

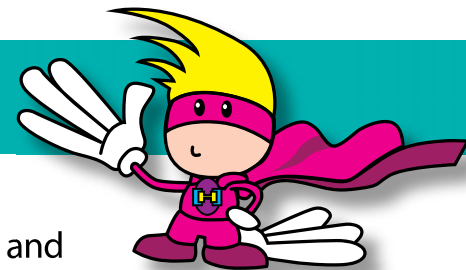
# HYGIENE HEROES

*Pass on the message, not the problem*



## Pre-school/Nursery Teacher's guide

*Banishing the  
boredom of  
hygiene health,  
making hand and  
respiratory hygiene  
enjoyable and  
memorable!*



Children learn best by 'doing' and this new, exciting and memorable resource pack is crammed full of activity ideas and stimulus material to help pre-school children understand the importance and practice of good hand AND respiratory hygiene.

**Sanofi Pasteur MSD has worked in combination with healthcare and Early Years Foundation Stage (EYFS) teaching professionals to produce this engaging and free resource pack. Designed for pre-school and nursery classrooms, the activities and lesson plans support UK government EYFS objectives as well as national strategies for health and wellbeing.**

**Further downloadable activity sheets and lesson plans are also available from the website.**

**A pack of parent information leaflets is also included, to ensure that the principles of good hand and respiratory hygiene can be continued in the home setting. Additional copies of the parent leaflet can also be downloaded from the website [www.hygiene4health.com](http://www.hygiene4health.com)**

## Why is good hygiene so important to teach?

Good hand and respiratory hygiene is the first line of defence against the spread of many kinds of infections, from the common cold to more serious illnesses such as meningitis, influenza, hepatitis A, and most types of infectious diarrhoea. Good hygiene can also help prevent the spread of parasitic worms, including thread worms which are common in young children.

## Overcoming hygiene complacency

With advances in medicine, we've become complacent about practising and teaching effective hand and respiratory hygiene to prevent infections; our knowledge of how to prevent the spread of infection has also decreased.

### Hygiene facts

- A 2007 survey conducted by the Hygiene Council found that:
  - Two-thirds of Britons don't follow basic hygiene principles<sup>1</sup>
  - One in 10 people do not wash their hands after going to the toilet<sup>2</sup>
- Even when hand washing occurs, poor technique often means that areas including the fingertips, palms, thumbs, wrists and under nails are neglected – enabling germs to continue to be spread<sup>3</sup>
- According to a recent Department of Health survey:<sup>4</sup>
  - Over 60% of people wrongly believed that using their hands to cover a cough or a sneeze was the best way to reduce the spread of germs that cause colds, flu and other illnesses
  - Over a third of the people interviewed in the same survey believed that sneezing was more likely to spread germs than coughing. Germs can however be passed on through the droplets that are generated when a person coughs, making it just as important to practice good hand and respiratory hygiene

Scientific evidence shows that simple, good hygiene practices can reduce the risk of illness and infection at home and in the community. We should protect ourselves by putting these measures into practice.<sup>2</sup>

## Influencers for the next generation

Teachers, parents and peers influence the way children approach hand and respiratory hygiene, which will stay with them for life! Teaching the principles of correct effective hygiene at an early age, but in a fun and memorable way, can help keep individuals healthy in later life and be taught to future generations.

## Curriculum links – Early Years Foundation Stage 30 – 60 + months:

Unique Child 1.3 Keeping safe<sup>5</sup>

Unique Child 1.4 Health and wellbeing<sup>6</sup>

Positive relationships 2.1 Respecting each other<sup>7</sup>

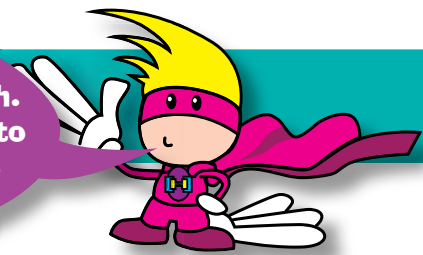
Enabling environments 3.3 The learning environment<sup>8</sup>

Learning and development 4.4 Areas of learning and development<sup>9</sup>

Personal, social and emotional development:	Communication, language and literacy:	Problem solving, reasoning and numeracy:	Knowledge and understanding of the world:	Physical development:	Creative development:
<p><b>1. Self-care:</b></p> <p>a) Dress and undress independently and manage their own personal hygiene.</p> <p><b>2. Making relationships:</b></p> <p>a) Work as part of a group or class, taking turns and sharing fairly, understanding that there needs to be agreed values and codes of behaviour for groups of people, including adults and children, to work together harmoniously.</p> <p><b>3. Behaviour and self control:</b></p> <p>a) Understand what is right, what is wrong, and why.</p> <p>b) Consider the consequences of their words and actions for themselves and others.</p> <p><b>4. Disposition and attitudes:</b></p> <p>a) Continues to be interested, excited and motivated to learn.</p> <p>b) Be confident to try new activities, initiate ideas and speak in a familiar group.</p> <p>c) Maintain attention, concentrate, and sit quietly when appropriate.</p> <p><b>5. Self confidence and self esteem:</b></p> <p>a) Respond to significant experiences, showing a range of feelings when appropriate.</p> <p>b) Have a developing awareness of their own needs, views and feelings, and be sensitive to the needs, views and feelings of others.</p> <p><i>Links to Healthy Schools Programme</i></p>	<p><b>1. Language for communication:</b></p> <p>a) Listen with enjoyment, and respond to stories, songs and other music, rhymes and poems and make up their own stories, songs, rhymes and poems.</p> <p>b) Sustain attentive listening, responding to what they have heard with relevant comments, questions or actions.</p> <p><b>2. Language for thinking:</b></p> <p>a) Begin to make patterns in their experience through linking cause and effect, sequencing, ordering and grouping.</p> <p>b) Use talk to organise, sequence and clarify thinking, ideas, feelings and events.</p>	<p><b>1. Numbers as labels and for counting:</b></p> <p>a) Begin to represent numbers using fingers, marks on paper or pictures.</p> <p><b>2. Calculating:</b></p> <p>a) In practical activities and discussion, begin to use the vocabulary involved in adding and subtracting.</p> <p>b) Use language such as 'more' or 'less' to compare two numbers.</p> <p><b>3. Shape, space and measures:</b></p> <p>a) Match sets of objects to numerals that represent the number of objects.</p> <p>b) Use everyday words to describe position.</p>	<p><b>1. Exploration and investigation:</b></p> <p>a) Ask questions about why things happen and how things work.</p> <p><b>2. Designing and making:</b></p> <p>a) Build and construct with a wide range of objects, selecting appropriate resources and adapting their work where necessary.</p> <p>b) Select the tools and techniques they need to shape, assemble and join materials they are using.</p> <p><b>3. Time:</b></p> <p>a) Use time-related words in conversation.</p> <p>b) Find out about past and present events in their own lives, and in those of their families and other people they know.</p> <p><b>4. Place:</b></p> <p>a) Observe, find out about and identify features in the place they live and the natural world.</p> <p>b) Find out about their environment, and talk about those features they like and dislike.</p>	<p><b>1. Health and bodily awareness:</b></p> <p>a) Show some understanding that good practices with regard to exercise, eating, sleeping and hygiene can contribute to good health.</p> <p>b) Recognise the importance of keeping healthy, and those things which contribute to this.</p> <p><b>2. Using equipment and materials:</b></p> <p>a) Use increasing control over an object, such as a ball, by touching, pushing, patting, throwing, catching or kicking it.</p> <p><b>3. Creating music and dance:</b></p> <p>a) Recognise and explore how sounds can be changed, sing simple songs from memory, recognise repeated sounds and sound patterns and match movements to music.</p> <p><b>4. Developing imagination and imaginative play:</b></p> <p>a) Use their imagination in art and design, music, dance, imaginative and role-play and stories.</p>	<p><b>1. Being creative – responding to experiences, expressing and communicating ideas:</b></p> <p>a) Express and communicate their ideas, thoughts and feelings by using a widening range of materials, suitable tools, imaginative and role-play, movement, designing and making, and a variety of songs and musical instruments.</p> <p><b>2. Exploring media and materials:</b></p> <p>a) Explore colour, texture, shape, form and space in two or three dimensions.</p>

