

Meningococcal Disease Awareness

Upper Primary School

Age Group: Years 5 to 6

Duration: 45 minutes to an hour

Links to HPE Learning Outcomes:

- Students know and understand health and physical activity concepts that enable informed decisions for a healthy, active lifestyle.
- Students demonstrate self-management skills which enable them to make informed decisions for healthy, active lifestyles.

Lesson Aims

- Students understand good and bad bacteria and harmful (meningococcal) bacteria can make you very sick.
- Students understand the AYF motto of “be aware and don’t share” and safe hygiene practices/strategies.
- Students understand to tell their parents when they feel sick

Resources & Equipment

- Power point from www.amandayoungfoundation.org.au
- Laptop & projector or smartboard
- You tube animation
<http://www.youtube.com/watch?v=jDwrTJ9qqPM>
- Mystery bag & objects (see notes)
- Laminated meningococcal letters & bacteria number cards, baby powder, antiseptic gel

Lesson Summary

- This lesson is used as an introduction to the world of bacteria, and in particular meningococcal bacteria/disease. Depending on your classes abilities you may do the whole lesson or parts and the lesson plan is written so that you can reduce activities to save time if you wish. We have provided follow up activities to reinforce the important learning outcomes. Our main message is Be Aware Do Not Share (anything from your mouth) as Meningococcal Disease is passed through saliva contact eg kissing, coughing sneezing, sharing drinks. Your students will learn valuable hygiene information to prevent the spread of infection.

Lesson Plan

Time	Activity	Resources
5 mins	<p>Introduction</p> <p>Briefly explain why the Amanda Young Foundation was set up. Explain that Amanda contracted meningococcal disease and her parents set up the Foundation to help prevent other young people getting the disease. Depending on the maturity of the group, you can explain that Amanda died from the disease – use your judgment, as with younger students it may be distressing. (In older years the students generally ask)</p> <p>Explain we are going to learn how to protect ourselves and to do things to keep ourselves as healthy as possible.</p>	Power point setup slides 1, 2 & 3
7 mins	<p>Play the Protect Don't Infect video</p> <p>http://www.youtube.com/watch?v=jDwrTJ9qgPM</p> <p>Ask the students what they have learned from the video? (Important to wash hands properly, cough/sneeze into your elbow, use tissues/sanitizer, stay home if you are sick etc)</p>	Youtube video Slide 4
5 mins	<p>Spelling Meningococcal <i>(optional)</i></p> <p>As a lead up to the quiz – hand out the 13 letters of the word “meningococcal” – ask students to come out one by one to spell the word.</p>	Laminated letter cards
10 mins	<p>QUIZ – Heads & Tails</p> <p>Explain that while you haven't told them any information yet about meningococcal disease (M.D.) we will have a fun quick quiz to see how much they might already know. Most of the questions are easy but the last few are a bit harder. The instructions are on slide 4 and the each question on a separate slide that follows.</p> <p>If only one or two are left standing – give them a prize (sticker?). But if it is a small group just congratulate them and ask the class to clap.</p> <p>Ask the class what they have learned about M.D. just through this quick quiz – as the students share</p>	Power point slides 5 through to 13

