




# **NOVA PIONEER**







**SCHOOLS FOR INNOVATORS & LEADERS**

## **At-Home Learning Pack Term 1 2020**







**Week of:** 18-20 March

**Grade: 5**

Recommended Schedule for  
 **Wednesday 18 March**







Time	Subject	Learning Experiences	Online Support Activities
8:00 - 9:00	 English & Writer's Workshop	The Fox and the Stork: Factual comprehension questions	<a href="https://www.kidsa-z.com/main/Login">https://www.kidsa-z.com/main/Login</a>
9:00 - 9:15	Break		
9:15 - 10:15	 Mathematics	Mental Maths strategies with provided games	n/a
10:15 - 10:30	Break		
10:30 - 11:15	 Kiswahili	Kutambua aina za maneno (nomino na vivumishi)	n/a
11:15 - 11:30	Break		
11:30 - 12:15	 Science, Social Studies, & CRE	Science: State the functions of mouth (teeth & tongue) and oesophagus.	n/a
12:15 - 1:00	Lunch		
1:00 - 1:45	 Movement	Watch the TikTok Coronavirus dance challenge video and learn the dance.	<a href="https://www.youtube.com/watch?v=75jy zpRrruo">https://www.youtube.com/watch?v=75jy zpRrruo</a>
1:45 - 2:30	 Exploration	<b>Coronavirus 101:</b> Emotional Body Map	<a href="#">Booklet: Child-Friendly Explanation</a>

Recommended Schedule for  
 **Thursday 19 March**

Time	Subject	Learning Experiences	Online Support Activities
8:00 - 9:00	 English & Writer's Workshop	The Fox and the Stork: Words and Phrases	<a href="https://www.kidsa-z.com/main/Login">https://www.kidsa-z.com/main/Login</a>
9:00 - 9:15	Break		
9:15 - 10:15	 Mathematics	Mental Maths strategies with provided games	n/a
10:15 - 10:30	Break		
10:30 - 11:15	 Kiswahili	Kuandika insha akirejelea vidokezo atavyounda.	n/a
11:15 - 11:30	Break		
11:30 - 12:15	 Science, Social Studies, & CRE	Social Studies: What are the characteristics of highlands?	n/a
12:15 - 1:00	Lunch		
1:00 - 1:45	 Movement	Dance along to the Beat go pop video.	<a href="https://family.gonoodle.com/activities/beat-go-pop">https://family.gonoodle.com/activities/beat-go-pop</a>
1:45 - 2:30	 Exploration	<b>Coronavirus 101:</b> What is it? How does it spread?	<a href="#">Video: Coronavirus Explained! For Kids</a>

Recommended Schedule for

 **Friday 20 March**

Time	Subject	Learning Experiences	Online Support Activities
8:00 - 9:00	 English & Writer's Workshop	Writing Activity: Fables	<a href="https://www.kidsa-z.com/main/Login">https://www.kidsa-z.com/main/Login</a>
9:00 - 9:15	Break		
9:15 - 10:15	 Mathematics	Mental Maths strategies with provided games	n/a
10:15 - 10:30	Break		
10:30 - 11:15	 Kiswahili	Kutambua aina mbalimbali za mbalimbali za mavazi	n/a
11:15 - 11:30	Break		
11:30 - 12:15	 Science, Social Studies, & CRE	CRE: State the ten commandments	n/a
12:15 - 1:00	Lunch		
1:00 - 1:45	 Movement	Watch the Ndlovu choir video and make up your own song and dance.	<a href="https://www.youtube.com/watch?v=GN94pZqP1Rc">https://www.youtube.com/watch?v=GN94pZqP1Rc</a>
1:45 - 2:30	 Exploration	<b>Coronavirus 101:</b> Healthy Habits	n/a

Wednesday, 18 March

**Time:** 60 minutes

**Learning Goal:** Students will read a fable and answer factual questions.

**Materials Required:**

- Student notebook
- Pen/ pencil

**Instructions for Learning:**

Read the story, and answer the questions below:

The Fox one day thought of a plan to amuse himself at the expense of the Stork, at whose strange appearance he was always laughing.

