



# TIME TIMER® | **ACTIVITY GUIDE**

---

for HANDWASHING  
Developed by Eva C. Phillips, Ed.D.

## Table Of Contents

- 3** | About Dr. Eva Phillips
- 4** | About Time Timer
- 5** | Activity Guide Overview
- 6** | **Activity 1:**  
Germs: What are they and where do they come from?
- 8** | **Activity 2:**  
What do we Know? What do we Wonder?  
What have we Learned?
- 14** | **Activity 3:** Germs, Germs Everywhere!
- 18** | **Activity 4:** This is the Way We Wash Our Hands
- 22** | **Activity 5:** Which Book Should we Read Today?
- 24** | Extensions
  - 24** | Make a class book for reading or science area
  - 26** | Handwashing Poem
  - 28** | Chant & Motions
  - 30** | Class Book & Bulletin Board
  - 31** | Pretend Play
  - 32** | Go Away Germs Matching Game
- 42** | Appendix

## About Dr. Eva Phillips



Dr. Eva Phillips has dedicated a career to the teaching of and advocating for young children and early childhood educators. Eva graduated from Appalachian State University with a bachelor's degree in Early Childhood Education. She later received her master's degree from East Carolina University in Elementary Education and her doctorate in Curriculum and Instruction from the University of North Carolina at Chapel Hill. Eva is an early learning consultant with over 30 years working with and supporting those that work with young children. Her professional career includes serving as a NC kindergarten teacher leader with Johnston County Schools, a Title I Pre-K and Kindergarten education consultant in the Office of Early Learning at the NC Department of Public Instruction, an adjunct instructor with UNC-Greensboro School of Education, an assistant professor and program coordinator for the Birth through Kindergarten Education Program at Winston-Salem State University and the program manager for Early Learning and Ready Schools for the Winston-Salem/Forsyth County Schools.

She has collaborated on projects supporting developmentally effective practices for over 20 years including *North Carolina Foundations for Early Learning and Development*, *The NC Guide for the Early Years*, the *NC K-3 Formative Assessment Process* including the *NC Kindergarten Entry Assessment* and the *Power of K* state position paper on high quality kindergarten programs. Dr. Phillips was a co-creator and co-facilitator of *The NC Power of K Teacher Leader Initiative* while at the NC Department of Public Instruction, which she also brought to the local level in the Winston-Salem/Forsyth County Schools. She co-authored the National Association for the Education of Young Children's (NAEYC) book entitled *Basics of Developmentally Appropriate Practice: An Introduction for Teachers of Kindergartners*. She also served as president of the NC Association for the Education of Young Children from 2009-2013 and currently remains active in the work of the association.

Upon retirement from the state of NC in 2017, she began an early learning consulting business, *Eva C Phillips Consulting, LLC* which supports a variety of teachers, schools, and school districts. Through a joint venture with colleagues, *Good Things for Young Children™*, she leads summer institutes and professional development across the state for PreK and Kindergarten teachers. Since the summer of 2020, she has also developed and facilitated virtual sessions for groups of early learning educators in which they discuss what they know about young children's development and learning and plan ways to adapt key practices related to building relationships and providing play-based opportunities for children in the ever-changing context of in-person and virtual learning experiences. She also continues to actively support early learning initiatives in NC and other states across the nation.

She lives in Winston-Salem, NC with her wife, their son, their dog, and cat.

*“Because young children do not yet have a good sense of the passage of time, it will be important for adults to ensure that the handwashing process is done correctly and can be navigated successfully. The Time Timer WASH is a product that can easily help to ensure that a young child goes through the appropriate process for effective handwashing, without needing an adult to monitor the amount of time they scrub.”*

**Eva C. Phillips, Ed.D.**

## Time Timer®

The Time Timer® visual timer is an innovative, simple time management tool designed to “show” the passage of time through the use of a patented disk. As time elapses, the colored disk disappears. Unlike traditional timers that fail to make the abstract concept of time concrete, the award-winning Time Timer’s visual depiction of “time remaining” provides stress-free time management at work, school and home to make every moment count.



## Time Timer® for Handwashing

Being clean has never been so important. Time Timer, the makers of the visual timer teachers and students have grown to trust over the past 25 years, introduces a timer to help keep our kids safe with the new touchless, water-resistant **Time Timer WASH**. Its familiar disappearing disk, paired with the CDC (Center for Disease Control) and WHO (World Health Organization) recommended duration for clean hands, gives people of all ages and abilities an easy-to-understand resource for ensuring their hands are germ-free. Broken into three simple steps – 1. Soap (5 seconds), 2. Scrub (20 seconds), and 3. Rinse (5 seconds) – it can be initiated with a simple wave of the hand. No touching needed! Optional music and sound can help reinforce steps or the WASH timer can be run silently for sound sensitive environments. Included suction cup can be placed on the bottom or back of timer for versatile placement. The WASH can also stand alone or can be hung on the wall with a screw or nail (not included). Requires 3 AA/1.5V batteries (not included).



## Rationale

As families, educators and communities work to implement strategies for keeping our communities, homes, child care centers, schools, and classrooms safe and free of germs, the World Health Organization (WHO) and the Centers for Disease Control and Prevention (CDC) have made it very clear that one of the most important aspects of protecting us all from COVID-19 and other diseases is effective hand washing.





## Activity Guide Overview

As research supports, young children learn best through engaging experiences that are active, interactive, connected to their real world and fun. Now more than ever it is important for young children to understand the importance of washing their hands to slow the spread of germs. Although early childhood teachers have always had routines and processes in place to help children remember to wash their hands, in today's world, it is also important that they learn proper handwashing techniques. The Centers for Disease Control and Prevention has provided guidelines for protecting oneself and others, with handwashing as one of the top 3 recommendations.

In classrooms for young children, the spread of germs happens easily. Young children naturally put their hands on their faces and in their mouths. They wipe their noses and then share toys with others. They cough or sneeze without remembering to cover their mouths. Teachers and children are not able to totally avoid germs, but it is possible to reduce the spread of germs to others. Early childhood teachers are key in supporting children's development of lifelong hygiene practices as well as helping children understand how as a community, we are responsible for helping others to stay safe and healthy, too.

This Activity Guide will provide educators and families with some simple and engaging strategies for introducing young children to the topic of germs and proper handwashing techniques utilizing an innovative product, the **Time Timer WASH**. When washing hands, it is important to remember this recommendation from the CDC: "Wash your hands often with soap and water for at least 20 seconds especially after you have been in a public place, or after blowing your nose, coughing, or sneezing."

Introducing young children to the topic of germs and their spread as well as how to slow the spread of germs is critical. Children will need to have a good understanding of what germs are. There are numerous ways to teach children about these concepts and this guide provides several ideas that can be easily adapted for the needs of young children from a range of ages within a variety of settings. These are simple, yet powerful (and fun) experiences.

## ACTIVITY #1

### GermS: What Are They and Where Do They Come From?

#### LET'S START BY TALKING ABOUT GERMS.

##### BASIC CONCEPT

Our bodies are pretty amazing. Day after day, they work hard — digesting food, pumping blood and oxygen, sending signals from our brains and much more. But there is a group of tiny invaders that can make our bodies sick — they're called germs.

Some kids may think that germs are bugs or cooties or other gross stuff. Actually, germs are tiny organisms, or living things, that can cause disease. Germs are so small and sneaky that they creep into our bodies without being noticed. In fact, germs are so tiny that you need to use a microscope to see them. When they get in our bodies, we don't know what hit us until we have symptoms that say we've been attacked!

From: <https://kidshealth.org/en/kids/germs.html>

##### MATERIALS NEEDED

- Chart paper or poster board
- Black marker
- Crayons, colored pencils, and/or washable markers
- Picture books (see suggestions in the Appendix)

##### GROUP SIZE

This activity is best done in a small group but can also be a part of a whole group experience.





Photo by cottonbro from Pexels

## Activity Directions

### 1 LEAD DISCUSSION

Lead the children in a discussion to answer the following questions:

What are germs?

Where do germs come from?

Ask the children for their ideas. As they share their thoughts, record them on separate pieces of chart paper or poster board. Accept any beginning ideas and make note of any misconceptions that you will be able to help clarify over time. If there are other ideas about germs or the ways in which germs are shared that are not mentioned by the children, add your own thinking to discuss the concept thoroughly.

### 2 CREATE POSTER

In an effort to document children's thinking, throughout the remainder of the day(s), ask children to illustrate their thinking on the chart paper (see examples on previous page). At an appropriate time during the day, share the completed posters with the whole group as a closing activity. Discuss the drawings. Encourage individual children to talk about their illustrations.

### 3 INTEGRATE INTO PLAY

Display the poster at the children's eye-level and in a space where it has the potential to spark conversations and play scenarios. (Dramatic Play Center, Science Center, Writing Center)



## ACTIVITY #2

**KWL:** What do we **K**now? What do we **W**onder? What have we **L**earned?

### ALTERNATIVE WAY TO TALK ABOUT GERMS.

#### BASIC CONCEPT

Another option for documenting learning over time while introducing and then, learning more about this concept is through the use of a KWL chart. This simple activity is an effective way to engage children in a brainstorming discussion through the use of these questions - *What do you KNOW about germs? What do you WANT to know or WONDER about germs? What have we LEARNED about germs?* This is a well-known and effective instructional strategy that can help guide students through the exploration of a new concept. The first two questions are used in the introduction of the concept. The last question is used at the end of the study to summarize what has been learned. This process helps children to clarify misconceptions about a topic, as well.

#### MATERIALS NEEDED

- Group or Individual chart paper(s) or poster board(s) labeled **K W L** (see samples on following pages)
- Black marker
- Crayons, colored pencils, and/or washable markers

#### GROUP SIZE

This activity can accommodate individual or group work. See note on following page.



## NOTE

Depending on the age of the children and/or the number of children doing this activity, you can use one large poster board or chart or you can create 3 separate charts - one per question. This may be preferable in order to give children more space to illustrate their ideas. Another option would be to provide children with their own individual KWL charts on which to record their thinking. See samples on following pages.

If children have individual charts, depending on the age or level of each child, children may need to dictate their answers as the adult writes what they say or children may be able to use invented spelling to label their illustrations or may be able to write simple words and sentences on their own. Supporting a child at his or her own level is an important part of this experience.

## Activity Directions

### 1 FIND OUT WHAT THEY KNOW

Tell the children that you will be learning about an important topic together. The first thing you want to do is to see what they already know about it. The topic is GERMS! Ask them to tell you what they know about germs. Ask clarifying questions as needed.

### 2 RECORD

As children provide their answers, write them under the "K" section of the chart.

### 3 FIND OUT WHAT THEY WONDER

The next step is to ask the children what else they wonder about germs. Ask them to tell you what they Want to know about germs and record these responses under the "W" section of the chart.

### 4 DRAW

Children can illustrate their thinking within the KWL chart, just as was done in the previous activity.

### 5 DISPLAY

Display the charts where children can access them easily.

