

LESSON PLAN DETECT and PROTECT

YEARS 5 & 6 - to use with power point

SLIDE 1 - TITLE

At the end of this lesson students will

- *Identify meningococcal as a bacteria*
- *List ways to protect themselves from meningococcal infection*
- *Detect potential threats that could risk infection with meningococcal disease*
- *Adopt good hygiene practices*

Before beginning this lesson ensure you have the resources

- *Power point*
- *Mystery bag activity – a cloth bag full of items such as toothbrush, whistle, lolly pop, book, sunscreen, hairbrush, water bottle, lip gloss, toy.*
- *Baby powder for germ spread activity*
- *Brochures for students- given out at end of lesson*
- *Workbooks – for follow up to the lesson*

LESSON PLAN – SLIDE 2

WHO IS BUDDY?

Buddy was a family pet dog of Barry and Lorraine Young and their daughter Amanda. Buddy was also the password Amanda used for her computer.

The Amanda Young Foundation decided to use a Buddy dog as their mascot because of the German shepherd's connection with the Young Family.

German Shepherd dogs are strong and clever. They are used as working dogs at border controls and in the police force. Buddy is going to help the students learn how to detect problems and protect themselves against meningococcal disease.

Discuss how dogs are used in health care. eg - Guide dogs, companion dogs (detect seizures for example). Do students know of any special dogs?

LESSON PLAN – SLIDE 3

The AYF brochure that can be given to students at the end of the lesson explains the leadup to Amanda Young's fatal contraction of Meningococcal Disease.

In this section, you only need to explain the information that is contained within the slide. If a student asks if Amanda died – answer honestly. Classes vary in maturity. Older students “join the dots” immediately but younger students may not think about the consequences until the end of the lesson. Just gauge your audience. If it is brought up NOW – remind the students that it is a rare disease. With the advent of COVID and the health hygiene measures – we are seeing less cases of meningococcal – thankfully.

LESSON PLAN – SLIDE 4

Explain to the students they are going to play a quiz- even before they find out anything about meningococcal. Let's see what you may already know.

LESSON PLAN – SLIDE 5

The rules for the quiz.

If you think the answer is A - raise your hand.

If you think the answer is B – put your hands on your hips.

LESSON PLAN – SLIDE 6

Ask the quiz questions on each of these slides.

You can choose whether to “reward” for getting the answer right.

Answer A

LESSON PLAN – SLIDE 7

Ask the quiz questions on each of these slides.

You can choose whether to “reward” for getting the answer right.

Answer A

LESSON PLAN – SLIDE 8

Ask the quiz questions on each of these slides.

You can choose whether to “reward” for getting the answer right.

Answer B

LESSON PLAN – SLIDE 9

Ask the quiz questions on each of these slides.

You can choose whether to “reward” for getting the answer right.

Answer A

LESSON PLAN – SLIDE 10

Ask the quiz questions on each of these slides.

You can choose whether to “reward” for getting the answer right.

Answer A

LESSON PLAN – SLIDE 11

Ask the quiz questions on each of these slides.

You can choose whether to “reward” for getting the answer right.

Answer A

LESSON PLAN – SLIDE 12

Ask the quiz questions on each of these slides.

You can choose whether to “reward” for getting the answer right.

Answer A

LESSON PLAN – SLIDE 13

Ask the quiz questions on each of these slides.

You can choose whether to “reward” for getting the answer right.

Answer B

LESSON PLAN – SLIDE 14

Summarise and expand on the points in this slide.

The antibiotics required are intravenous antibiotics – if you are hospitalised. Close family and friends may be given oral antibiotics if the doctor thinks it is necessary – as a precaution.

Bacterial infections need antibiotics – viral infections do not.

Just like with other diseases- you can be vaccinated against meningococcal disease. Talk to your parents. Some information in in the AYF brochure.

LESSON PLAN – SLIDE 15

This question relates to TYPES of bacteria NOT the total number which is billions.

Eg Streptococcus

Get students to guess – the answer is 700. You can say higher or lower until you get the correct answer.

Not all of these bacteria are bad.

A group of helpful bacteria called lactobacilli can fight several kinds of bad bacteria and may help restore a healthy balance in your mouth.

Move on to the next slide.

LESSON PLAN – SLIDE 16

Your body is in a constant battle to keep a good balance between bad and good bacteria.

