

Grades  
**PreK to 5**



**HERE**  
For Healthy Schools

**HEALTHY HABITS**

# THE VIRUS STOPS HERE

**THE BIG IDEA:**

Students will learn that tiny germs can be spread both in the air and on surfaces. In this lesson, students will learn that wearing a facemask can help prevent the spread of germs and help keep others from getting sick.

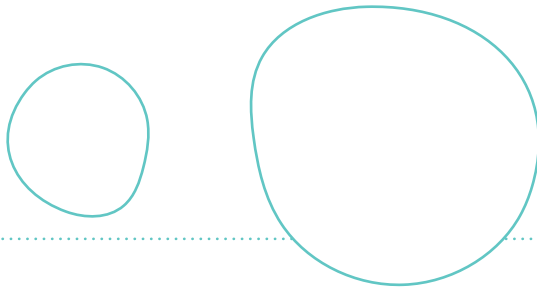
**HEALTHY HABITS**

Presented by Lysol® in collaboration with NEA and National PTA.

## Goals and Skills

### Students Will:

- Understand that germs can be spread by coughing, sneezing, or touching
- Understand that one way to help prevent the spread of germs is by wearing a facemask
- Create a facemask to wear when social distancing is not possible
- Demonstrate the proper way to wear a facemask



## Supplies and Preparation

- Bandana, old T-shirt, or cotton cloth
- Rubber bands (or hair ties)
- Scissors
- Ruler
- Paper
- Art supplies for extension activity

## Background for Teachers

Visit the CDC's Get the Facts About Coronavirus guide to learn more about the spread of COVID-19 and the importance of wearing face coverings. This site also discusses what you need to do at home and when going out in order to stay safe. <https://www.cdc.gov/coronavirus/2019-nCoV/index.html>

## Instruction Steps

**Engage.** Spark student interest by asking the following questions:

- What is a germ?
- How do germs spread from one person to another?
- What are some ways we can stop the spread of germs?

**Explain.** Germs are living things that are found all around the world. They are so tiny that we need a microscope to see them! When germs enter our bodies, sometimes they can make us sick with an illness.

Germs can spread from one person to another through little droplets when someone coughs, sneezes, or even talks! If we touch our eyes, nose, or mouth, these droplets can enter our bodies and sometimes make us sick. When we touch different surfaces with our hands, we are also spreading our germs. These germs can remain on a surface from a few hours to several days.

**Discuss (all grade levels).** Tell students that when we cough or sneeze into the open air, our germs can sometimes spread to other people. One way to help prevent the spread of germs is by wearing a facemask.

Facemasks make a barrier (like a wall) that helps prevent germs from traveling into the air and onto other people or surfaces when we cough, sneeze, or talk. Germs are more easily spread when we are close to another person. Sometimes, people can be sick and not even know it. When we wear a mask, we can help prevent someone else from getting sick because our noses and mouths are covered, which helps stop our germs from getting into the air.

Demonstrate to students how blowing air on a piece of paper will cause the paper to move. Then, give the same demonstration to students while wearing a facemask. Make note of how the paper does not move. Explain to students that like the paper, when we wear a facemask, germs do not move onto other people.



## Create

**PreK.** Distribute the PreK Facemask Handout (page 5). Have students take the facemask and place it correctly over the smiley face to demonstrate the proper placement of a facemask. Tape the facemask to the smiley face. Students may color the picture when complete.

Reiterate to students the importance of a properly placed facemask.

**Grades K-1.** Have students create a self-portrait of themselves wearing a mask. Using the handout found on page 6:

- Have students illustrate themselves using the face template on the top half of the paper
- In the middle section, have students write their name
- In the bottom section (with the facemask), students will decorate their own facemask
- Then, have students fold the facemask section over their name like an accordion so that the facemask is over the self-portrait

Students should be able to flip back and forth to see their self-portrait with and without a facemask.

## Some Dos and Don'ts About Facemasks

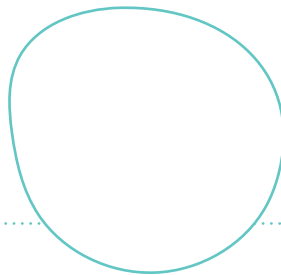
Talk to students about some important rules when it comes to wearing facemasks.

- **DO** wear a mask that covers your nose and mouth to help protect others in case you are sick, but do not have symptoms
- **DO** wear a mask in public settings when you're around people that you do not live with
- **DO** wear a mask correctly
- **DON'T** put the mask around your neck or up on your forehead
- **DON'T** touch the mask, and if you do, wash your hands or use hand sanitizer to disinfect

Review the importance of wearing facemasks. Using the Comic Strip Handout (page 7) have students create a comic strip story about the importance of wearing facemasks and how they can help prevent the spread of germs.