## MODIFICATIONS FOR VIRTUAL LEARNING

- Utilize the individual KWL Chart handout for children learning at home.

- Since children will not have access to books at home, share these YouTube Book Read Alouds with families. Always preview video clips to ensure appropriateness for your age group of children.

- [Germ's Make Me Sick: Science for Kids by Melvin Berger \(19:27\)](#)

- [Stories for Kids: Germs! Germs Everywhere by Bobbi Katz \(4:02\)](#)

- [The Magic School Bus Fights Germs by Kate Egan \(6:39\)](#)

- [Wash Your Hands by Tony Ross \(2:54\)](#)

- [What Are Germs? Usborne Books \(5:19\)](#)

- [Sherm the Germ by Dr. John Hutton & Maria Montag \(3:18\)](#)

- [Those Mean, Nasty, Dirty, Downright Disgusting...But Invisible Germs by Judith Anne Rice \(8:05\)](#)

**KWL Chart** Draw what you know, what you want to know, and what you have learned!

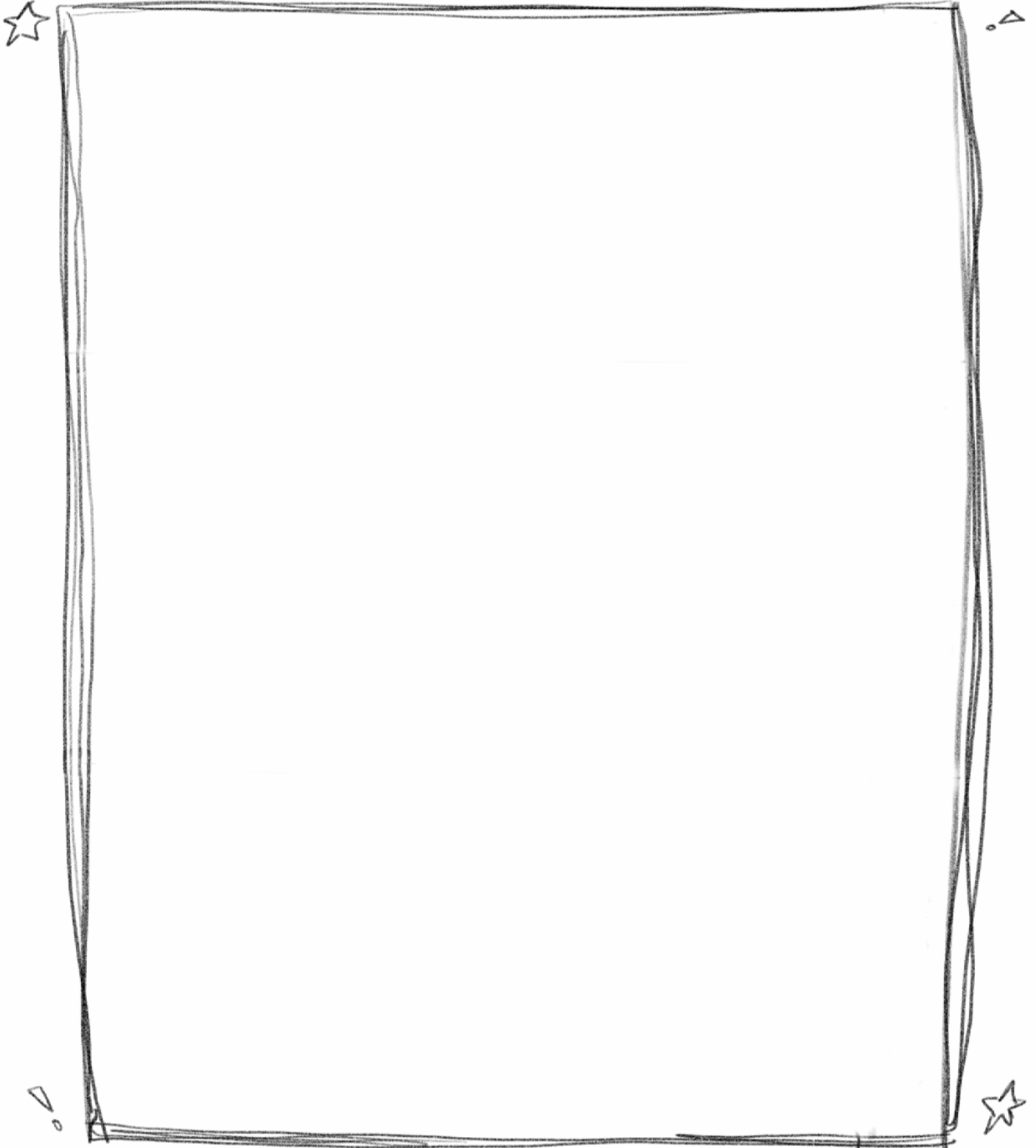
Topic: \_\_\_\_\_

| WHAT WE <u>KNOW</u> | WHAT WE <u>WONDER</u> | WHAT WE <u>LEARNED</u> |
|---------------------|-----------------------|------------------------|
|                     |                       |                        |