“You must come and have dinner with me today,” he said to the Stork, smiling to himself at the trick he was going to play. The Stork gladly accepted the invitation and arrived in good time and with a very good appetite.

For dinner the Fox served soup. But it was set out in a very shallow dish, and all the Stork could do was to wet the very tip of his bill. Not a drop of soup could he get. But the Fox lapped it up easily, and, to increase the disappointment of the Stork, made a great show of enjoyment.

The hungry Stork was much displeased at the trick, but he was a calm, even-tempered fellow and saw no good in flying into a rage. Instead, not long afterwards, he invited the Fox to dine with him in turn.

The Fox arrived promptly at the time that had been set, and the Stork served a fish dinner that had a very appetizing smell. But it was served in a tall jar with a very narrow neck. The Stork could easily get at the food with his long bill, but all the Fox could do was to lick the outside of the jar, and sniff at the delicious odour.

And when the Fox lost his temper, the Stork said calmly:  
Do not play tricks on your neighbours unless you can stand the same treatment yourself.

**Put the following events in the passage in the order they happened. Mark the first event with a 1, the second with a 2 and so on.**

- A. \_\_\_\_\_ The Stork could not eat the dinner.
- B. \_\_\_\_\_ The Fox got mad.
- C. \_\_\_\_\_ The Fox invited the Stork to dinner.
- D. \_\_\_\_\_ The Fox could not eat the dinner.
- E. \_\_\_\_\_ The Stork invited the Fox to dinner.
- F. \_\_\_\_\_ The Fox thought of a trick to play on the Stork.

**Who was it?**

- 1. Who served dinner in a jar? \_\_\_\_\_
- 2. Who thought the other one looked odd? \_ \_\_\_\_\_
- 3. Who “saw no good” at getting angry? \_ \_\_\_\_\_
- 4. Who said the moral of the story? \_ \_\_\_\_\_
- 5. Who couldn’t eat the fish? \_ \_\_\_\_\_

**Thursday, 19 March**

**Time:** 60 minutes

**Materials Required:**

- Notebook
- Pen/ pencil

**Learning Goal:** Students will use context to determine the meanings of words and phrases.

**Instructions for Learning:**

Re-read the fable, ‘The fox and the stork.’

Below are idioms and expressions from the fable. In your notebook, write what you think each one means.

- amuse himself at the expense of the Stork
- even-tempered fellow
- flying into a rage
- great show of enjoyment
- lost his temper

Choose 3 of the above sentences, and use them to write sentences of your own.

## Friday, 20 March

**Time:** 60 minutes

**Learning Goal:** Students will write a modern version of a fable.

**Materials Required:**

- [Grade 5 English The Fox and the Stork Activities](#)

**Instructions for Learning:**

Write a modern version of The Fox and the Stork.

Add new characters to the story.

Include a mixture of narrative and dialogue in your writing.

Remember to have a moral at the end of your fable!

## + Mathematics Activities

### Wednesday, 18 March - Friday, 20 March

**Time:** One hour per day

**Learning Goal:**

Students will

- Write numbers in numerals and in words up to 10 thousands
- use mental strategies to add, subtract multiply and divide.
- Use place value of digits up to 10 thousands
- Compare and order numbers
- Use multiplication of up to 2-digits by 2-digits
- Find factors and multiples of numbers
- Dividing with a remainder
- Develop own strategies to solve problems

**Materials Required:**

- Pencil and paper for all games
- Dice (Game 1, 2 & 8)
- Pack of cards (Games 3 & 4)
- Beans or counters (Game 5)
- Calculator (Game 6)
- Square grid or squared paper (Game 8)

**Instructions for Learning:**

Choose 2 - 4 of the games to do with your child, or a group of children on each day. Aim to use all the games over the three days. These games are aimed at improving mental maths, as well as understanding of place value, writing of number names and number symbols, comparing and ordering numbers.