	<p>information– elaborate on each point. Stress that M.D. is rare but very serious and that is why you are discussing it today. The bacteria double every 30 minutes in your body and you will feel sicker than you ever have before and you need to tell a trusted grown up. Meningococcal bacteria are held in the back of our throat and nose and passed through saliva eg kissing, sharing drinks, coughing and sneezing over one another.</p>	
5 mins	<p>How many bacteria live in our mouths?</p> <p>Hold up the cards and then place them on the floor around the room. Children are to stand near the cards that they believe represent the number of bacterial that live in our mouths. 100, 250, 500 or 950? Answer: 500.</p> <p>Talk about good bacteria and their role in looking after our bodies and bad bacteria and the harmful effects they can have on our bodies. Good bacteria also do things like help the body break down our food etc</p> <p>Refer to our IMMUNE SYSTEM as the body’s army – there to protect us against the bad bacteria, but if our immune system is off fighting a cold or flu then we might be vulnerable if a bad bug like meningococcal comes along.</p> <p>As a starting point ask who has been sick with a cold or flu or gastro – discuss what happened. Who has had antibiotics? Discuss what they do.</p>	<p>Power point slide 14</p> <p>Laminated number cards</p>
5 mins	<p>Mystery bag – Be Aware Do Not Share</p> <p>Ask for two volunteers – one to hold the bag and the other to pull out an object one by one. Ask the class if you share this will you get Meningococcal Disease?</p> <p>Some are funny – such as the DVD. Share any anecdotal stories eg I drank out of my daughter’s straw/drink when she had the flu and the next day I was sick with the flu – this could have been meningococcal disease.</p>	<p>Power point slide 15</p> <p>Mystery bag</p>
5 mins	<p>Ginger Bread Man</p> <p>Discuss symptoms of Meningococcal Disease? (AYF brochures & magnets)</p> <p>Depending on the maturity of the students you can discuss meningitis and septicaemia – in older years they may ask.</p>	<p>Power point slides 16 & 17</p>



	Ask what each arrow on the powerpoint may refer to eg the head (headache, temperature, delirious), cold hands and feet, vomiting, aching joints etc	
5 mins	<p>Summary</p> <p>Link what we have learned in the animation on Germ Warfare with best practice for Meningococcal Disease hygiene.</p> <p>Ask for a volunteer. Make sure they are not allergic to baby powder – sprinkle powder on their palms – discuss that if the student had just sneezed into their hands – this powder represents the bacteria – roleplay shaking their hands and then touch objects etc to demonstrate the spread of bacteria. Pose the question – what if they didn't cover their mouth? Explain how far the saliva droplets will travel (approx 1.5 metres with force) and how we can inhale or swallow them if we are close. Disinfect students/your hands with gel.</p>	Power point slide 18
5 mins	<p>Meningococcal Song (optional)</p> <p>Model the song for the students, then ask them to sing along. The whole class is to sing out loud for the second rendition.</p>	Power point slide 19
??	<p>Questions?</p> <p>Reinforce – student's job is to Be Aware & Do not Share and to tell their parents when they feel sick – it is up to their parents to take action. So tell them not to worry as their parents/carers know what to do (information should be sent home in parent newsletter).</p>	

Notes

Mystery Bag

Fill a canvas bag with a number of everyday objects – the aim here is for students to identify what everyday objects they okay to share and which should not be shared. Any objects that are placed in your mouth should not be shared.

Some ideas for objects are:

SHARE	DO NOT SHARE
DVD	Toothbrush
Toys	Drink (bottle or cup)
Pens & Pencils (although you need to make a comment about not sucking on the end & sharing.)	Lollipop
Stapler	Mouth Guard
Book	Straw
Necklace	Lipstick/lip gloss
Mobile phone	Cutlery
Hairbrush	Musical Instrument, eg recorder
Sunglasses	Chewing Gum

Meningococcal Song (tune of Frere Jacques)

Men – ingo – coccal
Men – ingo – coccal
Where are you?
Where are you?
At the back of your throat
And inside of your nose
A tishoo!
A tishoo!

Men – ingo – coccal
Men – ingo – coccal
What to do?

What to do?

Be aware and do not share

Anything from your mouth

Bacteria Shoo

Away from you!!!!

Extension Activities

1. Complete the AYF activity sheets (word sleuth/crossword) provided as part of this programme.
2. Invite the school nurse (if there is one available) or a health professional parent or a community health nurse to visit and talk to the class about the importance of good hygiene.
3. Mood Line Activity – propose a range of scenarios to the students eg Sam and Peter are playing on the school oval. Sam is thirsty but his drink bottle is back in the classroom. He asks Peter for a quick drink from his bottle. Sam says he doesn't have a cold or anything and that it will be OK. Do you agree with Sam? Students place themselves along the Mood Line – with one end being *strongly agree* and the other end being *strongly disagree* and the variations extend along the line. Ask students to explain why they positioned themselves where they did.
4. Have students make their own Protect Don't Infect Badge (as in the video). Ask them to complete a PDI log book of good and bad hygiene examples they have seen throughout the week. Students share their logbooks with one another and discuss.