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

# What we KNOW

Draw what you know about

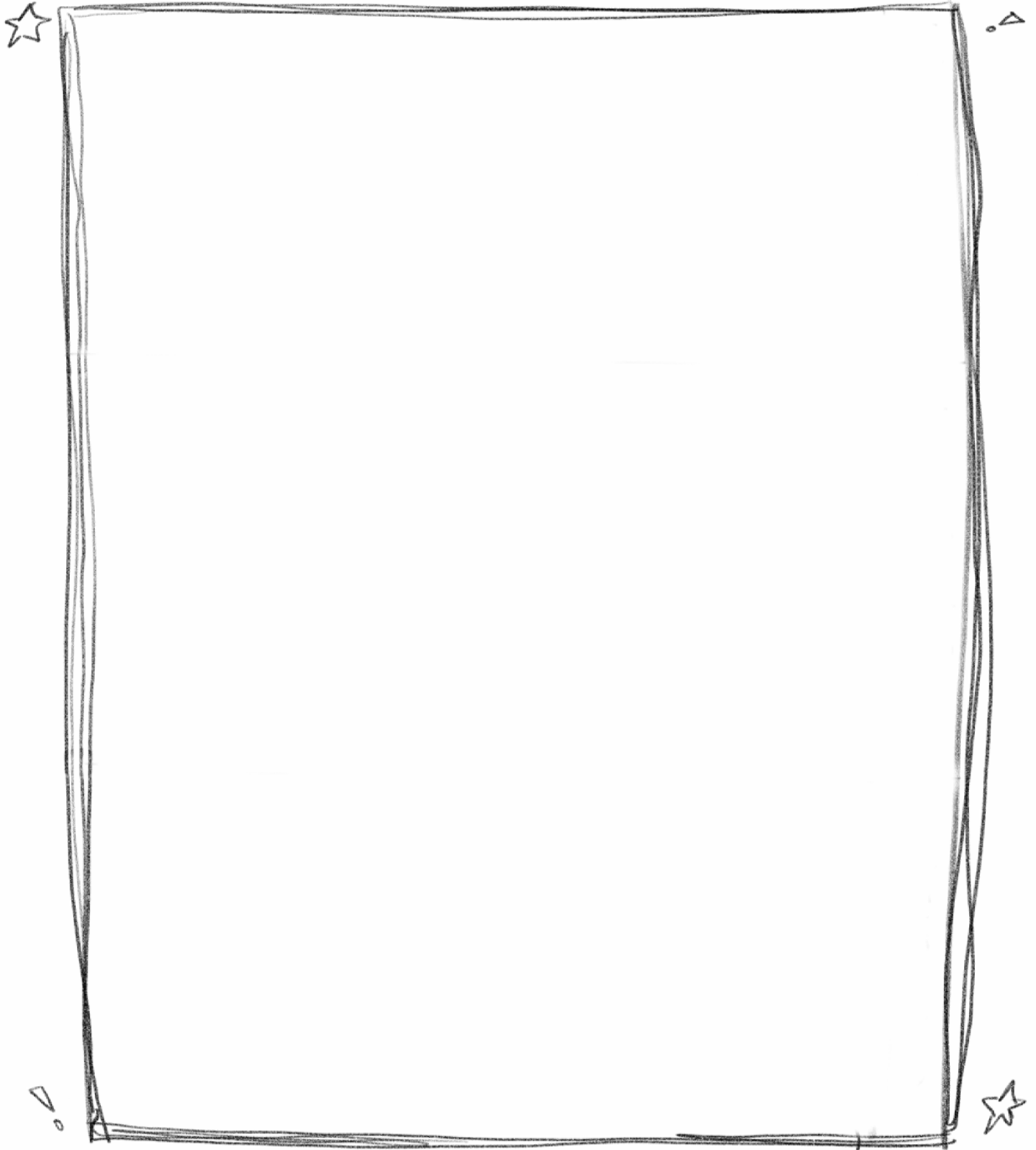


TIME TIMER | HANDWASHING GUIDE

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

# What we WONDER

Draw what you wonder about



TIME TIMER | HANDWASHING GUIDE

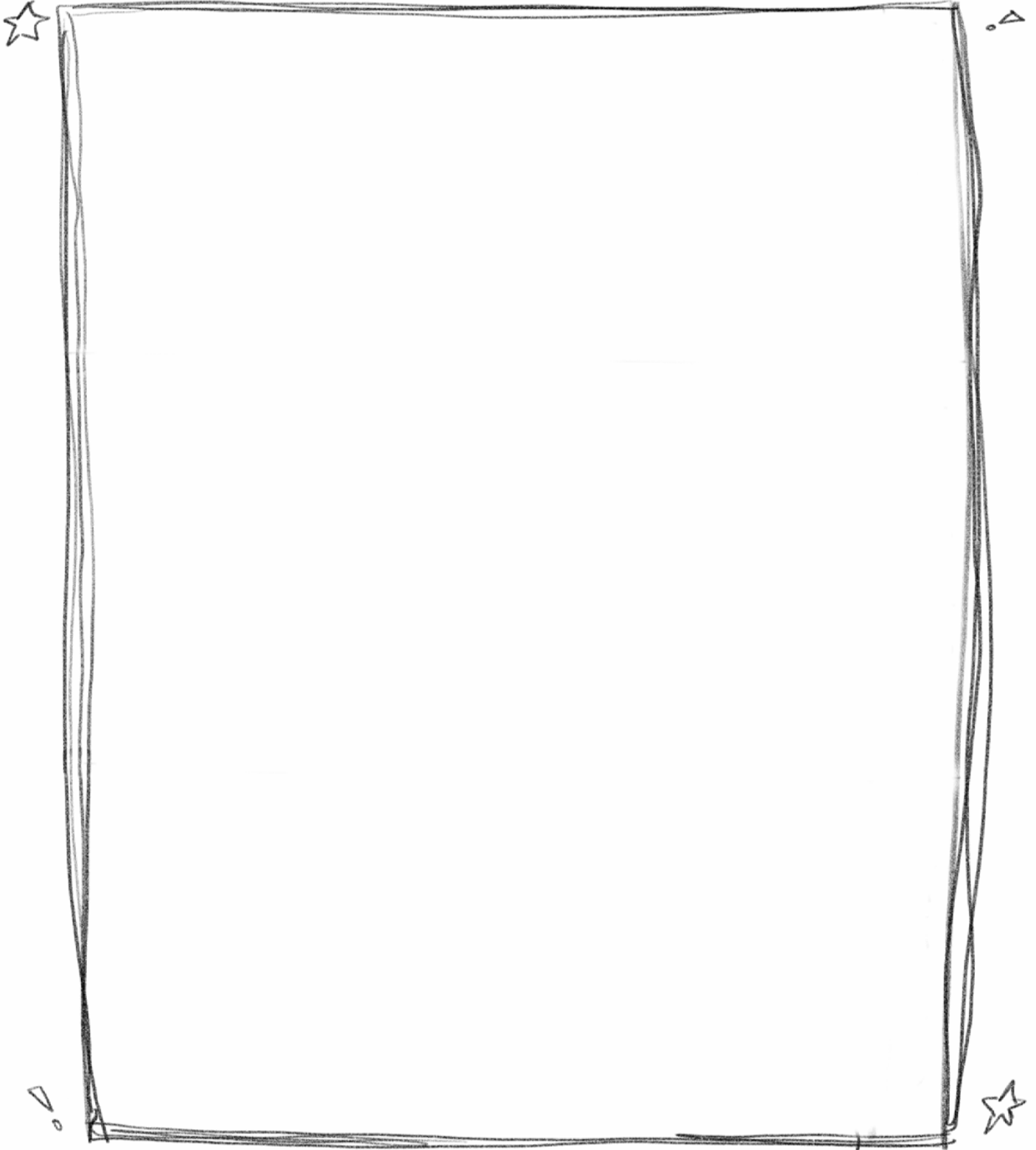
Name: \_\_\_\_\_



# What we LEARNED

---

Draw what you learned about



TIME TIMER | HANDWASHING GUIDE

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



Photo by cottonbro from Pexels

## ACTIVITY #3

### Germs, Germs Everywhere!

**NOW THAT WE KNOW ABOUT GERMS, LET'S TALK ABOUT HOW THEY SPREAD.**

#### BASIC CONCEPT

This activity illustrates how the germs spread. Photographing the process would be a good way to document the learning. The photos could be used to create a poster that could be displayed near the sink as a future reference for the children.

#### MATERIALS NEEDED

- 3-4 different colors of glitter\*
- 3-4 small paper plates or plastic trays
- Several toys/materials from around the classroom (those which can be easily cleaned)
- Soap, water and paper towels

*\*If you are unable to use glitter, you can try washable paint, flour that has been colored with powdered tempera paint, or salt mixed with food coloring.*

#### GROUP SIZE

This activity is best done in a small group, but can also be a part of a whole group experience.



Photo by cottonbro from Pexels

## Activity Directions

### 1 FIND STUDENT VOLUNTEERS

Ask for 3-4 student volunteers to help you demonstrate this activity.

### 2 APPLY DIFFERENT COLOR GLITTER TO STUDENTS' HANDS

After showing the children 3-4 different colors of glitter, pour a small amount of glitter in its own separate tray or paper plate (one color per tray). Ask the volunteers to put the palm of their hands into one of the trays of glitter. Of course, let them choose their favorite color! So as not to have too much glitter spread across the room, ask children to shake their hands just a bit to remove some of the excess glitter.

### 3 OBSERVE WHAT HAPPENED

When each volunteer has glittered their hand, ask them to shake hands with each other. Show the rest of the group their hands. What happened? (The colors of glitter combined on each volunteer's hand.)

### 4 HAVE STUDENTS PLAY WITH TOYS

Then ask each volunteer to now go and pick up one of the toys that they would like and play with it for a minute. Examine and discuss what happened. (The glitter sticks to the toys.)

### 5 SPREAD THE GLITTER TO NEW VOLUNTEERS

Ask for 3-4 new student volunteers. Ask the first volunteers to go and hand their toy to one of the new volunteers. Ask the new volunteers to play with the toys for a minute. Look at the hands of the new volunteers. Once again, discuss what happened. (Some of the glitter is now shared with another person.)

### 6 DISCUSS WHAT HAPPENED

Lead the children in a discussion about how the glitter acts just like germs. They are easily stuck on your hands and then are easily shared between people and toys. Ask them to guess what would happen if they put their hands in their mouths now.

**Continued on following page...**





Photo by cottonbro from Pexels

## Activity Directions, cont.

- 7 DISCUSS HOW WE SHARE GERMS**  
Continue/Wrap-Up the discussion about germs and how easily they are shared with each other.
- 8 PROBLEM SOLVE**  
Now ask the students to think of how they are going to get the “glitter germs” off of their hands and toys. Discuss all of the possibilities.
- 9 CLEAN GLITTER FROM HANDS**  
Help children clean the glitter from their hands. See next activity for suggestions.
- 10 CREATE POSTER**  
Use the photos you took throughout the process to create a poster, reminding students how easily germs spread.

### PANDEMIC ADAPTIONS

#### FOR SOCIAL DISTANCED IN-PERSON LEARNING SITUATIONS

- Do this experiment with adults only (teacher and teacher assistant)
- Just the teacher models the experiment... putting one color of glitter on one hand and another color of glitter on the other hand. The teacher can also play with a toy to show how the glitter germs are shared.
- Do this experiment with individual children or very small groups or pairs of children instead of a large group.

#### FOR VIRTUAL LEARNING SITUATIONS (AT HOME)

- Provide directions to families so children are able to engage in this experiment at home. (See handout)
- Share this video clip of another experiment that can be done by families at home:

[How Germs Are Spread: Preschool Science Experiment \(:32\)](#)



# Germs Germs Everywhere

## Family Experiment Directions

### MATERIALS NEEDED

- ❑ At least 2 people (child and at least one additional person)
- ❑ At least 2 different colors of glitter\*
- ❑ At least 2 small paper plates or plastic trays
- ❑ A few toys from around your home (those which can be easily cleaned)
- ❑ Soap, water and paper towels

*\*If you are unable to use glitter, you can try washable paint, flour that has been colored with powdered tempera paint, or salt mixed with food coloring.*



### Activity Directions

- 1** Pour a small amount of each color of glitter into its own separate tray or plate (one color per tray). Ask your child to place the palm of his/her hand into their favorite color of glitter. Then, have the other person do the same but in the other color of glitter
- 2** With your glittered hands, shake hands with the other person. What do you see on your hands? (The colors of glitter combined on each person's hand). You SHARED the glitter!
- 3** If you can, find another person to shake hands with. What happened? (The mixed glitter also stuck to the new person's hand). Now, the glitter has been shared again!
- 4** Now, each person with glitter on their hands should choose one toy to place with. After a minute or two, take a good look at the toys. What happened? (The mixed glitter is now also on the toys). The glitter has been shared AGAIN!
- 5** Talk about how the glitter is acting like germs. When we get germs on our hands, and then touch someone or something else, the germ is passed on to others. This is the way germs are shared with other people, even when we don't see them.
- 6** Talk about how you can now get rid of the "glitter germs"? The best way is to wash your hands really well with soap and water. The doctors say that we should scrub our hands and finger for at least 20 seconds. Help your child time themselves while they scrub.

*Note: Using the Time Timer WASH, is a great way to help children understand the amount of time needed to wash their hands thoroughly.*



5 Seconds: Wet Hands and Apply Soap



20 Seconds: Scrub Hands



5 Seconds: Rinse and Dry



## ACTIVITY #4

### This is the Way We Wash Our Hands

**NOW THAT WE KNOW ABOUT GERMS, AND HOW THEY SPREAD, LET'S TALK ABOUT HOW TO PROPERLY CLEAN HANDS.**

#### BASIC CONCEPT

Within both the WHO and the CDC guidelines, it is recommended that hands should be scrubbed for at least 20 seconds. Because young children do not yet have a good sense of the passage of time, it will be important for adults to ensure that the handwashing process is done correctly and can be navigated successfully. The *Time Timer WASH* is a product that can easily help to ensure that a young child goes through the appropriate process for effective handwashing, without needing an adult to monitor the amount of time they scrub.

Teachers will need to spend time teaching children the proper techniques for hand washing and allowing lots of time and opportunities to practice. Real practice can be done at the sink as part of the daily routine, as well as through pretend play. Young children can practice handwashing within a dramatic play center. They can not only pretend to wash their own hands, they can also help the baby dolls or stuffed animals practice hand washing as well. In fact, learning is even stronger when you have to teach someone (or something) else.

#### MATERIALS NEEDED

- Water / Sink
- Soap
- Paper Towels
- Time Timer WASH - Visual timer for hand washing

#### GROUP SIZE

This activity is best done in a small group and/or individually.



## Activity Directions

### 1 GATHER STUDENTS

Gather a small group of children around the sink in the classroom.

### 2 DISCUSS

Discuss the need for washing hands well. Ask children to share their ideas about why it is important to wash hands. Make a list of their ideas.

### 3 REVISIT ACTIVITY #3

Revisit Activity #3, *Germs, Germs Everywhere!*, (using the poster created as a result of the last lesson) as a reminder of how easily germs can be spread through shaking hands, touching another person, playing with toys, etc.

### 4 DEMONSTRATE PROPER HAND WASHING

Demonstrate the recommended process for washing your hands first through a pretend role play experience:

- **1<sup>st</sup> Step:** Pretend to put water and soap on your hands
- **2<sup>nd</sup> Step:** Pretend to scrub your hands
- **3<sup>rd</sup> Step:** Pretend to dry your hands on a paper towel and throw the paper in the trash can

### 5 HAVE STUDENTS PRETEND

Lead children through the same pretend role playing of washing their hands.

### 6 EXPLAIN TIME FRAME

Talk about how the scientists say that to really get our hands clean and free of germs we must scrub vigorously (define what this new vocabulary word means) for 20 seconds. Ask the children, "How will we know how long 20 seconds is going to be?" Listen to their ideas.

## INTRODUCTION TO THE TIME TIMER WASH

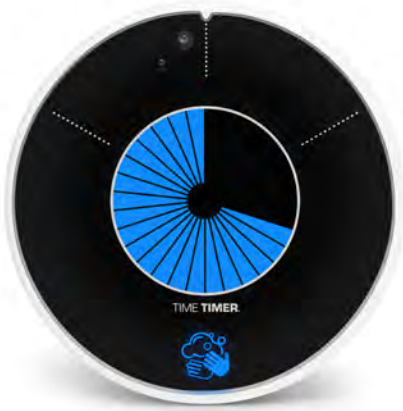
Continued on following page...



## Activity Directions, cont.



5 Seconds: Wet Hands and Apply Soap



20 Seconds: Scrub Hands



5 Seconds: Rinse and Dry

### 7 INTRODUCE STUDENTS TO THE *TIME TIMER WASH*

Show them this new product that will help children know how long to scrub.