# Hand washing

Hello, I'm  
Captain Handwash.  
I'll teach you how to  
wash your hands  
properly!



The following activities have been developed to help pre-school children learn the importance of good hand washing and also how to wash hands effectively [EYFS yellow 1a, 2a, 3b, 4a, 4b, 4c, 5a, 5b; green 1a, 1b, 2a, 2b; blue 1a, 2a, 2b; red 1a; orange 1a, 1b, purple 2a].<sup>9</sup>

Children's learning outcomes:

- Will understand **when** they should wash their hands
- Will understand **why** they wash their hands
- Will learn **how** to wash their hands to ensure they are clean

**LET'S TALK:** Begin the lesson by asking the children when they think we should wash our hands?

Reinforce all correct answers given:

**BEFORE**

- A meal
- Handling or preparing food
- Visiting someone who's ill and/or in hospital

**AFTER**

- Using the toilet
- You have sneezed or coughed
- Handling animals
- Playing outside
- Gardening
- Travelling to and from school
- Changing nappies

**OTHER**

- When hands are physically dirty



**LET'S TALK:** Ask them if they know why we wash our hands at these points?

Introduce the concept of germs.

Explain that germs are really tiny and can't be seen and that there are lots of different types of germs.

Explain that some germs live harmlessly with us, but that some germs can make us poorly and can give us an upset tummy or give us colds or coughs and even an itchy bottom! Because they are so small they can creep in without us noticing and we only find out when we feel ill!

**LET'S TALK:** Ask if they can guess the places where germs like to linger (fill in the missed areas). Toilets, taps, door handles, toys, soil, bottoms etc.

Explain that most germs get into our bodies on our hands. They transfer onto our hands when we touch them and then when we touch our eyes, nose or mouth, they creep in.

## Activity one: Where germs lurk on our hands

**What you will need:**

Pens, A4 blank paper.

**LET'S TALK:** Ask them to look at their hands and suggest ideas of where the germs might hide. Ask them about their hands, how many fingers are there on each hand? How many in total?

Get the children to draw round their hands or hand out pre-done handprints and ask them to colour in the areas that they think germs might lurk. If time is short, you may wish to have a large pair of hand prints on a poster/whiteboard/blackboard and mark the areas as the children make suggestions.

**TEACHING TIP:**

Key areas to highlight are; Fingernails, fingertips, thumbs, palms (especially crevices) and wrist.



*NB: You may wish to supply the children with different textures, paints and materials to help them visually represent where the germs lurk on hands.*

## Activity two: Effective hand washing

**What you will need:**

A3 Hygiene Heroes hand washing poster.

Use the hand washing poster to teach the children how to wash their hands effectively.

## Activity three: Why we use warm water, soap and lots of friction!

**What you will need:**

Glitter, vegetable oil, bowls for water, warm water, cold water, soap.

Mix a little vegetable oil with some glitter and rub onto hands. Divide the class into groups (with 4 people minimum to each group). Within the groups give people a number from 1-4.

- Bowl 1: cold water, no soap
- Bowl 2: warm water, no soap
- Bowl 3: cold water with soap
- Bowl 4: warm water with soap

Get each child to wash their hands thoroughly for **20 seconds** (about the same time it takes them to sing happy birthday twice). After 20 seconds, get the children to look at each other's hands to see which method gave them the cleanest hands.

The children should see that the best results for getting hands clean is in warm water, with soap and lots of friction/rubbing.



# Hand washing using antibacterial hand gel

Hello, I'm Mr Clean Up. Use my portable soap when out and about!

Explain to the children that there are some situations where it isn't easy to wash your hands using soap and water but it is still important to try to keep your hands germ-free.

**LET'S TALK:** Ask the children if they can think of occasions in their lives when this may have happened?

(Examples might include when out in the country on a walk [picking up sticks, leaves etc]; when out shopping; when travelling abroad, before eating when out and about, before visiting someone in hospital).

Explain that in our daily lives we touch many items that have also been touched by other people who may not have washed their hands recently and then they might pass their germs onto us.

Explain that in situations like those mentioned, an excellent alternative to hand washing is a portable soap called 'antibacterial gel', or 'dry soap', which requires no water and therefore can be used anywhere.

The portable soap is quickly absorbed into the skin and removes the germs, leaving your hands nice and clean.

Explain that children should use the hand washing steps 1-7 from the hand wash poster, to ensure the portable soap removes all the germs.



## Activity four: Hotspot or Notspot?

Get the children to think about items that we (and others around us) regularly touch. Reading from the list below, get the kids to say whether they think it is a 'hotspot' or a 'notspot' for germs to lurk.