If you do not have squared paper at home, you can draw a 10 x 10 square grid on paper to use.

### Game 1: Dice Game

2 - 4 players

Dice

Each player has a turn to roll five dice (or the same dice five times). They must make the largest possible 5-digit number using the numbers they roll.

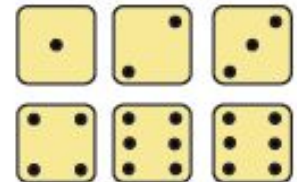
Each player writes their numbers down in digits and in words.

The player with the largest number wins that round and scores 10 points.

The first player to earn 50 points is the winner.



Six hundred and sixty four thousand, three hundred and twenty one



**6 Dice**

### Game 2: Four Dice

2 - 4 players

Dice

Players take turns to roll four dice.

The aim is to make the largest number possible with the four dice by adding or multiplying.

Players can:

- make two 2-digit numbers and add these together,

or

- multiply all four numbers together.

They must estimate which will give the highest total.

Each player has 5 turns. The player with the highest total at the end of 5 rounds wins.

Example:



If they make the highest 2-digit numbers they get  $43 + 64$  or  $44 + 63$  to give a sum of 107.

If they multiply single digit numbers they would get:  $4 \times 3 \times 4 \times 6 = 288$ .

**Game 3a:**

2 players

Pencil and paper

Pack of cards

Each player needs a pencil and paper. They draw five lines on a piece of paper, to represent the place values for units, tens, hundreds, thousands and ten thousands.

— — — — —

Players take turns drawing a card from the pack. They must decide which place value position to use each card in.

They continue drawing cards until all five place values are filled in.

The goal is to make the 5-digit number as big as possible.

For example, a player gets these cards:



She makes this number:



Player 1  
9   7   4   3   1

Each player reads their number out loud and writes the number in words on a piece of paper. In the example, the player writes “ninety seven thousand four hundred and thirty one”.

The winner of the game is the player who creates the largest number.

**Game 3b:**

Change the rules of the game so the object is to create the smallest number.

**Game 4:**

2 - 4 players  
Pack of cards

Place the deck of cards face down.

Write down these numbers:

**20 21 30 32 48 56 63 70 81**

**Game 4a:**

Players take turns to take a card from the top of the deck.

If the number divides exactly into any of the numbers in the list, then the player scores the "quotient", the highest number (factor) obtained from dividing by the number on the card.

They keep the card and continue playing until all the cards have been used up.

Players record their scores and the winner is the one with the highest total after five rounds.

**Example:**

A player turns over a 4.

4 is a factor of 20, 32, 48 and 56. Dividing each of these numbers by 4, we get:

$$20 \div 4 = 5$$

$$32 \div 4 = 8$$

$$48 \div 4 = 12$$

$$56 \div 4 = 14$$

So she chooses 14, hoping for the highest score for that round.

**Game 4b:**

The same rules are followed; but this time use these numbers:

**12 18 28 35 54 60 75 80 91**

## Game 5: Dividing with remainders

Counters or beans  
Pencil and paper

Use beans or counters to help you find the answer to the questions:

### Example

Find the smallest possible number so that:

- when you divide it by 3, there is a remainder of 2
- when you divide it by 5, there is a remainder of 4



4 groups of 3 with a remainder of 2.



2 groups of 5 with a remainder of 4

The smallest possible number is 14.