### 8 DEMONSTRATE

Demonstrate how the *Time Timer WASH* works by washing your own hands utilizing the timer. Talk through the process as you demonstrate. Point out the icons that appear for each of the stages of hand washing. Show the posters of the icons to help children identify each step.

### 9 ROLE PLAY

Invite each child individually to role play using the *Time Timer WASH*.

### 10 HAVE STUDENTS USE THE *TIME TIMER WASH*

Invite each child to actually wash his or her hands using the *Time Timer WASH* to help them move through the process.

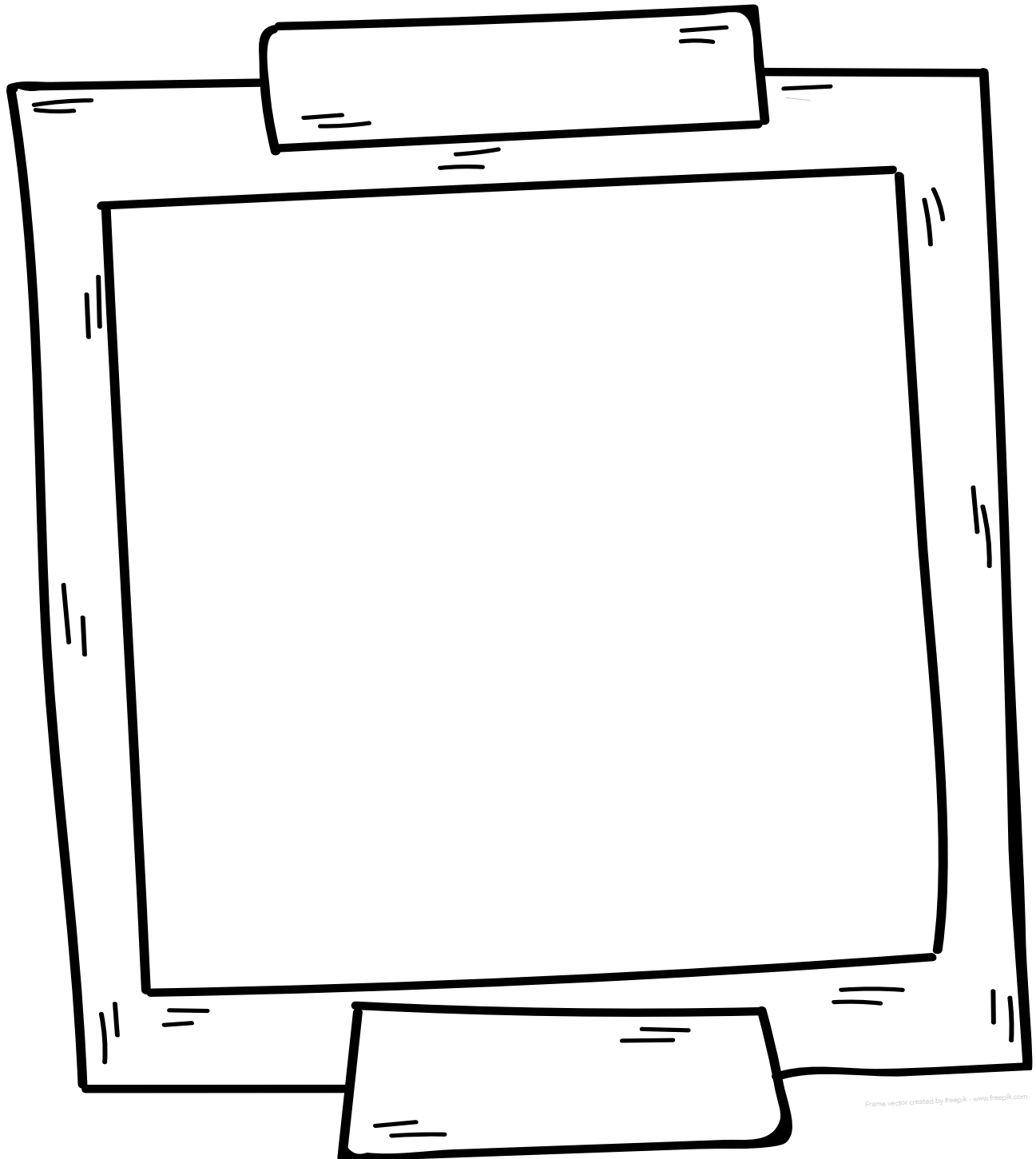
### 11 TAKE PICTURES!

After the child practices it once, take a photograph of each child doing the 3 steps in the process to be used to create a class book later.

*\*This activity may need to be repeated several times for some children as they learn the process of washing hands, as well as how to utilize the timer.*



THIS IS ME!  
WASHING AWAY THE GERMS



Frame vector created by freepik - www.freepik.com

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



## ACTIVITY #5

### What Book Should We Read Today?

**CONTINUE THE STUDENTS CURIOSITY AND LEARNING AROUND GERMS AND WASHING HANDS.**

#### BASIC CONCEPT

A fun way to build excitement about reading a book together is to have an opportunity for each child to vote on the book they want to read during story time each day during the study of germs and hand washing. Set this up as something each child does upon arrival to school after they unpack, eat breakfast and/or get ready for their day.

#### MATERIALS NEEDED

- Small table or designated space on the floor
- A collection of books related to germs and hand washing (see list in Appendix)
- A set of 2 types of manipulatives (i.e., red unifix cubes and yellow unifix cubes; sea-shells and pebbles; red teddy bear counters and yellow teddy bear counters; red lego bricks and yellow lego bricks; etc.)
- 3 small baskets or containers, *recommended but not required*
- A page of children's photos and names (checklist-type), *optional*
- Writing utensils, *optional*

#### GROUP SIZE

This activity is done individually and followed up with during a whole group time.

**Set Up:** (See photo examples)

**1 GATHER BOOKS**

Gather a selection of picture books related to the topics of germs and washing hands (stories and non-fiction). See the Appendix for suggestions.

**2 CREATE A SPACE FOR BOOKS**

Create an inviting display of the books in a place where they are easily accessible by the children.

**3 CREATE A SPACE FOR VOTING**

In addition, select a separate space (small table or designated area on a rug) where children will find 2 preselected books upon their arrival in the morning.

**4 SET UP VOTING MATERIALS**

Also in this space, there should be 3 small containers or baskets along with one set of manipulatives (2 different colors or items).

**5 ASSIGN COLORS TO BOOKS**

Assign each book a color from the manipulative choice.

**6 STUDENTS VOTE UPON ARRIVAL**

As children arrive, they are to choose which book that they would like to have read to them during story time. Using the manipulatives provided, each child will indicate their book choice by putting the corresponding color manipulative in front of the book or into the appropriate container in front of the book.

**7 CHECK NAMES OFF LIST**

As an additional step, children can check off their name on the checklist and/or write their name on the sign in sheet when they have made their selection. This may help identify who has NOT made a selection.

**8 COUNT & CHOOSE**

Bring the “votes” to the whole group time. Count and discuss which book has the most and therefore, is the book that will be read this day.

**9 REPEAT**

Repeat this activity for several days until all books have been read.



@jmcgaughy - Pinterest



@abigee6 - Pinterest



@dottyandduck - Instagram



Chaddesley Corbett Endowed Primary School - Pinterest





Photo by Bruno Bueno from Pexels

## EXTENSIONS

### Make a class book for the reading or science area

Take photographs of each child washing their hands at the sink using the *Time Timer® WASH* product (see Activity #4, *This is the Way We Wash Our Hands*). Take one photo for each step of the process. Print these photos, one set for each child. Create a page for each child. At the bottom of the page write, "This is the way \_\_\_\_\_ washes his/her hands." Assist each child as they sequence their photos and attach them in the correct order on their page. Help children write their own name on the line in the sentence under their photograph. Put all the children's pages together to create a class book entitled *This is the Way We Wash Our Hands*.

## PANDEMIC ADAPTIONS

### FOR VIRTUAL LEARNING SITUATIONS (AT HOME)

As a family at home activity, parents/caregivers can photograph their own child going through the hand washing procedure, print the photos and help the child sequence the photos and write his/her name. If they are unable to print photographs, then the child could draw pictures of the sequence. This can be shared with others during a virtual group time or through another platform that is being used.



This is the way

washes their hands!

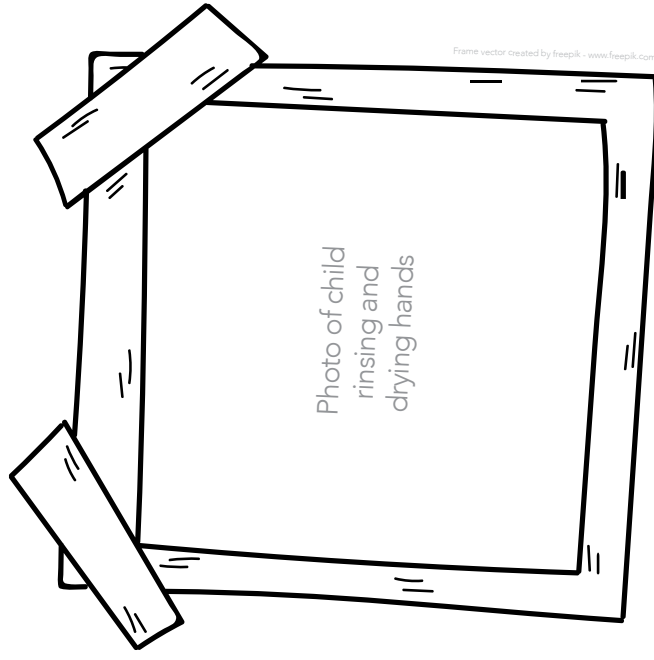
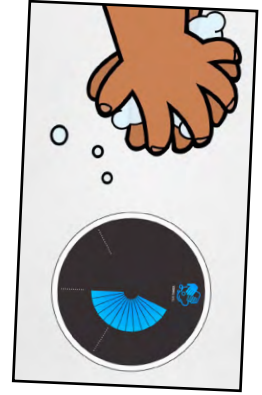
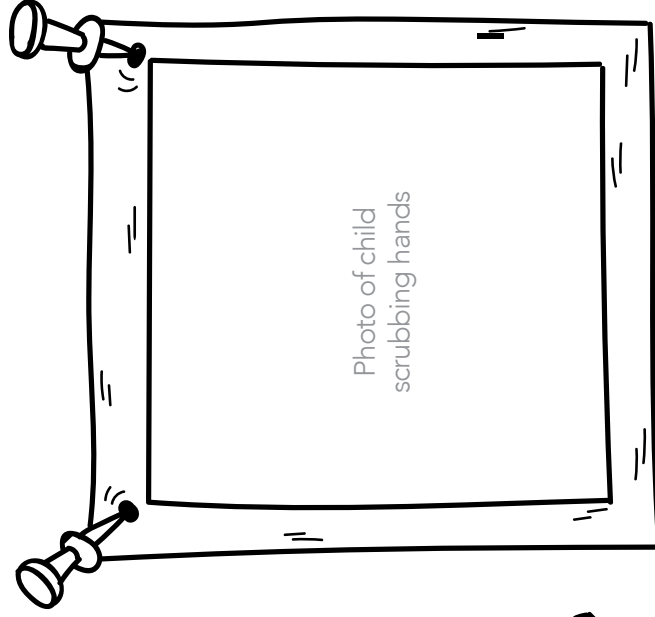
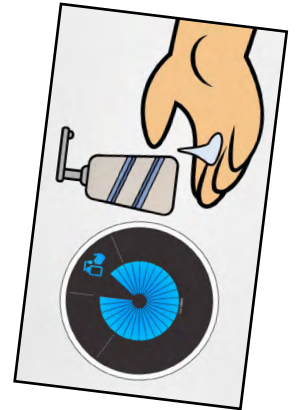
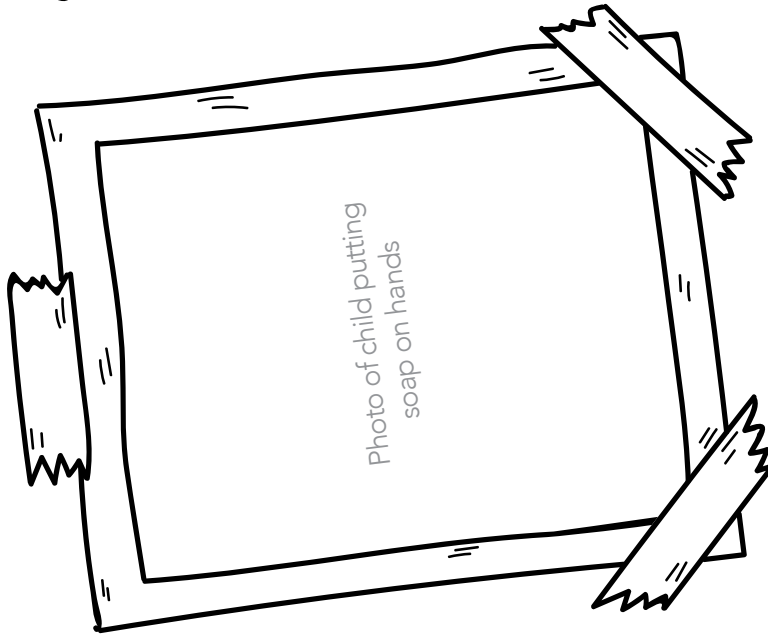