### At home

- TV buttons/remote (hotspot)
- Door knobs and handles (hotspot)
- Top of wardrobe (notspot)
- Light switches (hotspot)
- Phone (hotspot)
- Mirror (notspot)
- Picture frame (notspot)
- DVDs (hotspot)
- Toys (hotspot)
- Ceiling light (notspot)

### At school

- Computer keyboard and mouse (hotspot)
- Plug sockets (notspot)
- Door handles (hotspot)
- Handrails of stairs (hotspot)
- Toys (hotspot)
- Fire alarm bell (notspot)
- Library books (hotspot)
- Crayons and pens (hotspot)
- Playground equipment (hotspot)

### When out and about shopping

- Shopping trolley/basket handle (hotspot)
- Train, underground or bus handles, poles, straps and seats (hotspot)
- Shopping bag (notspot)
- Car door handles (hotspot)
- Money (coins and notes) (hotspot)

### At the park

- Swing ropes (hotspot)
- Slide (hotspot)
- Handles of roundabout (hotspot)

## Keeping fingers away from the eyes, nose and mouth

Explain to the children that another effective way of reducing illness from germs is to keep their fingers away from their eyes, nose and mouth. This is because germs can linger on fingers and when we rub our eyes or nose, or put our fingers in our mouth or bite our nails, the germs can jump across and make us poorly.

### Suggestion:

A good way to show children where to find the T-Zone, is to cut out the letter 'T' from an A4 sheet of paper and hold it near to the face so the eyes, nose and mouth are visible.

Yo Yo! I'm T-Zone. Keep your hands away from your eyes, nose and mouth to stay germ-free!



### Key points for discussion:

### Listen to T-Zone – and keep germs at bay!

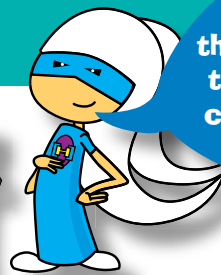
- Don't touch your face or the face of others
- Don't place objects such as pens and pencils in your mouth
- Don't bite your fingers or fingernails
- Don't wipe your nose with your hand or fingers

# Coughs and sneezes spread diseases

The following activities have been developed to help pre-school children learn the importance of practising good respiratory hygiene and to understand how cough and cold germs are passed amongst people [EYFS yellow 1a, 2a, 3a, 3b, 4a, 4b, 4c, 5a, 5b; green 1b, 2a, 2b; blue 2a, 2b, 3a, 3b; red 1a, 3a, 3b; orange 1a, 1b, 2a].<sup>9</sup>

Children's learning outcomes:

- Will understand that germs can spread through sneezing and coughing
- Will learn that coughing or sneezing in your hand can still spread infection by touching things afterwards
- Will learn that covering the mouth and nose with a tissue, or a sleeve if a tissue isn't available, when sneezing or coughing can prevent the spread of germs



Hello,  
I'm Trisha Tissue and  
this is Mr Bin. We're here  
to help you learn how to  
cough or sneeze without  
spreading disease!

Begin the lesson by telling the children that they are going to learn about how germs can be passed from one person to another by sneezing and coughing and how we can help to prevent getting poorly. Explain that people develop coughs and colds because of germs and not because it's cold outside!

**LET'S TALK:** Ask the children to try and remember the last time they had a cold or cough – did they miss out on anything – school, party etc.

Ask them how they felt? Ask them if anyone in their family also had the cough/cold?

## Activity one: Germ speed

This activity is a highly visual way to demonstrate how germs are spread into the air when we sneeze or cough.

### What you will need:

A balloon, confetti or hole-punch disks, funnel and balloon/bicycle pump.

Explain that when a person sneezes or coughs, the germs come out of the nose/mouth in lots and lots of little germ-containing droplets really fast – even faster than a car driving on a motorway.

### Fascinating facts:

A single sneeze produces more than 40,000 droplets of moisture and millions of germs, propelled over a distance of 32ft.<sup>10</sup>

The fastest recorded sneeze was 103.6mph. The average speed is between 80mph and 100mph.<sup>10</sup>

**LET'S TALK:** Get the children to name things that travel really fast.

Explain to the children that germs are tiny and can't be seen, but that they are going to use confetti/hole punch pieces to demonstrate how germs can be spread.

Using the funnel, fill the balloon up with confetti or hole punch disks of paper. Once full, remove the funnel and inflate using the pump. Explain to the children that the balloon is going to demonstrate how we sneeze or cough and that the confetti/disks represent the germs.

**LET'S TALK:** Ask the children to indicate how far and wide they think the germs will travel. (You could mark these distances using the children or markers).

When ready, let go of the opening of the balloon, whilst still holding onto the tip of the balloon.

**LET'S TALK:** Ask the children about how far the germs went and what the germs landed on. Was it further/wider than they expected?

### Suggestion:

Using a larger balloon and holding the balloon opening in a downward direction (so the paper discs/glitter are near the entrance), gives the best results.

**Enter our poster competition...**  
...and your children could have their hygiene poster printed professionally and included in next year's Hygiene4Health campaign. See the website [www.hygiene4health.com](http://www.hygiene4health.com) for details.

## Activity two: Germ contact spread

### What you will need:

Petroleum jelly (Vaseline™), glitter, small toy or ball.

Mix the petroleum jelly and glitter together. Put a blob of it on a surface where activity one germs have landed – ideally a small wipe-clean toy, or a ball. Put your hand on the glitter blob – transferring some of the glitter to your hands in the process.

Pass the toy/throw the ball to a child and ask them to pass/throw it onto the next child.

Repeat this passing process five times. In the mean time, put your hand on the classroom door handle.

**LET'S TALK:** Ask the children about how far the germs spread on the toy/ball?

Ask how far the germs might spread if everyone touched the door handle?

Ask the children what might happen if you coughed or sneezed into your hand?

Ask the children if they have any ideas about how the germs could be caught to stop them spreading?

*NB: The last LET'S TALK question helps to lead into the final activity.*

## Activity three: Terrific tissues

### What you will need:

Disposable tissues – one per child, white sheet (white sheet optional, only needed if repeating activity one again).

Explain that by using throw-away tissues to trap the germs when they cough or sneeze, the germs are contained in the tissue and can then be thrown into the bin, preventing germs spreading.

Show the children how to use the tissue by demonstrating and then getting the children to copy.