**Grades 2-3, 4-5.** Creating a facemask:

- First, use your ruler to measure out a piece of cloth 20 inches by 20 inches (for younger students, you will want to make sure the cloth is already measured and cut)
- Fold the cloth in half from top to bottom (hamburger style)
- From there, fold the top down to the middle of the cloth and the bottom up to the middle of the cloth
- Place rubber bands or hair ties over the cloth about six inches apart
- Fold sides to the middle and tuck them in
- Place rubber bands (or hair ties) over ears, making sure that the mask covers both the nose and mouth. The facemask should be tight, but comfortable.



**Home Connection**

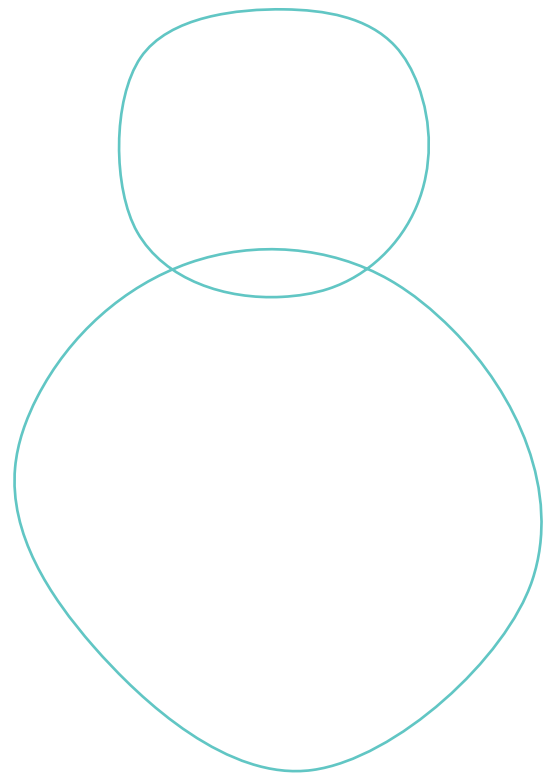
Have each student take their facemask home to demonstrate to their parents how to properly wear a facemask and the reasons why we should wear them.

**Additional Resources**

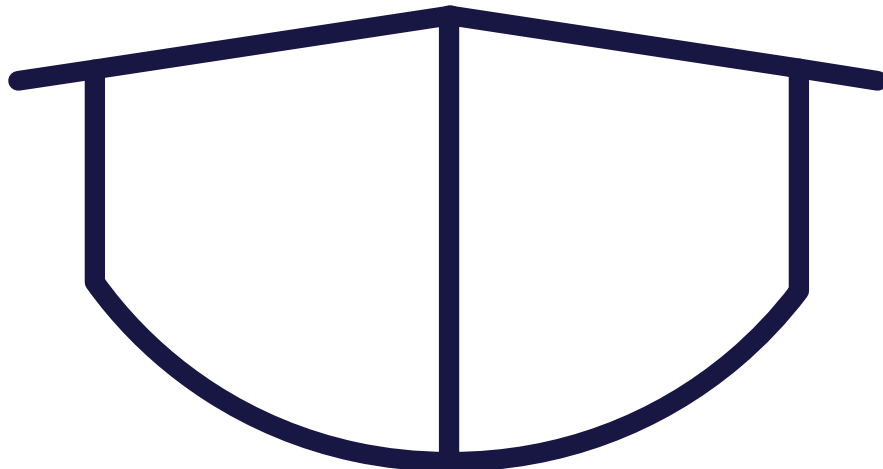
- CDC - Stop the Spread of Germs Poster  
<https://www.cdc.gov/coronavirus/2019-ncov/downloads/stop-the-spread-of-germs.pdf>
- PBS - Video “Wearing A Mask Helps Stop the Spread of Germs”  
<https://www.pbs.org/video/wearing-mask-helps-stop-spread-germs-mjjg7e/>