Photo by Ketut Subiyanto from Pexels

## EXTENSIONS

### Teach Children this “Wash Your Hands” poem

Hand motions can be added to help children to remember the words.

#### **Washing Your Hands Means You Care!**

Washing your hands is the very best way  
To keep everyone safe so you can play.

When you wash your hands before playing with friends  
“I care about you” is the message it sends.

So, remember to scrub and have clean hands  
And playtime will be safer for you and your friends

### PANDEMIC ADAPTIONS

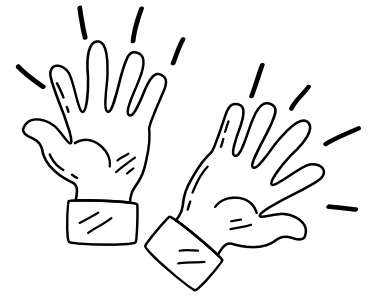
#### FOR VIRTUAL LEARNING SITUATIONS (AT HOME)

Provide the poem handout on following page to families.

# Washing Your Hands Means You Care!



Washing your hands  
is the very best way



To keep everyone safe  
so you can play.

When you wash your hands  
before playing with friends

“I care about you” is the  
message it sends.

So, remember to scrub  
and have clean hands

And playtime will be safer  
for you and your friends





## EXTENSIONS

### Teach Children this chant and motions

Teacher says first line. Students respond with an energetic “WASH YOUR HANDS”. The teacher and children together can develop hand motions to go along with each line of the chant. As children learn the chant, children can take turns playing the “teacher” role.

### PANDEMIC ADAPTIONS

#### FOR VIRTUAL LEARNING SITUATIONS (AT HOME)

Share the Chant handout with families for use at home.

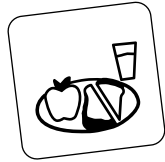


# HAND WASHING CHANT

TEACHER SAYS...

I SAY...

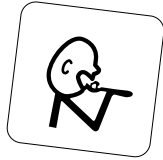
Before you eat



**WASH YOUR HANDS!**



After you eat



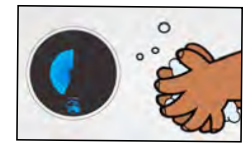
**WASH YOUR HANDS!**



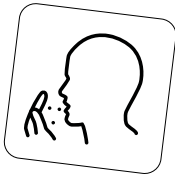
After you potty



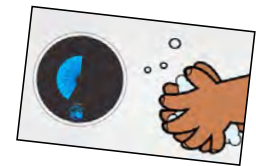
**WASH YOUR HANDS!**



After you sneeze



**WASH YOUR HANDS!**



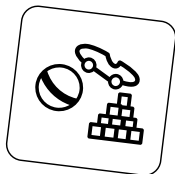
After you cough



**WASH YOUR HANDS!**



Before and  
after you play



**WASH YOUR HANDS!**



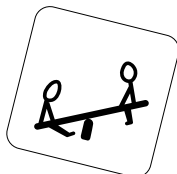
After opening  
your bookbag



**WASH YOUR HANDS!**



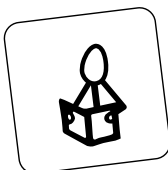
After playing  
outside



**WASH YOUR HANDS!**



Before you read  
a book



**WASH YOUR HANDS!**





## EXTENSIONS

Create a class book or bulletin board of children's drawings and writings

Children can draw pictures of themselves washing their hands. Have them write about their pictures (through dictation to the teacher if appropriate). Combine the pictures into a class book or display on a bulletin board entitled "Washing Away the Germs."

### PANDEMIC ADAPTIONS

#### FOR VIRTUAL LEARNING SITUATIONS (AT HOME)

Give parents access to the *This is Me Washing Away the Germs* recording sheet. The child can draw a picture and then it can be shared through the virtual platform.



## EXTENSIONS

### Pretend Play

Set up the Dramatic Play center with a variety of materials needed for children to practice washing their hands.

\*Suggestions include but are not limited to:

- a kitchen equipped with a pretend sink, pretend soap, dish towels, drying rack, plates, cups, utensils, dolls, stuffed animals, etc.
- a restaurant where children become the chef, the cooks, the servers, customers and is equipped with pretend materials to wash hands as they cook and serve food
- a doctor's or veterinarian's office where children become doctors, nurses, receptionists, clients and is equipped with pretend materials to keep their hands clean from germs
- a grocery store which includes an area for grocery store workers to wash their hands before and after work

*\*including the children in the planning and designing of the spaces for pretend scenarios is a key way for children to have ownership in the play, which in turn will create a stronger engagement in the experiences*

### PANDEMIC ADAPTIONS

#### FOR VIRTUAL LEARNING SITUATIONS (AT HOME)

Encourage families to set up areas in their homes where children can pretend to wash their hands using some of the ideas above.





Photo by Ketut Subiyanto from Pexels

## EXTENSIONS

### Go Away Germs Matching Game

Using the game cards on the following pages, children can play this matching game by drawing a picture card from the Draw Pile. If they find the matching picture on their playing card they can cover it with a counter. The person who fills up his or her playing board first is the winner.