*NB: A lovely way to demonstrate catching the germs is to repeat activity one, but use a large sheet to represent the tissue to 'catch' the germs.*

#### When they are sniffing/have a runny nose

**Step 1:** hold tissue to nose

**Step 2:** breathe in

**Step 3:** close mouth

**Step 4:** blow nose

**Step 5:** throw away in bin

#### When they need to cough/sneeze

**Step 1:** hold over mouth/nose

**Step 2:** cough/sneeze

**Step 3:** throw away in bin

## Without a tissue

Finally, explain and demonstrate that if they are caught without a tissue, they should cough or sneeze into their elbow crease/upper arm, not cough or sneeze into their hands or wipe their nose on their lower arm sleeve.

If they do sneeze or cough into their hands by mistake, they should wash their hands as quickly as possible, touching as few things as possible.

Talk briefly about anything which the class may not have understood fully.

Emphasise that EVERYONE needs to use tissues to help prevent cold and cough germs from spreading.

End by getting all the children to thoroughly wash their hands using the nine step programme as detailed in the hand washing poster and/or Oliver Odd-sock story.



Hello, I'm Sleevester.  
I use my sleeves  
when I haven't got  
a tissue handy!

Discuss with them that they will want to hold the tissue closely over their nose to catch all the germs.

Explain that tissues should be thrown away after use into a bin and that tissues shouldn't be re-used.

**LET'S TALK:** Ask the children if they should do anything else after disposing of the tissue? (Answer – wash their hands).

Ask the children where they could keep tissues to ensure that they have one handy? (e.g. pocket, school bag).



# Hygiene summary and supplementary activities

Continued positive reinforcement of the hygiene principles, both at school and at home, will help to establish good hygiene habits.

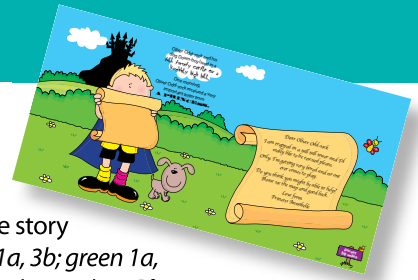
Use the Four Hygiene Heroes Principles poster provided, to help reinforce good hand and respiratory hygiene.

- Wash your hands when they are dirty, after using the toilet and before eating
- Do not cough or sneeze into your hands – use a disposable tissue or the crook of your elbow/sleeve
- Dispose of your tissue quickly into a bin – do not keep it and re-use
- Keep your fingers and thumbs away from your mouth, nose and eyes (T-Zone)



## Activity one:

Oliver Odd-sock hygiene story (see book) [EYFS yellow 1a, 3b; green 1a, 1b, 2a, 2b, red 4a; orange 1b; purple 3a].<sup>9</sup>



### LET'S TALK:

- Where did Oliver Odd-sock live?
- Why do you think the Princess was unhappy?
- Why was Oliver Odd-sock so excited?
- Why was he so surprised when he heard the singing coming from his hands?
- Which Hygiene Hero helped him to learn how to wash his hands properly?
- How many steps are there to good hand washing?
- Why was the dragon so grumpy?
- How did Oliver Odd-sock get the dragon to help him?
- Why did Princess Annabelle have to live in the tower?

## Activity two:

Hygiene Heroes Snakes and Ladders [EYFS yellow 1a, 2a, 4b, 4c; green 2a, blue 2a, 2b, 3a, 3b].<sup>9</sup>

### What you will need:

- Snakes and Ladders board game (this game can be found on the flip-side of the Four Hygiene Heroes Principles poster)
- Die
- Player counters



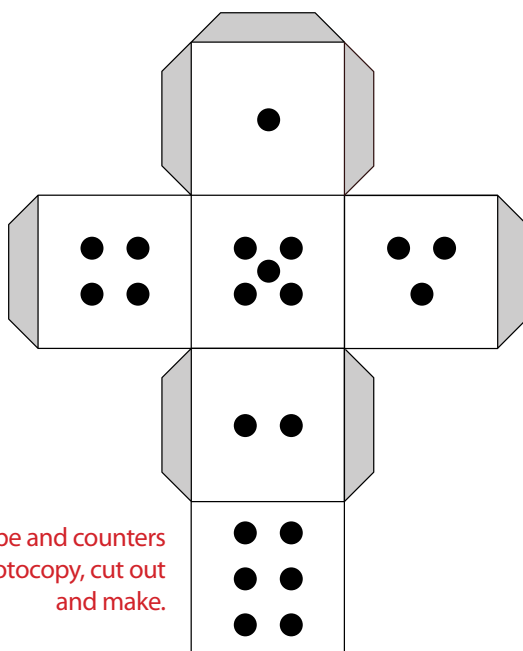
### Rules for Snakes and Ladders:

Each player/team, starts with a token in the 'START' circle. Players/teams take turns to roll a single die and move the token by the number shown on the die.

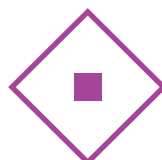
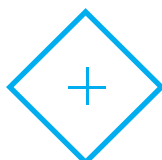
If the player/team lands on the bottom of a ladder, the player/team can move up the ladder to the circle at the top.

If the player/team lands on a circle with the snake's head in it, they must slide down the snake to the circle where the snake's tail is.

A player/team who rolls a 6 with their roll of a die may, after moving, immediately take another turn; otherwise, the play passes to the next player.



Die shape and counters to photocopy, cut out and make.



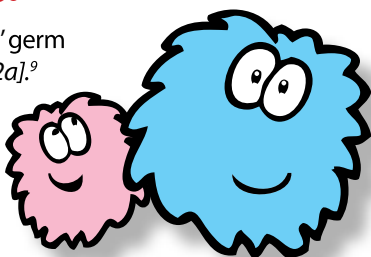


## Activity three:

Create your own 'grotty' germ  
[EYFS red 2a, 2b; purple 2a].<sup>9</sup>

### What you will need:

Cardboard  
Wool  
Scissors  
Boggle eyes  
Felt shapes for nose and mouth



Create two donut-shaped pieces of cardboard – using the template provided. You will need two donut-shaped rings, 5cm outside diameter with a 2cm diameter hole in the middle.

Place the rings together. Wind the wool around the rings. It helps if the wool is cut into manageable lengths, a couple of metres at a time. Hold one end on the outside of the ring and feed the other end through the hole, round the back and through the front again.

Repeat this, working around the ring until all the cardboard is covered. With additional lengths, there is no need to tie them together, just make sure the ends are on the outside, not in the middle.

*NB: A blunt children's needle can be used to feed the wool through.*

Once the rings are fairly full of wool, cut the wool around the edges (i.e. the blades should eventually pass between the two pieces of cardboard as you are cutting). Cut a few layers at a time. The cutting will need to be done by an adult.