**Information obtained from the following resources:**

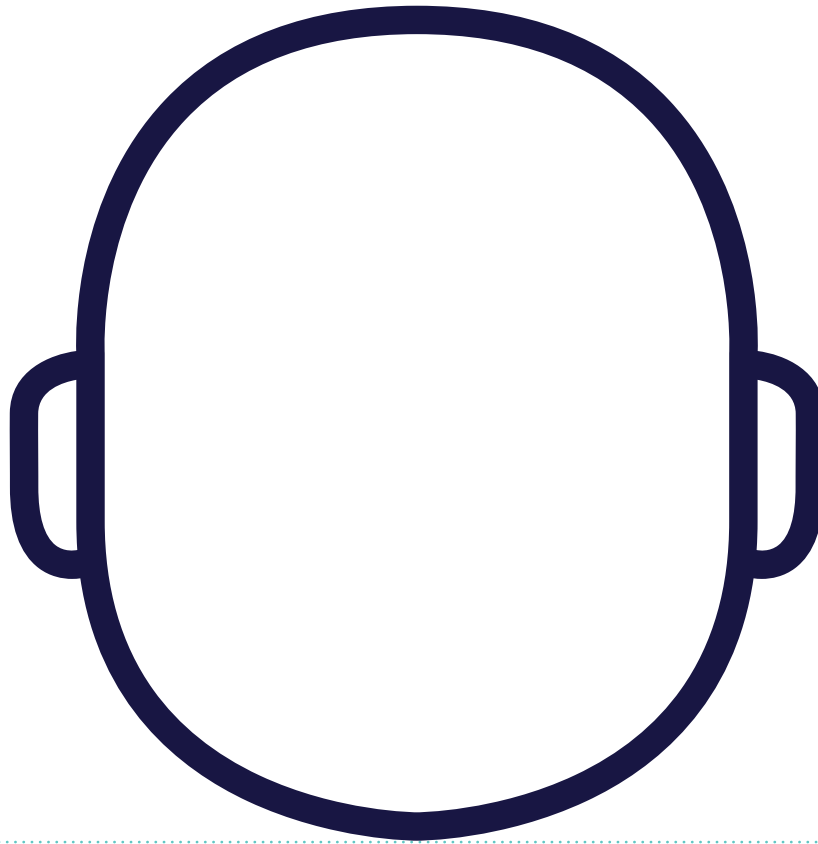
- <https://www.cdc.gov/coronavirus/2019-ncov/prevent-getting-sick/how-to-wear-cloth-face-coverings.html>
- <https://www.cdc.gov/coronavirus/2019-ncov/prevent-getting-sick/how-to-make-cloth-face-covering.html>
- <https://kidshealth.org/en/kids/germs.html>



**STUDENT HANDOUT: PreK Facemask**



**STUDENT HANDOUT: Grades K-1 Facemask**



FOLD

Name: \_\_\_\_\_

FOLD



## **STUDENT HANDOUT: Comic Strip**

Name: \_\_\_\_\_

Have students create a comic strip story about the importance of wearing facemasks and how they can help prevent the spread of germs.

|  |  |
|--|--|
|  |  |
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Grades  
**PreK to 5**



**HERE**  
For Healthy Schools

## HEALTHY HABITS

# SIX FEET OF SEPARATION

### THE BIG IDEA:

Students will learn what social distancing is and why we practice it. In this lesson, students will learn about the different ways that we can socially distance.

**HEALTHY HABITS**

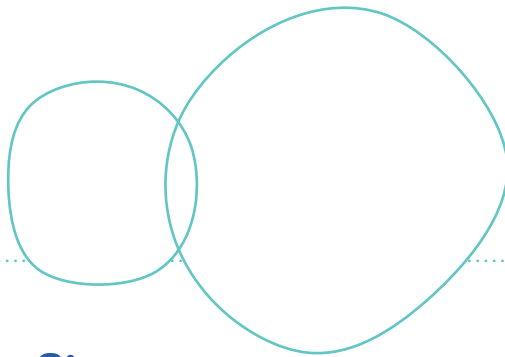
Presented by Lysol® in collaboration with NEA and National PTA.



## Goals and Skills

### Students Will:

- Understand the term “social distancing” and why we should practice it
- Understand where we practice social distancing and how far apart we should stay
- Learn about germs and how practicing social distancing can help prevent the transmission of germs
- Learn about the different ways that they can socially distance



## Instruction Steps

**Review – Germ Recap!** At home and in prior grades, students have been introduced to the idea of germs and how germs can make us sick. Divide students into groups. Ask students to take turns within their group, sharing what they know about germs. Have one student in the group record the ideas, then share the group’s ideas with the class.

**Explain.** Make sure students understand that germs are tiny, living things that are all around us in the world. They are so tiny that we sometimes need a microscope to see them. Germs can spread from one person to another through little droplets when someone coughs, sneezes, or talks. If we touch our eyes, nose, or mouth, these droplets can enter our bodies and sometimes make us sick. When we touch different surfaces with our hands, we are also spreading our germs. These germs can remain on a surface from a few hours to several days.

## Supplies and Preparation

- Art supplies
- Tape measure
- Sidewalk chalk
- Chart paper
- Groups of various household items that students can use for graphing (toys, straws, cotton balls, toothpicks, etc.)

## Background for Teachers

Visit the CDC’s Get the Facts About Coronavirus page to learn more about the spread of COVID-19 and the importance of social distancing. This site also discusses what you need to do at home and when going out in order to stay safe. <https://www.cdc.gov/coronavirus/2019-ncov/prevent-getting-sick/index.html>

When you are close to someone, you increase your risk of catching their germs. Sometimes it is difficult to know if someone else is sick, which is why it is important to physically (socially) distance.