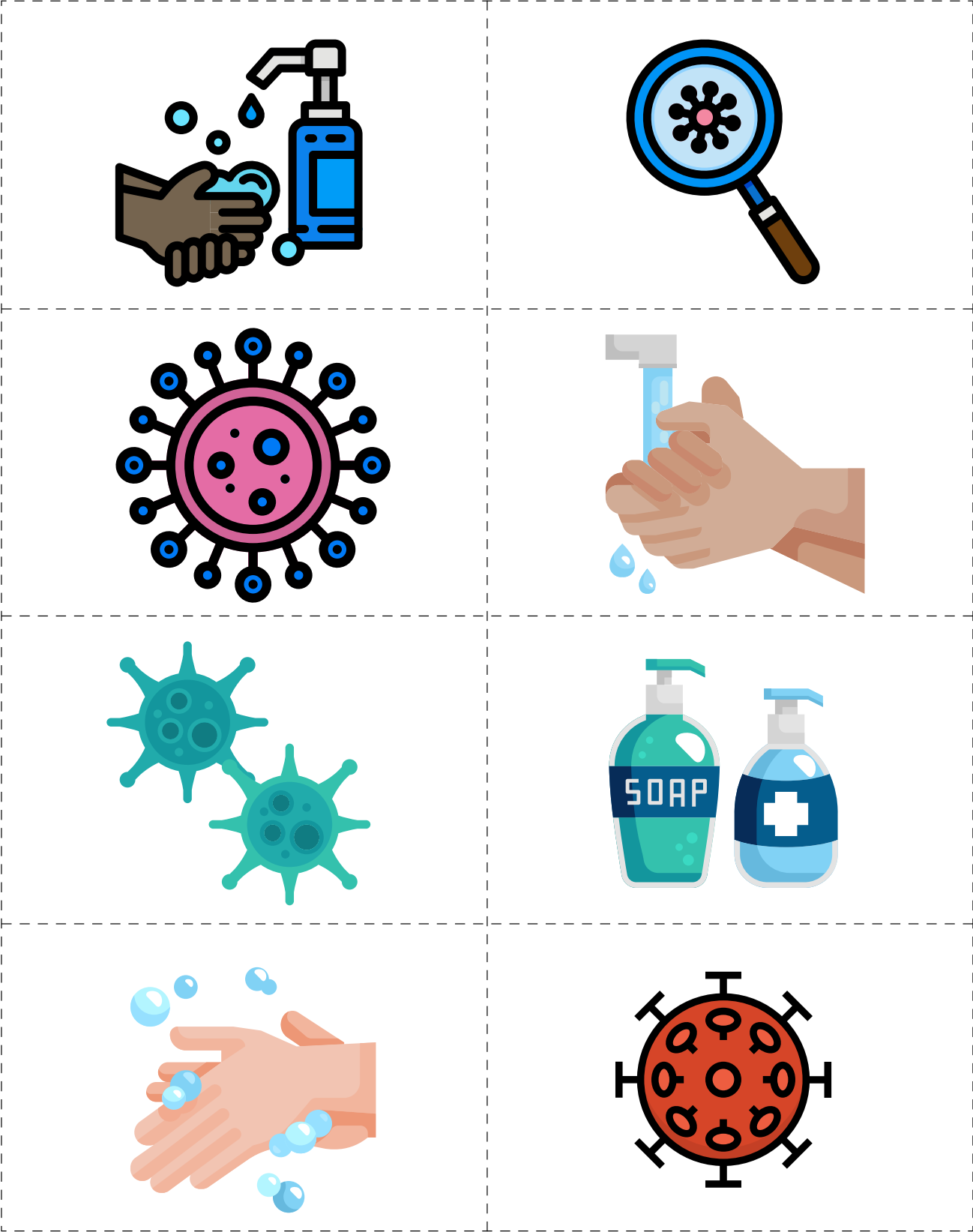
### PANDEMIC ADAPTIONS

#### FOR VIRTUAL LEARNING SITUATIONS (AT HOME)

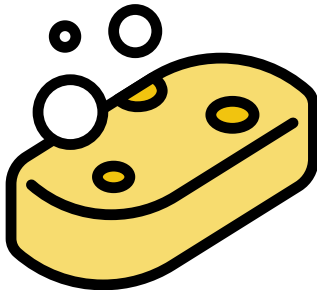
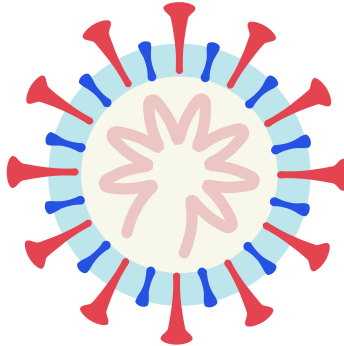
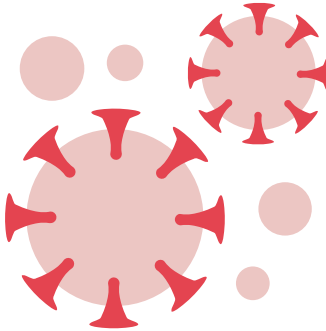
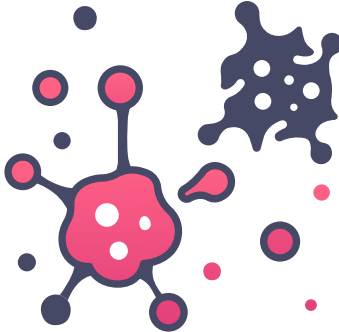
This game can be easily played by families at home, therefore this could be an easy game for teachers to print and make to send home to families. Each set should contain several different game boards and one set of game cards. It could be stored within a plastic zip bag.



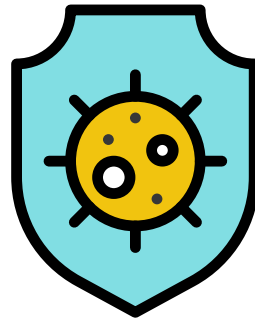
# Go Away Germs Matching Game - Cards



Go Away Germs Matching Game - Cards



# Go Away Germs Matching Game - Cards



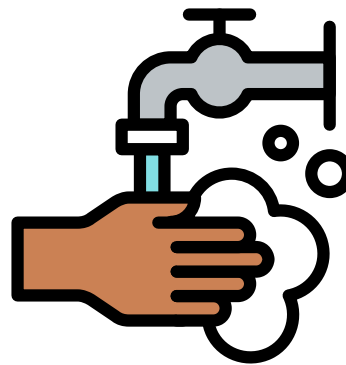
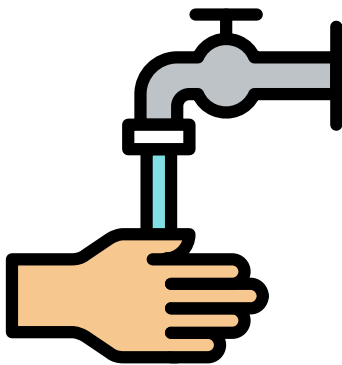
**5 Second  
Wet/Soap**



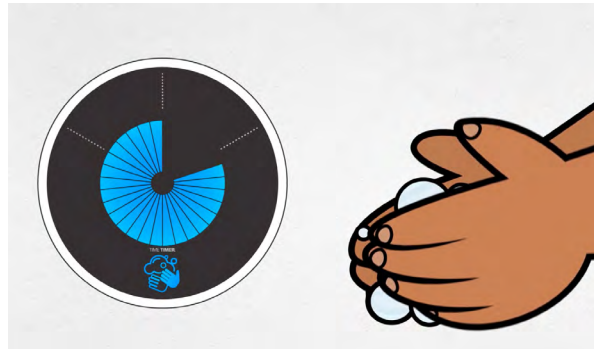
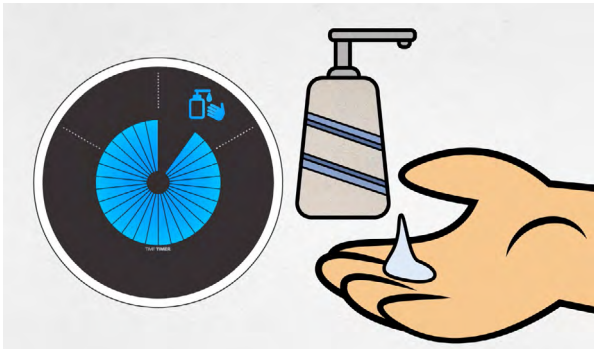
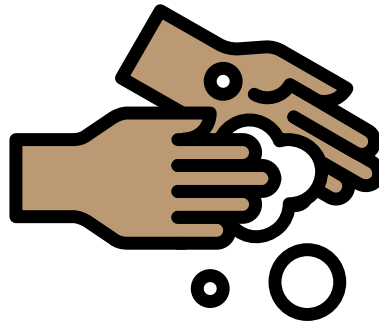
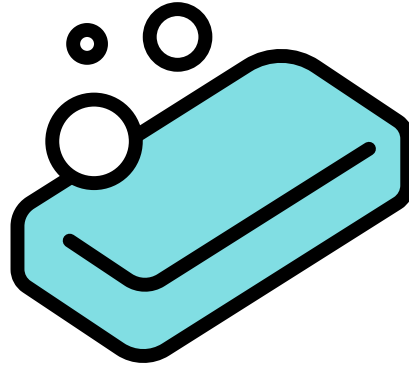
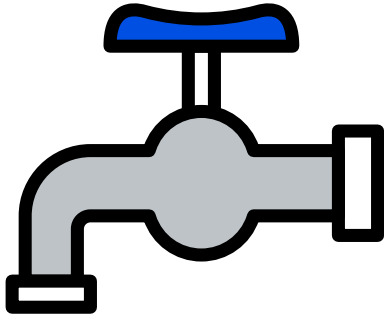
**20 Second  
Scrub**



**5 Second  
Rinse**



# Go Away Germs Matching Game - Cards

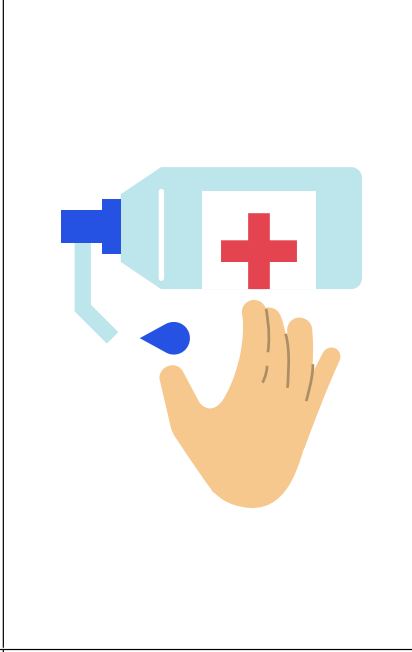
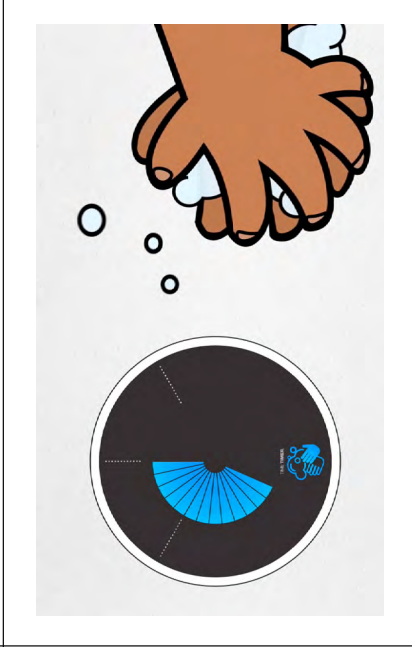
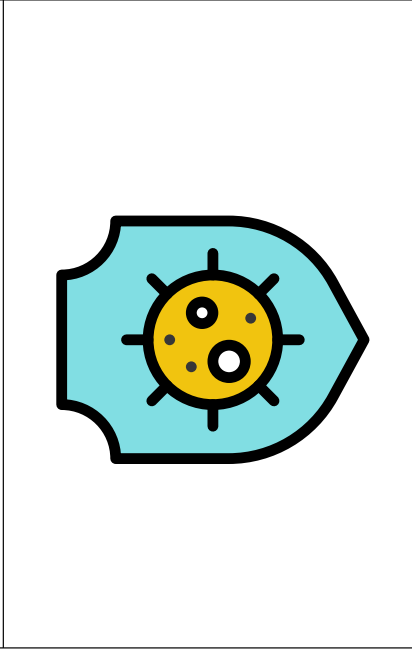
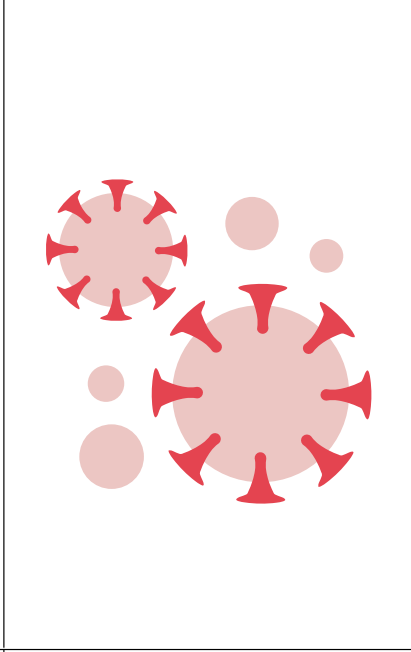
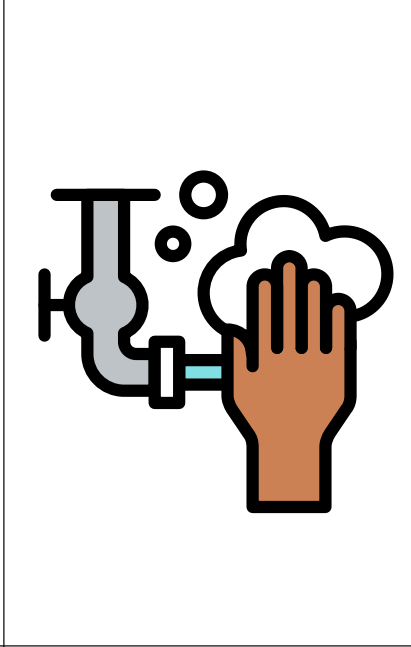
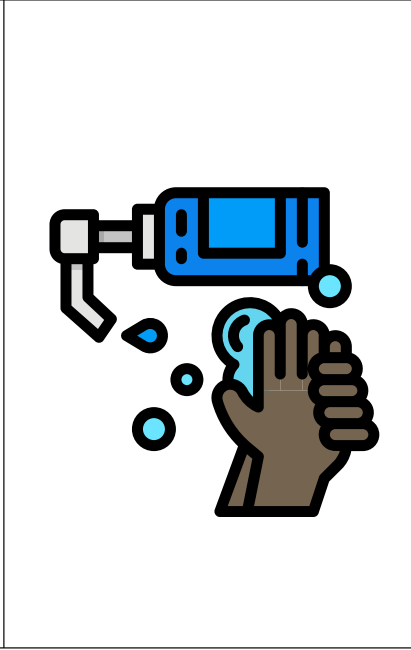
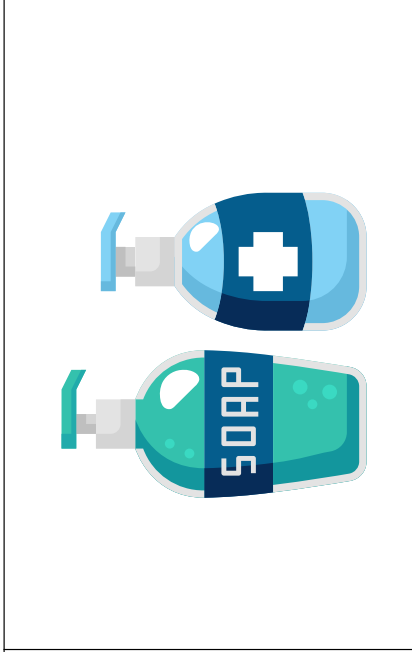
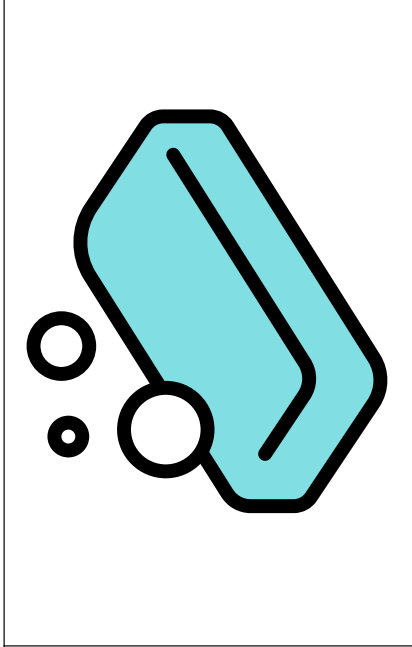
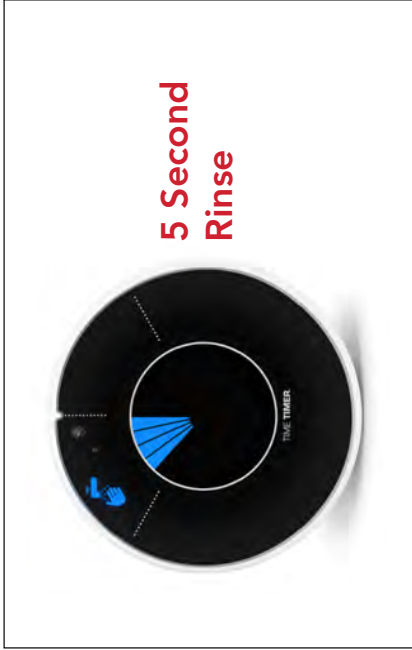