Pass a length of wool between the two pieces of cardboard, around all the strands of wool, and tie it firmly together. Now remove the cardboard rings (cut them if necessary).

Trim wool and get children to decorate using felt shapes and boggle eyes.

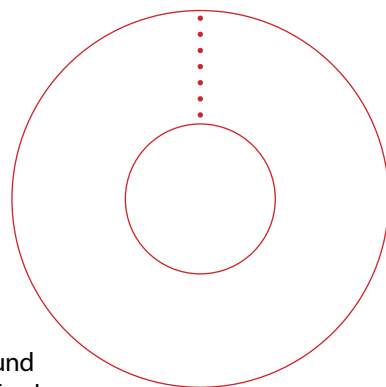
Suggest that the children name their furry germ, suggest where it lives, (if it's a he/she), how it makes people poorly etc.

Don't forget to remind the children to wash their hands after playing with their germs to reinforce good hygiene behaviour.

### Suggestions to add variety to germs:

To make pom-poms in different colours, use different coloured lengths of wool in the one pom-pom. Use interesting types of yarn, string or fibre – e.g. string or wool with glittery streaks.

**Suggestion for younger children:** Get the children to decorate fluffy balls or pre-made pom-poms.



## Activity four:

### Feed the birds (winter activity)

[EYFS yellow 4c, 5b, red 1a, 2a, 2b, 4a, 4b; purple 2a].<sup>9</sup>

### What you will need:

#### Ingredients for the bird cake:

Bird seeds  
Nuts  
Dried fruit  
Stale breakfast cereal or cake  
Fat (softened at room temperature) to bind contents together

#### To drink:

Shallow bowl(s)  
Water

**LET'S TALK:** Ask the children what birds eat?

Explain to the children that although there are lots of fat juicy bugs and worms in the summer, birds often struggle to find enough food in the winter and sometimes need a helping hand – from you!

### How to make bird cake:

Mix the ingredients together into the softened fat and then press the mixture into plastic cups and put in the fridge to set.

When set, hang outside, from trees or bird table.

Fill and leave the shallow dishes of water outside for the birds to drink.

Encourage the children to go and sit quietly outside to watch for birds.

Supply children with pens and paper so that they can draw what they see.

Take photographs of any birds that do visit.

**Don't forget** to remind the children to wash their hands before making the bird cake and each time after they visit the outside area.



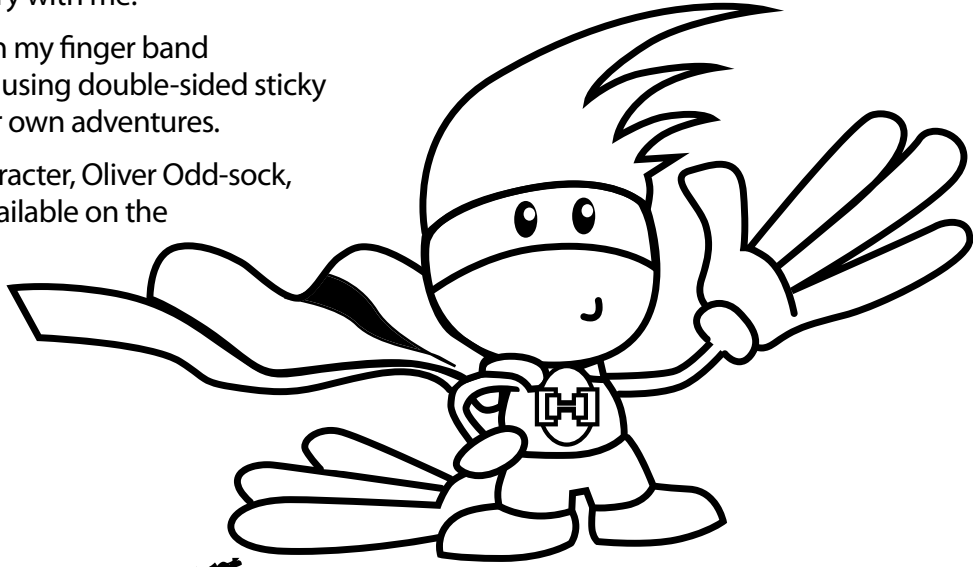
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## Activity five:

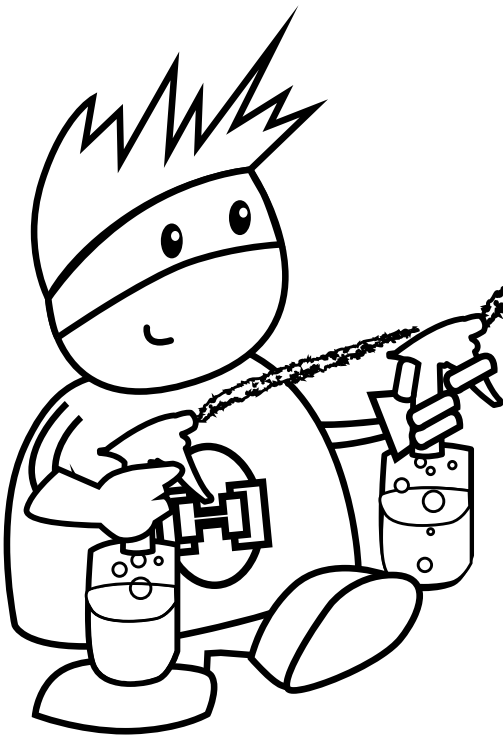
Colour me in and create your own story with me!

Print me out, colour me in and stick on my finger band (or use a lolly stick or wooden spoon), using double-sided sticky tape or glue, so you can make up your own adventures.