If the bad bacteria start to win the battle – then you can get sick.

We need to look after our bodies with a balanced diet, lots of sleep, drink water and exercise. It's just like a car. If we don't check the oil and petrol in a car – it can break down and stop working properly.

Our immune system is our defence force fighting the battle against the bad bacteria and viruses. We need these soldiers to be 100 percent fit and active to protect us.

LESSON PLAN – SLIDE 17

In preparation for this lesson you would have prepared a mystery bag.

Ask for volunteers, one at a time, to come to the front of the class and select an item out of the bag.

The students are deciding

SHARE or NOT SHARE

Eg toothbrush – NOT SHARE

Invite students to tell stories of times when they have shared and they probably shouldn't have eg sharing a toothbrush with a sibling or on a camp.

LESSON PLAN – SLIDE 18

Quickly explain to the students that they will be shown 2 slides and they need to count ALL the bacteria on the two slides- they need to pay attention and be quick.

Move on to the next slide.

LESSON PLAN – SLIDE 19

Leave this slide to view for a few seconds only and move on to the next slide.

LESSON PLAN – SLIDE 20

Take answers from the students – write them on the board – they will probably vary above and below 20.

Build up some suspense and reveal the answer on the next slide.

LESSON PLAN – SLIDE 21

The answer is 21.

LESSON PLAN – SLIDE 22

Buddy is feeling unwell and has gone to bed.

Where is Buddy feeling sick?

Head? Stomach? Arms? Legs? Hands? Feet? Eyes? Throat?

This quickly leads into the next slide.....

LESSON PLAN – SLIDE 23

Discuss the symptoms to DETECT that are shown on this slide.

Have a general discussion with students about times when they have been unwell. What happened. Where did their body hurt?

Stress the importance of telling their parents and their parents will know what is the right thing to do. Meningococcal disease is rare and you may just have a cold or gastro but it is important to be aware.

LESSON PLAN – SLIDE 24

Ask a student volunteer to come to the front of the class and pretend to sneeze into their own hands. Then take some talcum powder (check for allergies before doing this) and sprinkle it on the student's palms - liberally. Then shake hands with the student and hold up your hand to show the transfer of powder. Go to shake hands with another student and they will probably back away! Walk to a table and put your hand on its surface. The message is clear – it is easy to transfer bacteria to other people and surfaces.

WASH YOUR HANDS OFTEN.

Teacher and student should wash their hands immediately or use hand sanitizer.

LESSON PLAN – SLIDE 25

To the tune of Row, Row, Row Your Boat demo this song for the students and then have the students sing it 3 times (the time required to thoroughly clean their hands with warm soap and water).

Demo cleaning your hands – in between the fingers, around the thumb, around the finger nails etc

LESSON PLAN – SLIDE 26

Sing this song to the students- to the tune of Frere Jacques.

Now ask the students to sing – with gusto!

Students can include actions at the appropriate parts of the song eg tap their head questioningly at where are you, point to their nose and throat

Atishoo into their elbow, cross their arms at do not share and push away at bacteria shoo.

Students will sing these songs out in the playground it is a fun way to reinforce the message.

LESSON PLAN – SLIDE 27

Play the BBC video.

The students will laugh and think it is YUCK!

Reinforce the message that respiratory droplets carry for up to 4 metres! And what do we need to do? Cover our coughs and sneezes at all times – no excuse.

LESSON PLAN – SLIDE 28

Summarise these 5 main point with the students.

Ask a student to sing the washing your hands song to the tune of Row, Row, Row your boat.

LESSON PLAN – SLIDE 29

Ask students to discuss in pairs what they think Buddy is representing in these pictures.

Students can then share their answers with the class.

- *Buddy is wearing a mask to protect himself and his family and friends.*
- *If you have a high temperature that doesn't improve with treatment – seek medical help.*
- *Go to bed if you feel sick.*
- *If you have a purple rash – seek emergency medical treatment.*

LESSON PLAN – SLIDE 30

- *Any questions from students?*
- *Hand out brochures for students to take home and share with their parents.*
- *Teachers may like to put a notice in the school newsletter or send an email to parents about the session that was run in the classroom. Tell the parents to keep a lookout for the Buddy dog that will be left at school reception by AYF – Amanda Young Foundation.*
- *You can choose to do the workbook now or later as a follow-up.*