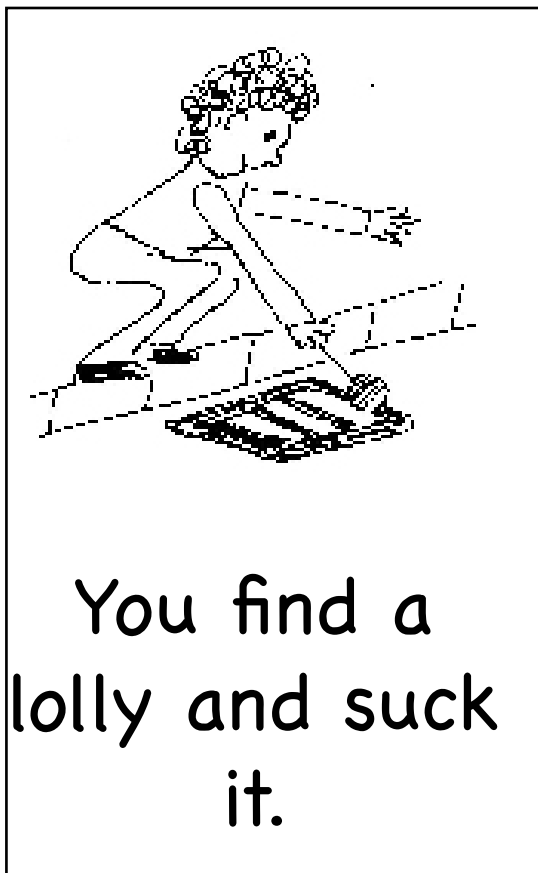
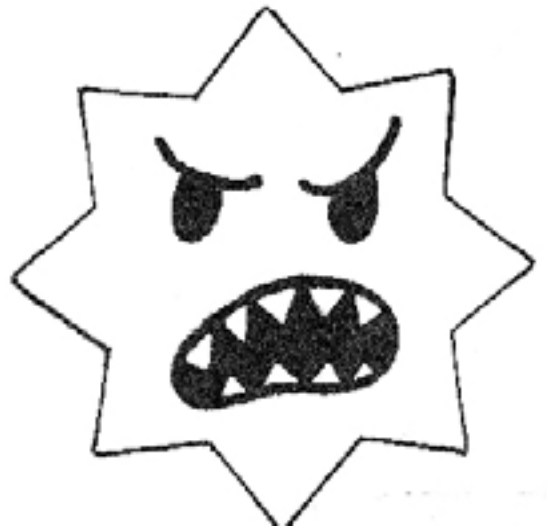
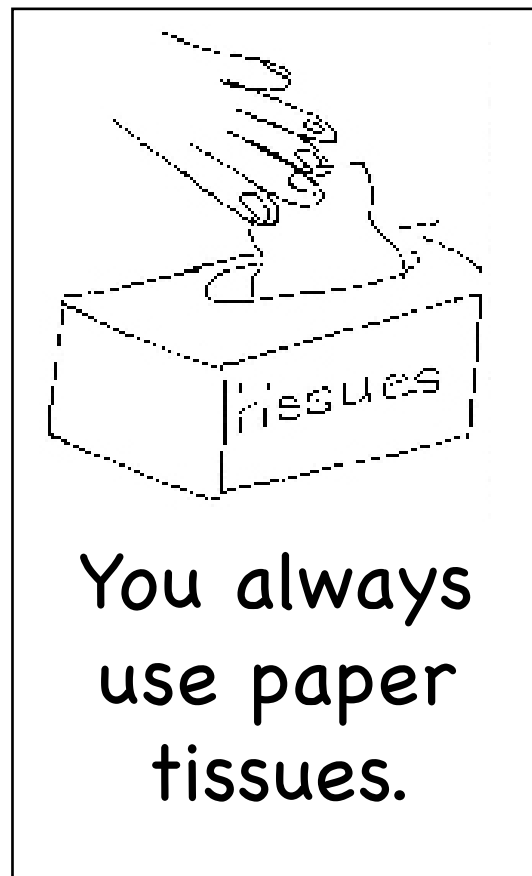