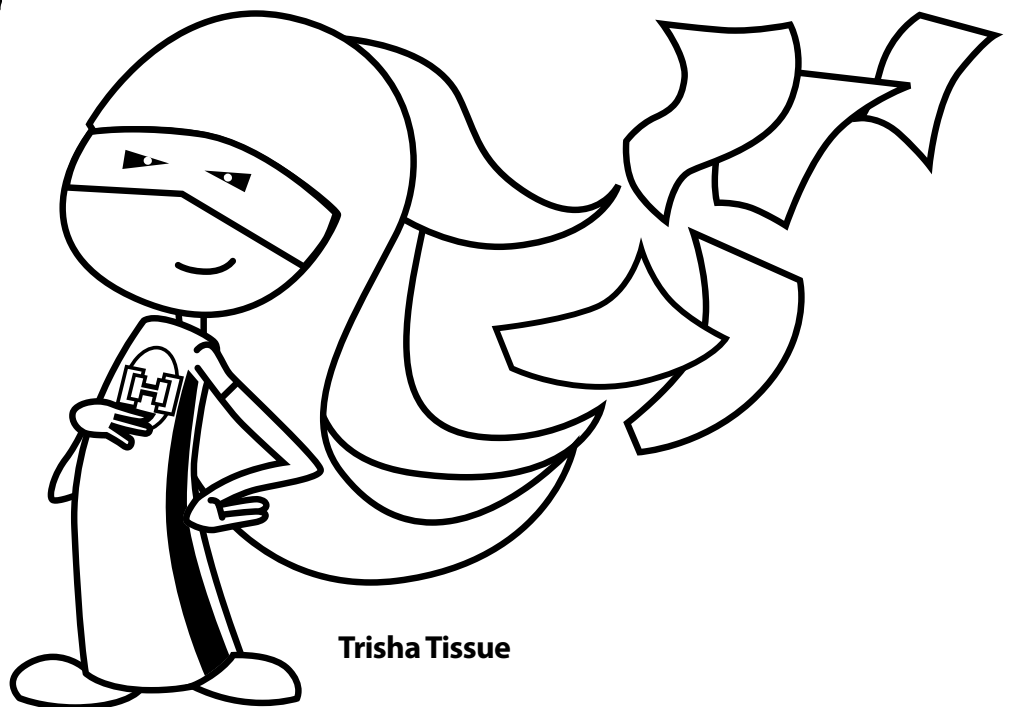
A4 versions of each Hygiene Hero character, Oliver Odd-sock, Princess Annabelle and dragon are available on the website: [www.hygiene4health.com](http://www.hygiene4health.com)



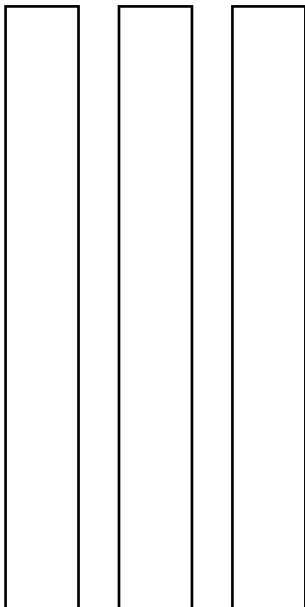
Captain Handwash

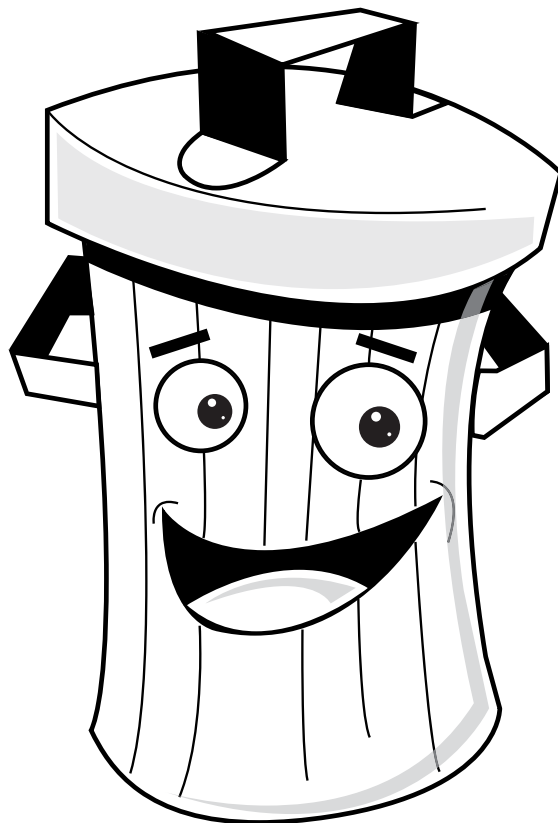
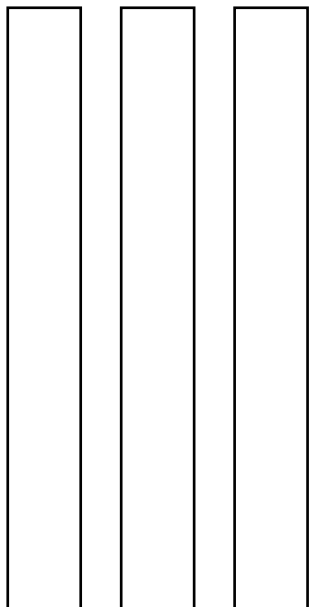