1. Find a number less than 20 so that:
  - when you divide it by 6, there is a remainder of 3
  - when you divide it by 4, there is a remainder of 1.
2. Find a number between 35 and 45 so that:
  - when you divide it by 7, there is a remainder of 5
  - when you divide it by 9, there is a remainder of 4
3. Find a number between 30 and 40 so that:
  - when you divide it by 12, there is a remainder of 2
  - when you divide it by 8, there is a remainder of 6
4. Find a number between 20 and 30 so that:
  - when you divide it by 7, there is a remainder of 6
  - when you divide it by 4, there is a remainder of 3
5. Find a number between 20 and 30 so that:
  - when you divide it by 3, there is a remainder of 2
  - when you divide it by 5, there is a remainder of 3
  - when you divide it by 7, there is a remainder of 2.
6. Find a number between 20 and 30 so that:
  - when you divide it by 7, there is a remainder of 1
  - when you divide it by 3, there is a remainder of 2
  - when you divide it by 5, there is a remainder of 4
7. Find a number between 20 and 30 so that:
  - when you divide it by 4, there is a remainder of 1
  - when you divide it by 12, there is a remainder of 5
  - when you divide it by 9, there is a remainder of 2
8. Find a number between 40 and 60 so that:
  - when you divide it by 5, there is a remainder of 1
  - when you divide it by 7, there is a remainder of 2

- when you divide it by 8, there is a remainder of 3

### Game 6: Target 70

2 players

You need a calculator!



Clear the calculator and make sure it shows 0 (zero) to begin the game.  
The digits on the calculator are arranged in three columns and three rows.

The first player chooses any digit from 1 - 9 and adds it to 0 on the calculator.  
The other player adds another digit from the same column or the same row as the number chosen by the first player.

So if Player 1 chooses a 4, then Player 2 can choose a 7 or a 1 (from the same column), or a 5 or a 6 (from the same row). He cannot choose 4.

The players continue choosing and adding numbers in this way and adding onto their previous total.

The player who makes the calculator number exactly 70 wins. If the total is over 70, then they begin again, starting at 50 until the exact target of 70 is reached.

#### Example:

Busi goes first and chooses a **6**.  
Her mother chooses **9** to make **15**.  
Busi chooses **8** to make **23**.  
Her mother chooses **5**. Busi chooses **4**.  
Her mother chooses **7**. Busi chooses **9**.  
Her mother chooses **8**. Busi chooses **5**.  
Her mother chooses **8**.



Will Busi win the game by making exactly 70 in her next turn?

*[Answer: Busi needs 1, but 1 is not in the same column or row as 8. So she has to choose a number that will take the total over 70]*

### **Game 7: The cabbage farmer**

1 or 2 players

Number grids provided.

Student finds all the possible combinations of numbers to add up to 100 in Grid A and 1 000 in Grid B.

Remind them that they can use mental strategies such as:

- rounding up or down to the nearest 10 or 100;
- looking for numbers that add up to whole 10s or whole 100s (or close);
- breaking numbers down and adding the different parts separately, etc.

*Note: There are about 12 possible solutions to Grid A and about 4 possible solutions for Grid B. Solutions with the same numbers in different orders count as only one solution!*

*e.g.  $59 + 41 = 100$  is the same solution as  $41 + 59 = 100$ .*

### Grid A

16	43	59	41
25	2	32	11
82	34	57	73
9	64	48	30

Example  $43 + 57 = 100$

### Grid B

276	380	81	332
341	644	538	630
575	25	189	93
469	168	438	132

A farmer has planted cabbages on 16 plots of land.

He wants to pick exactly 100 cabbages using all the cabbages in the chosen plots.

From which plots of land should he pick the cabbages?

Find as many ways as possible to pick exactly 100 cabbages.

In Grid B, the farmer has also planted cabbages.

From which 3 plots of land should he pick the cabbages if he wants to pick about 1 000 cabbages?

Find as many ways as possible.



### Game 8: How close to 100

2 players

Pencil and square grid

Dice

The aim of the game is for each player to cover their grids as completely as possible.

Throw two dice.

Multiply the numbers to find the product.