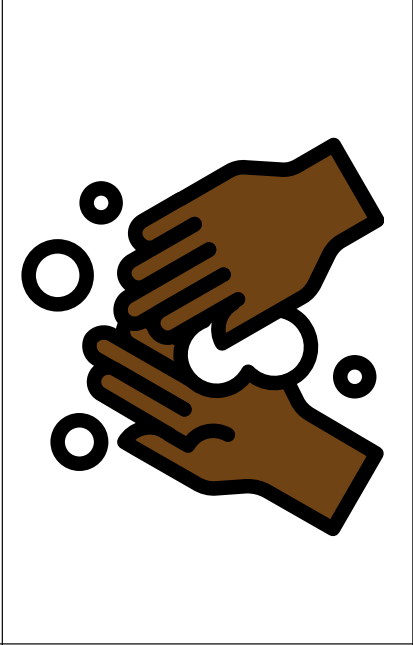
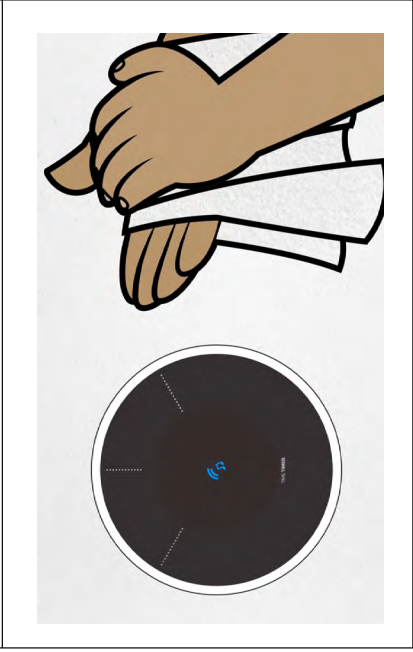
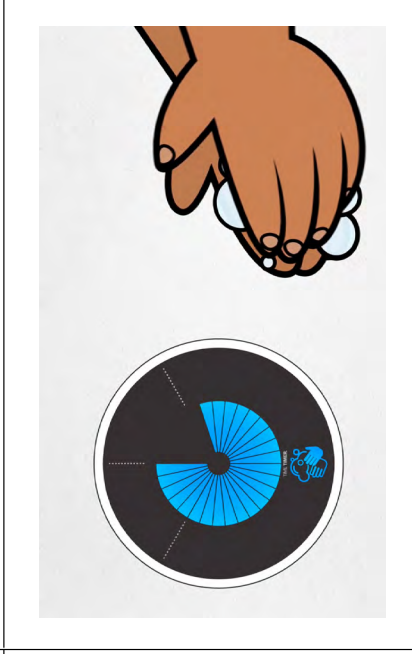
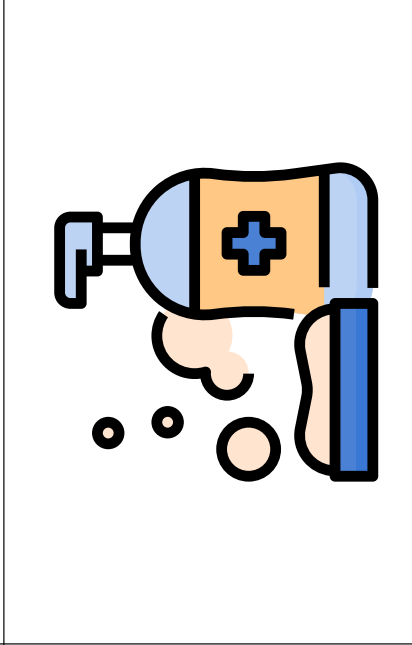
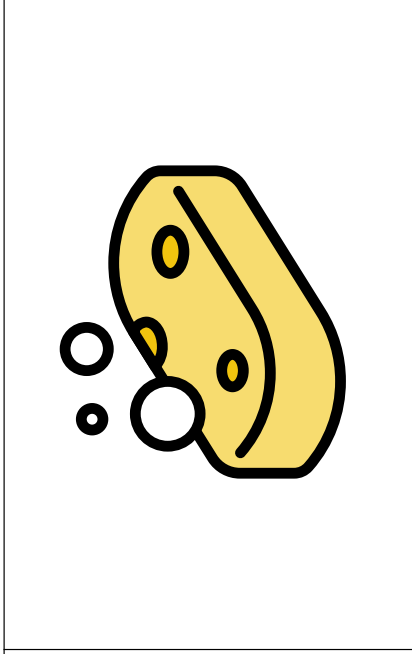
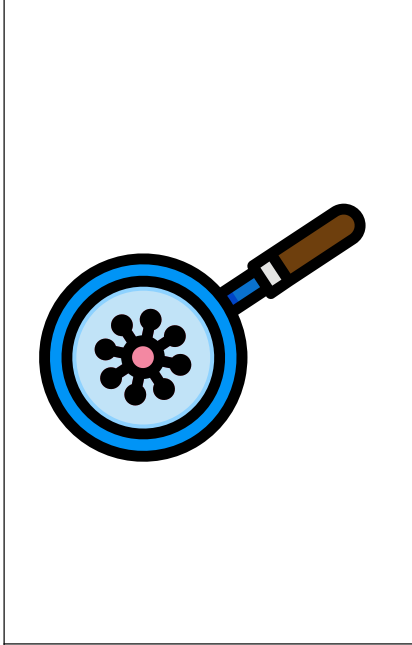
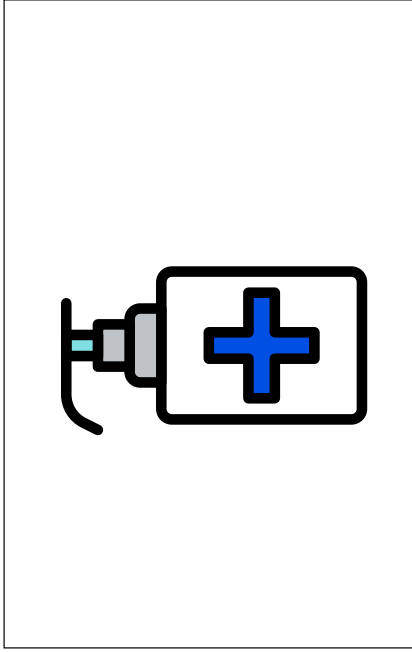
# Go Away Germs Matching Game - Cards



