

## Superbugs: Join the Fight Delivery Guide - Ages 5-7

This programme is initiated and funded by Pfizer.

### Lesson summary:

Pfizer's 'Superbugs: Join the Fight!' education programme has a goal; that is for young people to help raise awareness about stopping the spread of disease and reducing the rise of superbugs.

With the coronavirus pandemic, it's never been more important to stay clean and healthy. This lesson equips learners with practical advice on hygienic practices around handwashing, maintaining a clean environment and the correct use of medicines.

Imagine a world where antibiotics don't work. Pupils will be introduced to the issue of 'superbugs' and will learn about the important steps they can take to stay healthy and prevent infection, such as practising good hand washing and personal hygiene. The activities support PSHE/PSEWCD/Health and wellbeing/PDMU, science and citizenship.



### Lesson Delivery

You can use this lesson in a classroom setting or for distance learning. The lesson takes around 60 to 90 minutes, plus optional extension activities. The activities can be used flexibly, according to the time you have, and could also be split over more than one lesson to allow more in-depth exploration of the issue.



### Preparation and resources:

- **Superbugs Presentation**
- **Activity Sheet 1: Hygiene Audit**
- **Activity Sheet 2: Superbugs Poem**
- **Activity Sheet 3: How To Wash Your Hands**

### Learning objective:

We are learning about superbugs and how to protect against them.

### Learning outcomes:

I can describe how some diseases spread.

I can explain what 'superbugs' are and why we need to stop them.

I can suggest some of the ways we can reduce the spread of superbugs.

### Introduce the session

Young people will be exploring the spread of superbugs and the impact of anti-microbial resistance. Before beginning, it is important to highlight that this is a challenging topic with real-life implications, therefore it is important to respect the content within the presentation and ensure that all learners feel comfortable with covering the content within this module. It would be advised that a safe learning environment is created prior to starting the session, establishing ground rules that will enable fair discussion and sharing of facts and opinions. Some examples of ground rules could be:

**'I will respect the ideas and opinions of other people.'**

**'I will not interrupt someone when they are sharing an opinion.'**

**'I will not force anyone to speak if they do not wish to.'**

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## Starter

Slides 2 - 3



Read through the learning objective and outcomes.

Ask learners to consider what makes us ill?

## Main activities

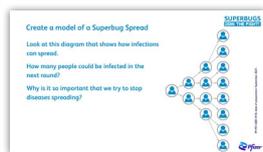
Slides 4 - 6



### The development of superbugs

Explain how bacteria can cause infections and how antibiotics can be used to treat some illnesses, but that superbugs are resistant to antibiotics.

Slide 7



### Superbug Spread

Show learners the diagram of how infections can spread on slide 7. Can they work out how many people would be infected in the next round of transmission if each person spreads to two others? Ask learners why it is so important to stop the spread of disease.

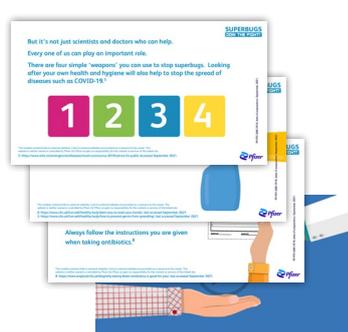
Slide 8



### What is being done to fight superbugs?

Explain that scientists are looking for solutions to the problem of superbugs. Who else might be able to help prevent their spread? You could suggest doctors, parents or ourselves. Explain that ultimately, everyone is responsible and has a part to play.

Slides 9 - 19



### The four 'weapons' to fight against superbugs

Introduce the four weapons in the fight against superbugs and stopping the spread of disease.

Learners use **Activity Sheet 1** to complete a Hygiene Audit of their classroom and/or home. They could use the results to come up with an agreed list of rules and practices to keep places as clean and hygienic as possible, e.g. 'I will wash my hands every time I go to the toilet'.

Young people could read and perform the Superbugs poem on **Activity Sheet 2**.

They could also watch the video on **slide 18** to learn more about the four weapons in the fight against superbugs.

Slides 20 - 21



### Plenary

Learners write down or share with a partner one thing they've learnt during this lesson that they didn't know before.

Share or display **Activity Sheet 3** showing how to wash your hands.

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## Extension/homework ideas:

- Write your own superbugs rap, song or poem to get across key messages.
- Drama and role play could be used to further explore the issue and its effects.
- Create a bathroom poster or design a school mural reminding other learners to wash their hands after using the toilet.

## Sites for additional research:

- **BBC Own It: Health advice** <https://www.bbc.com/ownit/dont-panic/dr-radha-vs-dr-internet?collection=we-got-your-back>
- **Health for Kids information on hygiene** <https://www.healthforkids.co.uk/staying-healthy/washing-hands>
- **Games and teaching resources about microbes and antibiotics** <http://www.e-bug.eu/>

This module contains links to external websites. Links to external websites are provided as a resource to the viewer. This website is neither owned or controlled by Pfizer Ltd. Pfizer accepts no responsibility for the content or services of the linked site.

## Curriculum links:

### England

#### Relationships and Health Education

Health and prevention

- about personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing.
- the facts and science relating to allergies, immunisation and vaccination.

#### Citizenship

- how to make simple choices that improve their health and wellbeing.
- to maintain personal hygiene.
- how some diseases spread and can be controlled.

#### Science

- describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene.

### Scotland

#### Health and wellbeing

- I am developing my understanding of the human body and can use this knowledge to maintain and improve my wellbeing and health. HWB 1-15a.
- I am learning to assess and manage risk, to protect myself and others, and to reduce the potential for harm when possible. HWB 1-16a.
- I know that there are medicines and some other substances that can be used in a safe way to improve health and I am becoming aware of how choices I make can affect my health and wellbeing. HWB 1-38a.

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### Wales

#### Personal and social development, well-being and cultural diversity

- how to take care of themselves, their personal hygiene and safety.
- medicines that are taken to make them feel better, and the dangers of drugs, smoking, alcohol and other dangerous substances.

### Northern Ireland

#### PDMU (Personal Development and Mutual Understanding)

- recognise and value the options for a healthy lifestyle including the benefits of exercise, rest, healthy eating and hygiene.
- understand that medicines are given to make you feel better, but that some drugs are dangerous.
- be aware that some diseases are infectious and some can be controlled.