Social distancing means keeping a safe space between yourself and others you do not live with. It is important to stay at least six feet (about two arms’ length) from other people when you are social distancing. When we socially distance, we increase our chances of staying healthy because we are not getting germs from someone who may sneeze or cough. We should practice social distancing when we go to places outside of our own home.

**Discuss.** Ask students what type of activities they can do while practicing safe social distancing. As a class, have students create a list that they will take home. Continue adding to the list when students think of new ideas. Give some examples about what kinds of activities students can do while social distancing.

- Take a bike ride or walk with the family
- Enjoy reading a story outside
- Create a nature scavenger hunt or go geocaching
- Kick a soccer ball or throw a baseball with a family member
- Play Simon Says
- Enjoy a movie outdoors
- Rock painting

**Create**

**PreK.** Students will use what they have learned to determine which pictures are close together and which are far apart. Reiterate to students that when we practice social distancing, we stay far apart. Students will circle the pictures that are far apart.



When finished, students will draw their own picture of two people social distancing.

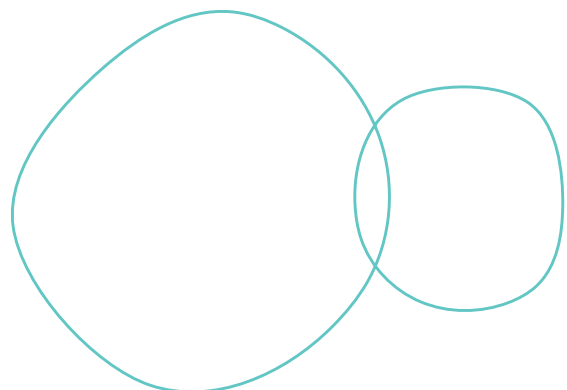
**Grades K-1.** To get a better understanding of the appropriate social distancing space, students will test various items and/or movements within six feet.

- Help students measure out a distance of six feet with chalk marking each end
- Have students practice different physical movements to get from one end to the other (walking, running, bunny hops, frog leaps, crab walk, etc.)
- Have students record the number of steps per each movement it took them to move from end to end

**Example chart shown below:**

|            |   |       |                                 |
|------------|---|-------|---------------------------------|
| IT TOOK ME |    | _____ | WALKING STEPS TO GET TO 6 FEET! |
| IT TOOK ME |    | _____ | RUNNING STEPS TO GET TO 6 FEET! |
| IT TOOK ME |  | _____ | BUNNY HOPS TO GET TO 6 FEET!    |
| IT TOOK ME |  | _____ | FROG LEAPS TO GET TO 6 FEET!    |
| IT TOOK ME |  | _____ | CRAB WALKS TO GET TO 6 FEET!    |

Reiterate to students that social distancing means staying at least six feet apart.



**Grades 2-3, 4-5.** Show students a variety of household items (toothpicks, cotton balls, straws, etc.) and ask them to record a prediction of how many of each item they think they will need to complete a distance of six feet.

- Give students a measuring tape and ask them to measure out six feet
- Allow students to use their household items and count how many of each item is needed within a six-foot measurement
- Students will record the numbers of items needed on their own bar graph

### Follow-up questions

Have students answer the following questions:

- Were you correct in your predictions?
- Did any items surprise you when you measured them out to six feet? Why or why not?
- If you could add a new item, what would you like to measure out? Explain why.
- Why do we practice social distancing from this length?

### Extensions/Add-ons

Have students create self-portraits on six feet of chart paper. After they have finished their self-portrait, ask students to create a short story about the importance of social distancing and where we should practice social distancing rules.

### Home Connection

When they are ready to go home, ask students to explain the importance of social distancing to their parents. Students can share their self-portraits and short stories with their families. Have students take home the list of activities they created as a class and pick one activity to do with their family. Have students record themselves practicing social distancing rules.

### Additional Resources

- **Red Cross - What Social Distancing Means**  
<https://www.redcross.org/about-us/news-and-events/news/2020/coronavirus-what-social-distancing-means.html>
- **CDC - Protect Yourself and Others Poster**  
<https://www.cdc.gov/coronavirus/2019-ncov/downloads/COVID19-social-distancing-cloth-face-coverings.pdf>
- **CDC - Key Times to Social Distance**  
<https://www.cdc.gov/coronavirus/2019-ncov/downloads/key-times-social-distance-poster.pdf>
- **CDC - Stop the Spread**  
[https://www.cdc.gov/coronavirus/2019-ncov/downloads/stop-the-spread\\_poster.pdf](https://www.cdc.gov/coronavirus/2019-ncov/downloads/stop-the-spread_poster.pdf)

