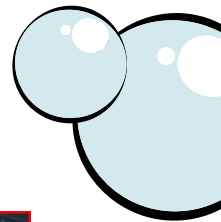
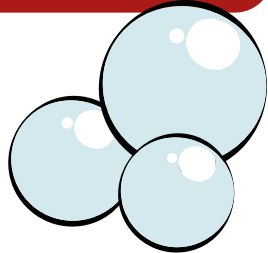
What will help them to behave differently?





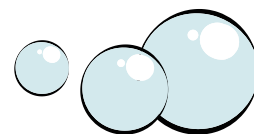
Which parts are often missed when sanitising?

WATCH



THINK

Write down your answers



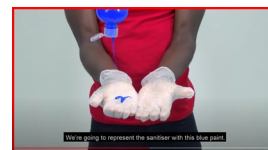
- a: How many hands touched the top of the chair? _____
- b: What was represented by the blue paint? _____
- c: In the demonstration we saw Omar cover his "fronts, backs, _____, _____, _____"

DO!

Try this fun experiment with your classmates and/or your family

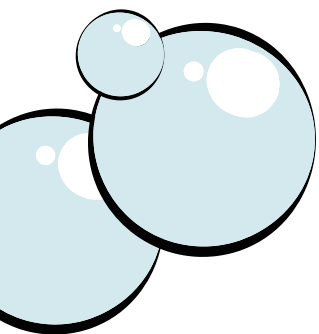
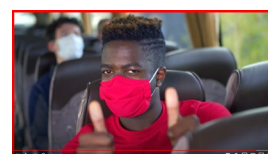
What you need

- Washing-up gloves
- Poster paint or something similar that's easy to wash off
- Scarf or blindfold



Experiment

1. Find a volunteer to do a hand-sanitising experiment while blindfolded and wearing gloves.
2. We're going to use poster paint in place of sanitiser.
3. Ask the volunteer to put on the blindfold and gloves.
4. With their hands over a sink. Put some paint on their gloves, as if it was coming from a sanitiser dispenser.
5. Count out loud for 20 seconds while they sanitise.
6. Remove blindfold and see which parts of the hand are covered/not covered.



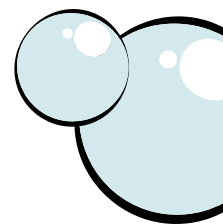
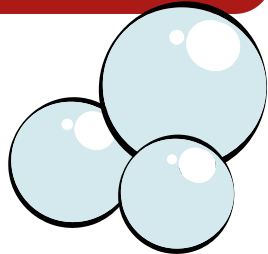
Which parts of our hands do we need to pay attention to when we sanitise?





How far can a sneeze travel?

WATCH



THINK

Write down your answers



- a: What word appeared after "Eurgh"? _____
- b: How far did the sneeze travel? _____
- c: How did Caitlyn protect others from her sneeze? _____

DO!

Ask an adult to help with this 'sneeze' experiment.

What you need

- Draw 10 smiley faces on 10 scrap pieces of paper
- Water spray bottle
- Tissues
- Tape measure
- Food colouring
- Paper towels

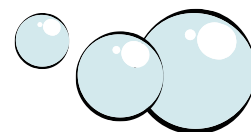
Experiment

1. Place the smiley faces on a tiled or lino floor at intervals.
2. Fill up the spray bottle (you could add a little food colouring) and stand at the start point of the 'sneeze' zone.
3. 'Sneeze' by using the spray bottle and measure how far the drops go. Repeat 5 times.
4. Hold a tissue in front of the spray bottle. 'Sneeze' again by using the spray bottle and measure how far the drops go. Repeat 5 times.

What was the highest number of smileys affected by one 'sneeze'?

What do you do with a tissue once it's used? Why?

Why is it better to use a tissue or elbow when sneezing, not your hand?



Watch. Think. Do!

Activity sheet answers



1. Can you “do the handwash”?

- a: Blue, yellow
- b: Twist a thumb
- c: Fingernails

2. What does soap actually do?

- a: No
- b: Our skin naturally has oil on it. Germs stick to this oil and hide in it. Soap takes away oil and dirt, pushing the germs away. Without soap, the oils are not removed, and germs find it easier to stick.
- c: Trust soap to save the day

3. How do unseen germs spread?

- a: Gunky paint
- b: Cross-contamination
- c: Handles, light switches, anything touched by lots of people

4. How does soap destroy viruses?

- a: I’m so hungry!
- b: Fat
- c: It bursts/destroys viruses

5. If it looks clean, is it really clean?

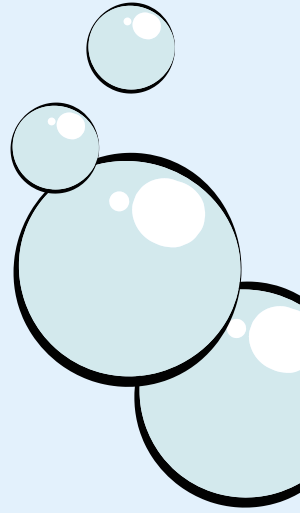
- a: Gold/brown
- b: On Luna’s fingernails
- c: Kill germs with soap

6. Which parts are often missed when sanitising?

- a: 4
- b: Sanitiser gel
- c: Thumbs, (finger)tips, wrists

7. How far can a sneeze travel?

- a: Ewww
- b: 4 metres
- c: Sneezed into elbow. Used a tissue.



**BISH
BASH
BOSH
IT**