Mr Clean Up

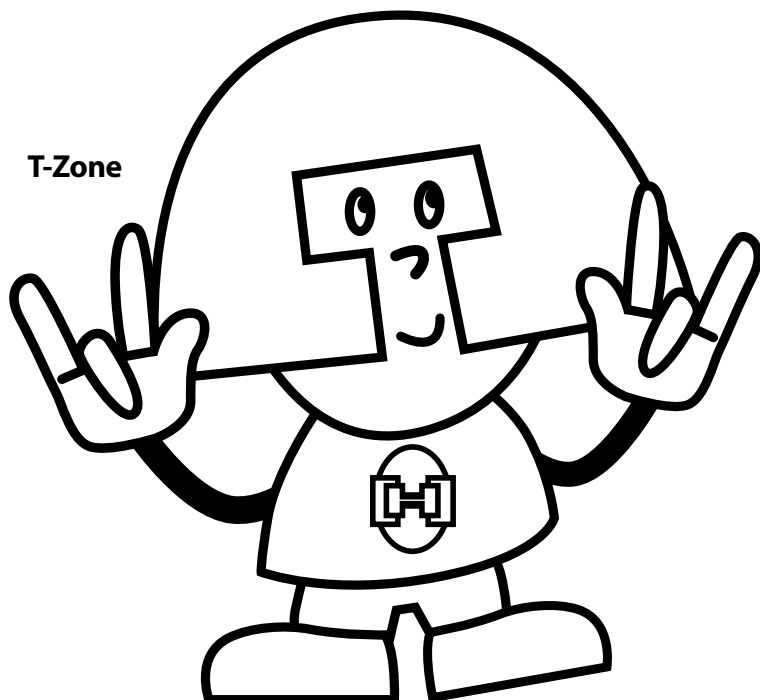


Trisha Tissue

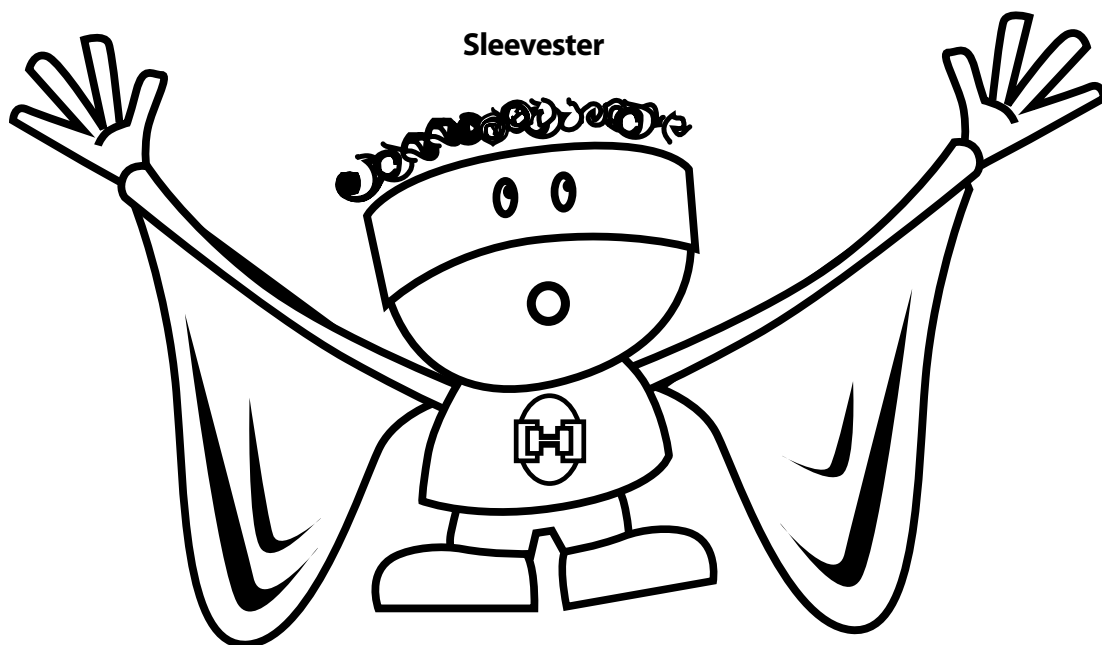




Mr Bin



T-Zone



Sleevester

# Let's grow ketchup!

## Activity six:

### Let's grow ketchup! (spring – summer activity, sow seed February – April)

[EYFS yellow 1a, 2a, 4a, 4c, 4c; green 1b, 2a, 2b; blue 2b, 3b; red 1a, 2a, 2b, 3a, 4a, 4b; orange 1a, 1b; purple 2a].<sup>9</sup>

#### What you will need:

Compost

Vermiculite

Tomato seed (suggest a small sweet version such as 'Gardeners Delight' or 'Tiny Tim' but any type will do)

3 inch pots (suggest 1 – 2 pots per child)

Seed tray with lid

Canes, 1 per plant

**LET'S TALK:** Ask the children what they think of ketchup – what is ketchup made of, who likes it and what do they have it with? Explain to the children that the main ingredient in ketchup is tomatoes and that the class is going to grow them so that they can make ketchup!

### Step 1 How to grow tomatoes

Fill the seed tray with good draining compost. Scatter seeds thinly across the surface and cover with a fine layer of compost or vermiculite.

Place clear plastic top on seed tray and put somewhere warm until your seeds start to sprout in 6 to 14 days.

The seeds need warmth and moisture to germinate. The seed coat splits and the tiny shoots emerge (which will form the stem and leaves).

Put the seed tray somewhere sunny and keep moist until the first leaf appears. When the first leaf appears take the lid off. When the seedlings are large enough to handle, gently tease apart the seedlings and plant them separately, into 3 inch pots (about 6 – 8 weeks). Water well and watch them grow!

**Don't forget** to get the children to wash their hands thoroughly after planting their seedlings (you might want to use the hand wash poster to help them learn how to wash their hands properly).

**Remember:** It is important to wash hands after you have been:

- Playing outside
- Helping in the garden
- Handling soil

**LET'S TALK:** How are the children's plants growing, which is the tallest, smallest plant, which has the thickest and thinnest stem? Explain that like us humans, plants all grow at different speeds and into different sizes.

Talk about what the plants need to grow (light, water, soil to grow in, plant food etc). Explain that the plant puts out leaves to gain energy from the sun, which it uses to grow taller and to also grow tomatoes.

Explain to the children that tomatoes are actually fruit.

**LET'S TALK:** Ask the children if they can name any other fruit.



(You may wish to extend the children's learning by growing other fruit and vegetables in the outdoor area or arranging a visit to a fruit picking farm/orchard/arable farm).

You may need to move your plant to a larger 12.5cm pot when the roots come through the drainage holes if being kept inside or in a greenhouse or, when danger of frost has passed (May), you can plant your tomatoes in the garden 45cm (18") apart in a sunny spot or plant 3 plants per grow bag. Water plants as they grow.

When the tomatoes grow little side-shoots (not to be mistaken as leaves), snap these off so the plant puts its energy into growing fruit. Give each plant a cane for support and tie the plant gently to it as it gets bigger.

**LET'S TALK:** Explain that removing the side shoots doesn't hurt the plant, but helps it to put its energy into growing tomatoes rather than leaves. Explain that as the plants are young they need some extra support to grow big and strong.

Continue to water well as the plants grow. Keep the compost moist, feed weekly with a liquid tomato fertiliser.

After four trusses (or branches of flowers) have formed, nip out the top of the plant to encourage further tomato growth.

### Step 2 Harvest your tomatoes from July to October

For the tomato ketchup recipe, harvest red tomatoes either from the pre-school garden or ask the children/parents to bring in some tomatoes on a particular day. Due to the volume of tomatoes and ingredients needed, it may be wise to bring in extra tomatoes and do some pre-preparation (chop onions, some tomatoes and de-seed peppers). You may also like to provide the children with the recipe to try and/or repeat at home.