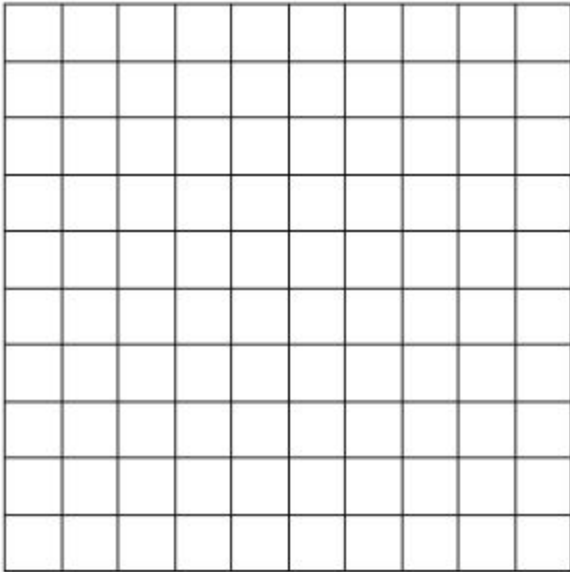
Shade the corresponding number of blocks on your grid.

Each player has ten turns, or as many as needed for them to shade as close to 100 of the squares on the grid as possible.

Example:

$2 \times 6 = 12$  or  $6 \times 2 = 12$  means you can shade 2 rows x 6 columns or 2 columns by 6 rows in a rectangle on your grid.

**Grid**



- |                    |                     |
|--------------------|---------------------|
| 1. ___ x ___ = ___ | 6. ___ x ___ = ___  |
| 2. ___ x ___ = ___ | 7. ___ x ___ = ___  |
| 3. ___ x ___ = ___ | 8. ___ x ___ = ___  |
| 4. ___ x ___ = ___ | 9. ___ x ___ = ___  |
| 5. ___ x ___ = ___ | 10. ___ x ___ = ___ |

**Wednesday, 18 March**

**Muda: Dakika 45**

**Lengo la Somo:**

**Mwanafunzi** aweze kutambua aina za maneno(nomino na vivumishi)

**Vifaa vinavyohitajika.**

- Karatasi/daftari.
- kalamu/penseli

**Maagizo ya somo:**

- Mwanafunzi atatumia muda huu kujikumbusha na kutambua aina za maneno ya Kiswahili(Nomino na Vivumishi).

Maswali dadisi.

Je, unajua maana ya nomino?

Neno linalotoa maelezo zaidi kuhusu nomino huitwa?

**Tazama na usome sentensi zifuatazo.**

1. **Mtoto mdogo** amekula chakula vizuri.

2. **Viatu vyangu** vinang'ara zaidi.

3. **Mikate mitamu** inapendwa na wageni.

4. **Magari mabovu** yanaenda polepole.

5. **Msitu mkubwa** unatisha sana.

- Maneno yenye rangi nyekundu ni nomino. Nomino ni majina ya watu au vitu.
- Maneno yenye rangi ya bluu ni vivumishi. Haya ni maneno ambayo hutoa maelezo zaidi kuhusu nomino.
- Kwa mfano, tunaposema magari mabovu, magari ni nomio ilhali mabovu ni kivumishi kwa sababu ni neno linalotueleza kuhusu nomino hiyo.

**Zoezi.**

**Onyesha nomino na kivumishi kwa kupiga mstari chini yake na kuandika jina nomino au kivumishi.**

1. Mgeni karimu aliondoka leo.
2. Miti mirefu isikatwe ovyo.
3. Dawa tamu ni za watoto.
4. Redio mpya ina sauti nzuri.

5. Mwaliu wetu ameondoka mapema.

### Thursday, 19 March

**Muda: Dakika 45**

**Lengo la somo**

Mwanafunzi aweze kuandika insha akirejelea vidokezo atavyounda.

**Vifaa vinavyohitajika**

- Daftari la kuandikia insha.

**Maagizo ya somo.**

Katika somo hili, mwanafunzi atatumia dakika 40 kuandika insha juu ya mada: Umuhimu wa Mavazi.

### Friday, 20 March

**Muda: Dakika 45**

**Lengo la somo.**

Mwanafunzi aweze:

- Kutambua aina mbalimbali za mbalimbali za mavazi.
- Kuchora baadhi ya mavazi.

**Vifaa vinavyohitajika:**

- Picha za mavazi mbalimbali.
- Mavazi halisi yanayopatikana nyumbani.