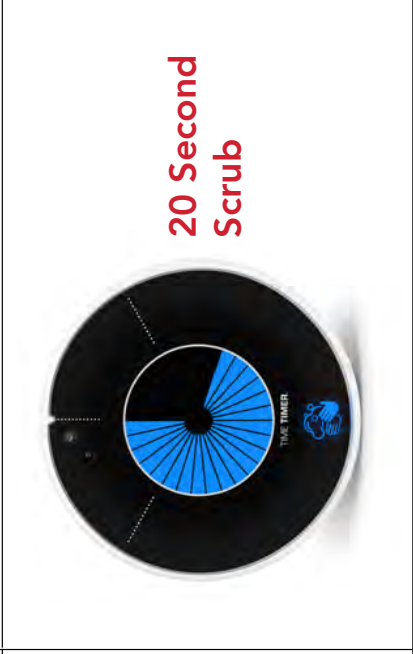
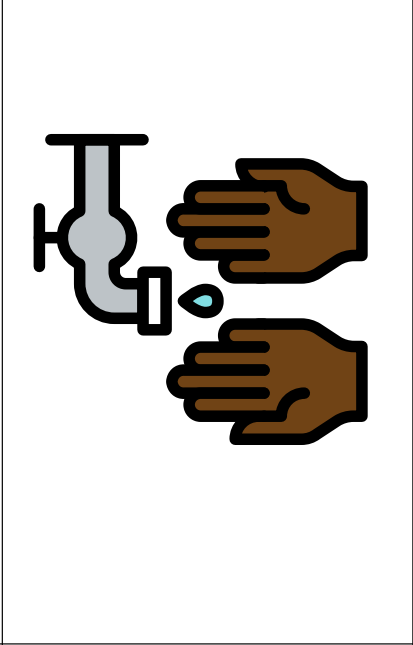
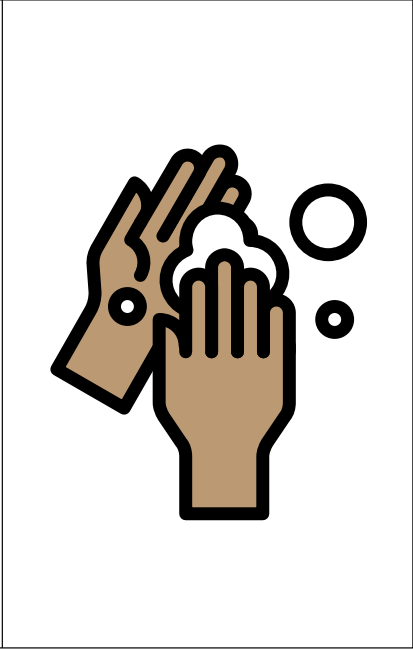
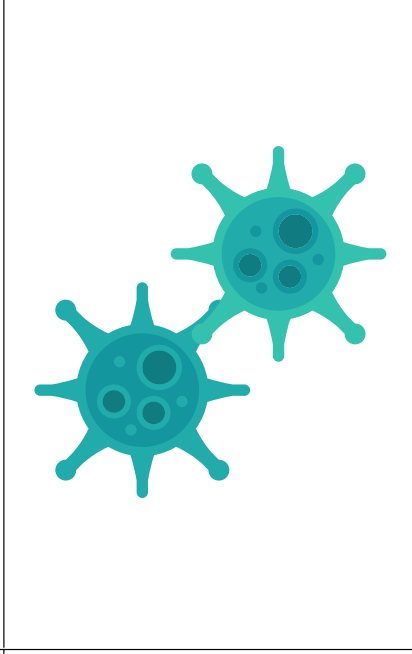
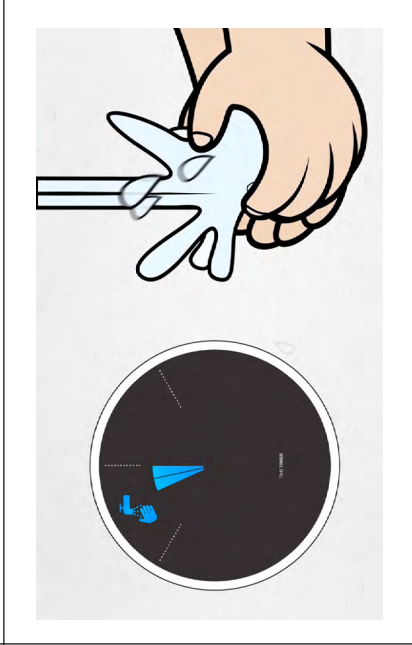
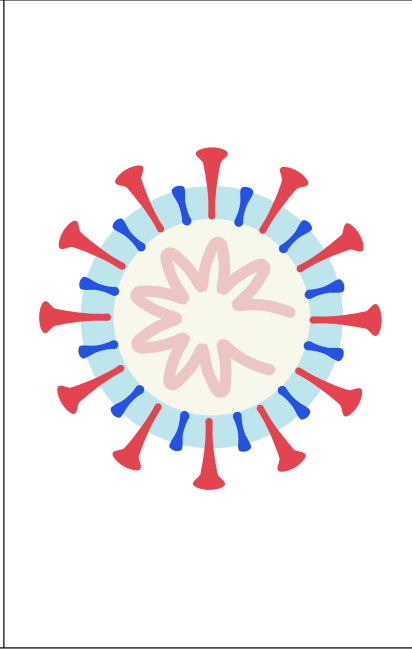
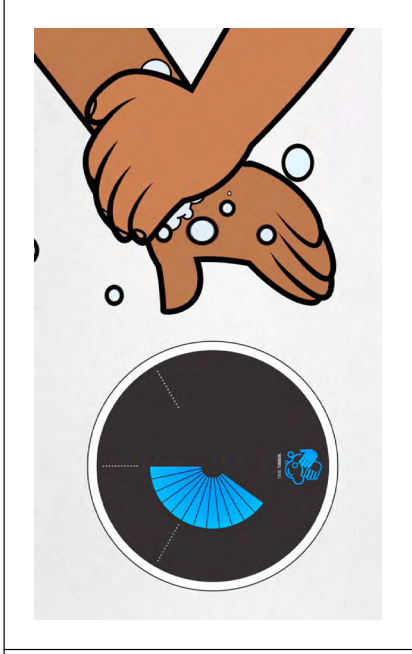
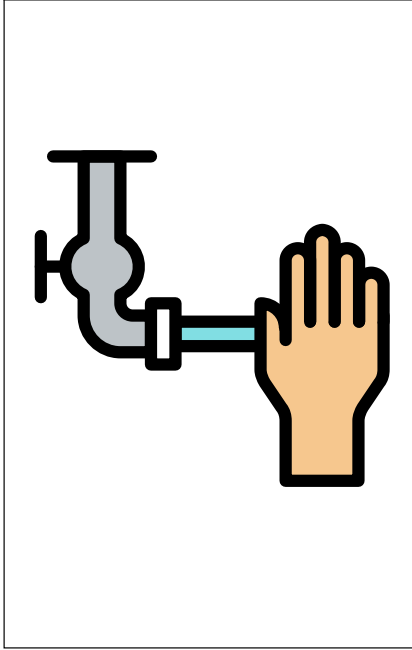
# Go Away Germs Matching Game - Board 1



# Go Away Germs Matching Game - Board 2



# Go Away Germs Matching Game - Board 3





Go Away Germs Matching Game - Board 4

|   |  |   |
|---|--|---|
|  |  |  |
|   |   |   |
|    |    |    |

# APPENDIX

## Additional Resources

\*Always preview websites, books and other video clips to ensure appropriateness for your age group of children.

### INFORMATION WEBSITES

[Mayo Clinic](#)

[Germs Everywhere](#)

[kidshealth.org](#)

[Why Do I Need to Wash My Hands?](#)

[Clever Cooking](#)

[Where Do Germs Come From?](#)

[Centers for Disease Control & Prevention \(CDC\)](#)

[Show Me the Science: Why Wash Your Hands?](#)

[Centers for Disease Control & Prevention \(CDC\)](#)

[When and How To Wash Your Hands \(CDC\)](#)

[Centers for Disease Control & Prevention \(CDC\)](#)

[Hand Hygiene Recommendations \(CDC\)](#)

[World Health Organization \(WHO\)](#)

[Clean Care is Safer Care](#)

[NAEYC](#)

[DAP in the Time of COVID](#)

[American Academy of Pediatrics](#)

[Guidance Related to Child Care During COVID-19](#)

### ACTIVITY WEBSITES

[COVID19 Germs Experiment](#)

[Playdough to Plato: Growing Germs \(Apple Experiment\)](#)

[Lysol: Germ Detectives](#)

[Lysol: Shake Those Germs](#)

### PICTURE BOOKS

*Germs Are Not for Sharing,*

by Elizabeth Verdick and illustrated by Marieka Heinlen

*Those Mean Nasty Dirty Downright Disgusting...but Invisible Germs,* by Judith Anne Rice

*Do Not Lick This Book,*

by Idan Ben-Barak and illustrated by Julian Frost

*Germs Make Me Sick,*

by Melvin Berger and illustrated by Marilyn Hafner

*I Don't Want to Wash My Hands,* by Tony Ross

*The Ten Potato Scrub,* by Marjorie T. Cooke

*Buddy Bear's Hand Washing Troubles,*

by Marjorie T. Cooke

### YOU TUBE READ ALOUD VIDEO CLIPS

*Germs Make Me Sick: Science for Kids*

by Melvin Berger (19:27)

*Stories for Kids: Germs! Germs Everywhere*

by Bobbi Katz (4:02)

*The Magic School Bus Fights Germs*

by Kate Egan (6:39)

*Wash Your Hands* by Tony Ross (2:54)

*What Are Germs?* Usborne Books (5:19)

*Sherm the Germ*

by Dr. John Hutton & Maria Montag (3:18)

*Those Mean, Nasty, Dirty, Downright Disgusting...*

*But Invisible Germs* by Judith Anne Rice (8:05)

# APPENDIX

---

## Additional Resources

\*Always preview websites, books and other video clips to ensure appropriateness for your age group of children.

### VIDEOS

*Germs! Germs! Germs!* by Bobbi Katz

*Susie's Song: The Journey of a Germ (Sid the Science Kid)*

*Science for Kids: Make Germs Scatter*

*Germs Song* by Patty Shukla

*Keep Bad Germs Away! Health and Wellness Song for Children*, Jack Hartmann

*I'm a Hand Washer!* Jack Hartmann

*Baby Shark Wash Your Hands*

*The Wiggles: The Handwashing Song*

### CONNECTIONS TO CDC GUIDELINES

From: <https://www.cdc.gov/coronavirus/2019-ncov/prevent-getting-sick/prevention.html>

### CONNECTIONS TO WHO GUIDELINES

Clean Care is Safer Care

From: [https://www.who.int/gpsc/clean\\_hands\\_protection/en/](https://www.who.int/gpsc/clean_hands_protection/en/)

### CONNECTIONS TO EARLY LEARNING STANDARDS

US Department of Education, Early Learning

Early Learning and Development Guidelines for All 50 States and the District of Columbia

The Common Core in Early Education (NAEYC)

National Resource Center for Health and Safety in Child Care and Early Education: Health Promotion and Protection

Extension Alliance for Better Child Care

Centers for Disease Control and Prevention, National Health Education Standards

Creating Accessible Learning Environments, Center for Teaching @ Vanderbilt University

Adapting the Child Care Environment for Children with Special Needs







**TO LEARN MORE AND ORDER  
YOUR TIME TIMER WASH PRODUCTS,  
VISIT:**

**[www.timetimer.com/wash](http://www.timetimer.com/wash)**

Take 15% off a purchase  
of the Time Timer WASH  
products from [timetimer.com](http://timetimer.com)  
with code **GUIDE22**.

Enter code *GUIDE22* at check out. Expires 12/31/2022. Retail Only.  
Not combinable with any other offers.



## TIME TIMER® | **ACTIVITY GUIDE**

for HANDWASHING  
Developed by Eva C. Phillips, Ed.D.

©2020 Time Timer LLC and Eva C Phillips Consulting, LLC

Content in this document may be reproduced without permission, with proper credit, for educational purposes only.

202203

**[www.timetimer.com](http://www.timetimer.com) • [support@timetimer.com](mailto:support@timetimer.com) • (877) 771-TIME**