### Step 3 Make ketchup

#### TOMATO KETCHUP, by Hugh Fearnley-Whittingstall<sup>11</sup>

**Makes:** Approx 4 x 500g jars

**Preparation time:** Less than 30 minutes

**Cooking time:** 30 minutes to 1 hour

**Uses:** To accompany burgers, sausages, fish and chicken.

#### Ingredients:

6kg/13lb ripe tomatoes, roughly chopped  
8 medium onions, peeled, halved and sliced  
2 large red peppers, seeds and white filament removed, chopped  
150g/5oz soft brown sugar  
500ml/17fl oz cider vinegar  
1 tsp mustard  
½ tsp/large piece of cinnamon stick  
1 tbsp whole allspice  
1 tbsp whole cloves  
1 tbsp ground mace  
1 tbsp celery seeds  
1 tbsp black peppercorns  
2 bay leaves  
Garlic clove, peeled and bruised  
Salt  
Paprika, to taste (optional)

#### What you will need:

Large heavy pan  
Course mesh sieve  
Wooden spoon (for stirring)  
Muslin square (for tying spices into)  
Funnel  
Jam jars x 4 (or alternatively small plastic/polystyrene pots with lids, 1 per child)  
Chopping boards  
Child knives  
Measuring scales  
Measuring spoons

#### Cooking method:

1. Combine the tomatoes, onion and peppers in a large heavy pan over a medium heat and simmer, stirring occasionally, until very soft. Push through a coarse-mesh sieve and return to the pot with the sugar, vinegar and mustard.
2. Tie the cinnamon, allspice, cloves, mace, celery seeds, black peppercorns, bay leaves and garlic in a square of muslin and drop it into the stew. Bring the mixture to the boil, then reduce to a slow simmer.
3. Continue to cook, allowing it to bubble gently, stirring often and carefully, for at least 10 – 20 minutes, until thoroughly blended and quite thick.
4. Leave to cool, remove the muslin bag of spices, then pour the mixture through a funnel into suitable bottles. Stored in the fridge this ketchup will keep for a month.

#### Get all the children to thoroughly wash their hands first

Before starting, talk to the children about safety in the kitchen, with particular note to using knives, and being cautious around hot objects. Remind them that they shouldn't touch hot objects and that they should be careful around each other.

Using child knives, get the children to roughly cut up the pepper pieces and tomatoes (the onions are best cut up by an adult).

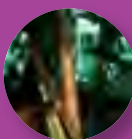
Get the children to help measure out the rest of the ingredients, discuss each one as you measure it out.

Let the children smell some of the ingredients (good examples are the bay leaves, cloves and cinnamon stick) and ask them about the smells – did they like/dislike them? What did they remind them of?

**LET'S TALK** (During cooking step 3). Explain to the children that whilst some of the ingredients used (such as tomatoes, onions, peppers and bay leaves) can be grown in the UK some of the ingredients come from other countries where it is much hotter (e.g. peppercorns, cinnamon, cloves, mace, allspice, sugar). You may wish to highlight this by using a map or globe. Most spices are grown in tropical areas of the world, such as Mauritius, Zanzibar, Tanzania, Brazil, India and the West Indies. See fascinating facts.

When the ketchup mixture has cooled, get the children involved with funnelling the mixture into bottles. The ketchup could then be used at lunchtime or the children can take it home in smaller polystyrene/plastic pots.

#### Fascinating facts:



Cinnamon is the dried inner bark of an evergreen tree of the same name.<sup>12</sup>



A clove is a dried flower bud taken from the highly aromatic tropical evergreen tree of the same name.<sup>13</sup>



Mace is the dried 'lacy' reddish covering of the nutmeg seed. The nutmeg fruit is the only tropical fruit that is the source of two different spices.<sup>14</sup>



Sugar comes from a grass called sugar cane which can grow between 2 to 6 metres tall!<sup>15</sup>



# Certificate of Achievement

Has earned this certificate  
for knowing the **four**  
Hygiene Hero principles  
of good hygiene

## Fantastic!



## Keep up the good work!

Signed: Captain Handwash and Friends

Date: \_\_\_\_\_

Location: \_\_\_\_\_

Hygiene Heroes is part of the Hygiene4Health campaign produced by Sanofi Pasteur MSD in association with teaching and healthcare professionals.

## Keep up the good work!

							Put dirty tissues in the bin
							Used a sleeve when sneezing or coughing
							Used a tissue when coughing
							Used a tissue when sneezing
							Washed hands after sneezing or coughing
							Washed hands after playing in the garden/outside
							Washed hands after handling animals
							Washed hands before handling food
							Washed hands before eating
							Washed hands after using the toilet

MON TUE WED THU FRI SAT SUN

WEEK COMMENCING:



## Keep up the good work!

							Put dirty tissues in the bin
							Used a sleeve when sneezing or coughing
							Used a tissue when coughing
							Used a tissue when sneezing
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							Washed hands after using the toilet

MON TUE WED THU FRI SAT SUN

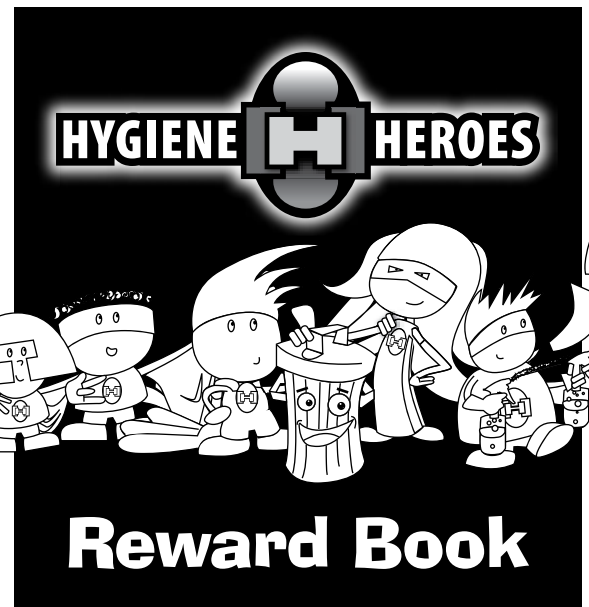
WEEK COMMENCING:



WEEK COMMENCING:

	MON	TUE	WED	THU	FRI	SAT	SUN
Washed hands after using the toilet							
Washed hands before eating							
Washed hands before handling food							
Washed hands after handling animals							
Washed hands after playing in the garden/outside							
Washed hands after sneezing or coughing							
Used a tissue when sneezing							
Used a tissue when coughing							
Used a sleeve when sneezing or coughing							
Put dirty tissues in the bin							

## Keep up the good work!



*Don't forget to take me home and bring me into school each day.*

NAME: \_\_\_\_\_

PRE-SCHOOL/NURSERY: \_\_\_\_\_

This reward book is designed to be used in school AND at home to encourage correct hand and respiratory hygiene technique.



[www.hygiene4health.com](http://www.hygiene4health.com)

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