**Maagizo ya somo.**

- Mwanafunzi ataendelea kujikumbusha baadhi ya msamiati wa mavazi.
- Somo hili ni huru kwa mwanafunzi kuyaorodhesha mavazi yoyote anayoyafahamu hasa kutoka nyumbani.
- Ayajaze majibu yake katika jedwali hili.

Vazi	Maelezo
1. Suruali	Ni vazi ndefu linalovaliwa kuufunika mwili kuanzia kiunoni hadi kwenye vifundo vya miguu.
2.	

3.	
4.	
5.	
6.	
.	

**Wednesday, 18 March:**  
**Science: The Human Body**

**Time:** 45 minutes

**Materials Required:**

**Learning Goal:**

Students will

- State the functions of mouth (teeth & tongue) and oesophagus.

- 

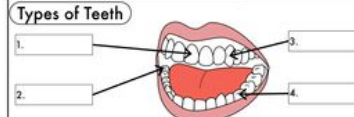
**Instructions for Learning:**

Let students attempt the questions below.

- Which one do you prefer, swallowing your food without chewing it or after chewing it? Why?

**HUMAN TEETH**

**Types of Teeth**



1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

4. \_\_\_\_\_

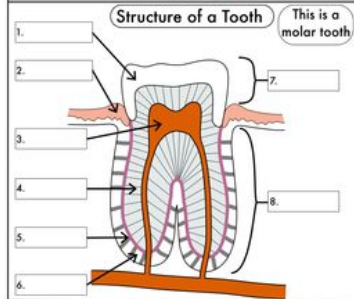
Identify and then describe how the four different types of teeth are involved in mastication

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**Structure of a Tooth** This is a molar tooth



1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

4. \_\_\_\_\_

5. \_\_\_\_\_

6. \_\_\_\_\_

7. \_\_\_\_\_

8. \_\_\_\_\_

Tooth part	Description of tooth part
Enamel	_____
Dentine	_____
Pulp	_____
Cementum	_____
Periodontal Membrane	_____

**Thursday, 19 March**  
**Social Studies: The Physical Environment**

**Time:** 45 minutes

**Materials Required:**

**Learning Goal:** Students will...

- Define a relief region.
- What are the characteristics of relief regions in Kenya

- N/A

- **Instructions for Learning:**
- Parents print or show the image below (colored)



- 
- Let students define relief region.
- Describe the characteristics of the above relief region.
- 

<b>Friday, 20 March</b> <b>CRE: The Ten Commandments</b>	
<ul style="list-style-type: none"> <li>● <b>Time:</b> 45 minutes</li> </ul>	<b>Materials Required:</b> <ul style="list-style-type: none"> <li>- Bible</li> <li>- Pen</li> <li>- Pencil</li> <li>- Charts</li> <li>- Mark pens (various colors)</li> </ul>
<b>Learning Goal:</b> Students will... <ul style="list-style-type: none"> <li>● State the ten commandments.</li> </ul>	
<b>Instructions for Learning:</b> Let students read the bible verse on 10 commandments. (Exodus 20:3-11) Let students identify the commandments that explain our duty to God. Let the students identify commandments that explain our relationship with others. Let students write the 10 commandments on the chart and recite to their parents.	

## Movement Activities

### Wednesday, 18 March

**Time:** 45 minutes

**Learning Goal:**

Learners are made aware of how to properly wash their hands through a fun challenge video.

**Materials Required:**

- Youtube video:  
<https://www.youtube.com/watch?v=75jzpzRruo>

**Instructions for Learning:**

Learners watch the TikTok Coronavirus dance challenge video (link supplied). Once you have watched the video a few times, try to dance along and learn the dance by heart. If possible, ask an adult to record you doing this dance to show to friends and classmates. Encourage others to use this method to wash their hands and join you in this dance.

### Thursday, 19 March

**Time:** 45 minutes

**Learning Goal:**

Learners watch the Beat go pop video and dance along

**Materials Required:**

- Youtube video:  
<https://family.gonoodle.com/activities/beat-go-pop>

**Instructions for Learning:**

Learners watch the Beat go pop video and dance along. Try to move along to the beat and if possible complete this dance a few times before taking a break. If possible, ask an adult to record you doing this dance to share with friends.

### Friday, 20 March

**Time:** 45 minutes

**Learning Goal:**

Learners watch the Ndlovu choir video and create their own song and dance to increase Coronavirus awareness.

**Materials Required:**

- Youtube video:  
<https://www.youtube.com/watch?v=G N94pZqPIRc>

**Instructions for Learning:**

Learners watch the Ndlovu choir video. Learners create a song, this can be to the tune of any existing song or they can make up their own. Why not try a different type of music, like rap? Your song should increase awareness around the Coronavirus and how to keep yourself and others safe. You should add dance movements to their song, which fits the lyrics. Think about the dance you did yesterday, why not include some of the moves in this dance? If possible, ask an adult to record you doing this song and dance to share with family and friends.

## Exploration Activities

### Wednesday, 18 March

**Time:** 45 mins

**Learning Goal:** Students will explore how the coronavirus news might be affecting them emotionally

**Materials Required:**

- [Student Booklet: Child Friendly Explanation of the Coronavirus](#) (p 1-5)
- Blank piece of paper
- Colouring pencils

**Instructions for Learning:**

1. Read pages 1 and 2 of the booklet
2. Then stop and ask them how do they feel when they hear the word “coronavirus” and invite them to point out their dominant feeling on the page
3. Then invite them to draw an outline of their body on a piece of blank paper (or use the booklet) and use colouring pencils to draw where on their body do they feel that dominant emotion. Encourage students to use sentences like “it feels like a tornado in my stomach” to describe the sensation in their body.
4. Invite them to discuss and share what they have drawn. If they are feeling overwhelmed, ask them to close their eyes and connect with their breath and count it moving in and out of their bodies.
5. Reassure them that they are safe and taken care of

### Thursday, 19 March

**Time:** 45 mins

**Learning Goal:** Students will explore what the coronavirus is and how it spreads

**Materials Required:**

- [Student Booklet: Child Friendly Explanation of the Coronavirus](#) (p 6-9)
- [Video: Soap Experiment](#)
- Bowl with Soap
- Plate with Water
- Pepper

**Optional:**

- [Mini-Lesson on how germs get inside your body](#)
- Digital device to watch video
- [Video: Coronavirus Explained! For Kids](#)

**Preparation Notes:**

- Watch [Video: Soap Experiment](#) to prepare for your demonstration
- Prepare a bowl with soap
- Prepare a plate with water and crush some pepper into it

**Instructions for Learning:**

1. Read pages 6 to 9 of the booklet
2. Ask and discuss: what do you think the coronavirus is?
3. Ask and discuss: How do you think germs get inside your body?
4. Show students the materials you have prepared using items from your kitchen. Do a short demonstration with students as shown in the video.
5. Then, watch the [video: Coronavirus Explained! For Kids](#)
6. Discuss the key points from the video with them

**Friday, 20 March****Time:** 45 mins**Learning Goal:** Students will explore how to kill germs and practice washing and sanitizing their hands**Materials Required:**

- [Student Booklet: Child-Friendly Explanation of the Coronavirus](#) (p 10)

**Optional:**

- [Mini-Lesson on how hand sanitizer kills germs](#)
- Hand Sanitizer

**Preparation Notes:**

- Optional: prepare a digital device for students to watch video
- Prepare some hand sanitizer for students to practice
- Soap and warm water to wash hands in washing basin

**Instructions for Learning:**

1. Read page 10 of the booklet
2. Ask and discuss: how does hand sanitizer kill germs?
3. Watch the [video: how does hand sanitizer kill germs?](#)
4. Using some soap and warm water, practice washing your hands (think about the Tik Tok Dance Challenge movements!)
5. Challenge students to think of ways they can remember to wash their hands (e.g. secret word, every time I enter a building)
6. Practice using hand sanitizer (see booklet instructions)