Germ Warfare

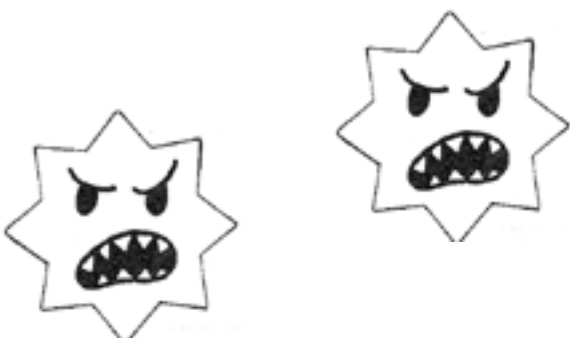


You find a
lolly and suck
it.

Clean or dirty?
Collect too many germs
and you are out of the
game!



You always
use paper
tissues.



Germ Warfare

This activity was originally developed by Joanna Booth for the Lancashire Collaborative Learning network in 1998. We have produced this nuanced version as the first of our virus activities. We are inviting colleagues and their children to help us by suggesting cards and sending drawings. We will keep the original version.

The webaddress for this activity is:

<http://www.collaborativelearning.org/germwarfare.pdf>

This activity was last updated 25th March 2020

Basic principles behind our Talk for Learning activities: Oracy in Action!

Build on children's own prior knowledge.
Move from concrete to abstract.
Ensure everyone works with everyone else.
Extend social language towards curriculum language.
Provide motivating ways to go over the same knowledge more than once.

COLLABORATIVE LEARNING PROJECT

Project Director: Stuart Scott

Supporting a cooperative network of teaching professionals throughout the European Union to develop and disseminate accessible teaching materials in all subject areas and for all ages.

17, Barford Street, Islington, London N1 0QB UK Phone: 0044 (0)20 7226 8885

Website: <http://www.collaborativelearning.org>

BRIEF SUMMARY OF BASIC PRINCIPLES BEHIND OUR TEACHING ACTIVITIES:

The project is a teacher network, and a non-profit making educational trust. Our main aim is to develop and disseminate classroom tested examples of effective group strategies across all phases and subjects. We hope they will inspire you to develop and use similar strategies in other topics and curriculum areas. We run teacher workshops, swapshops and conferences throughout the European Union. The project publishes a catalogue of activities plus lists in selected subject areas, and a newsletter available on the internet: 'PAPERCLIP'.

*These activities were influenced by current thinking about the role of language in learning. They are designed to help children learn through talk and active learning in small groups. They work best in mixed classes where children in need of language or learning support are integrated. They are well suited for the development of speaking and listening. They provide teachers opportunities for assessment of speaking and listening and other formative assessment.

*They support differentiation by placing a high value on what children can offer to each other on a particular topic, and also give children the chance to respect each other's views and formulate shared opinions which they can disseminate to peers. By helping them to take ideas and abstract concepts, discuss, paraphrase and move them about physically, they help to develop thinking skills.

*They give children the opportunity to participate in their own words and language in their own time without pressure. Many activities can be tried out in mother tongue and afterwards in English. A growing number of activities are available in more than one language, not translated, but mixed, so that you may need more than one language to complete the activity.

*They encourage study skills in context, and should therefore be used with a range of appropriate information books which are preferably within reach in the classroom.

*They are generally adaptable over a wide age range because children can bring their own knowledge to an activity and refer to books at an appropriate level. The activities work like catalysts.

*All project activities were planned and developed by teachers working together, and the main reason they are disseminated is to encourage teachers to work effectively with each other inside and outside the classroom. They have made it possible for mainstream and language and learning support teachers to share an equal role in curriculum delivery. They should be adapted to local conditions. In order to help us keep pace with curriculum changes, please send any new or revised activities back to the project, so that we can add them to our lists of materials.

Germ Warfare

Teacher Instructions

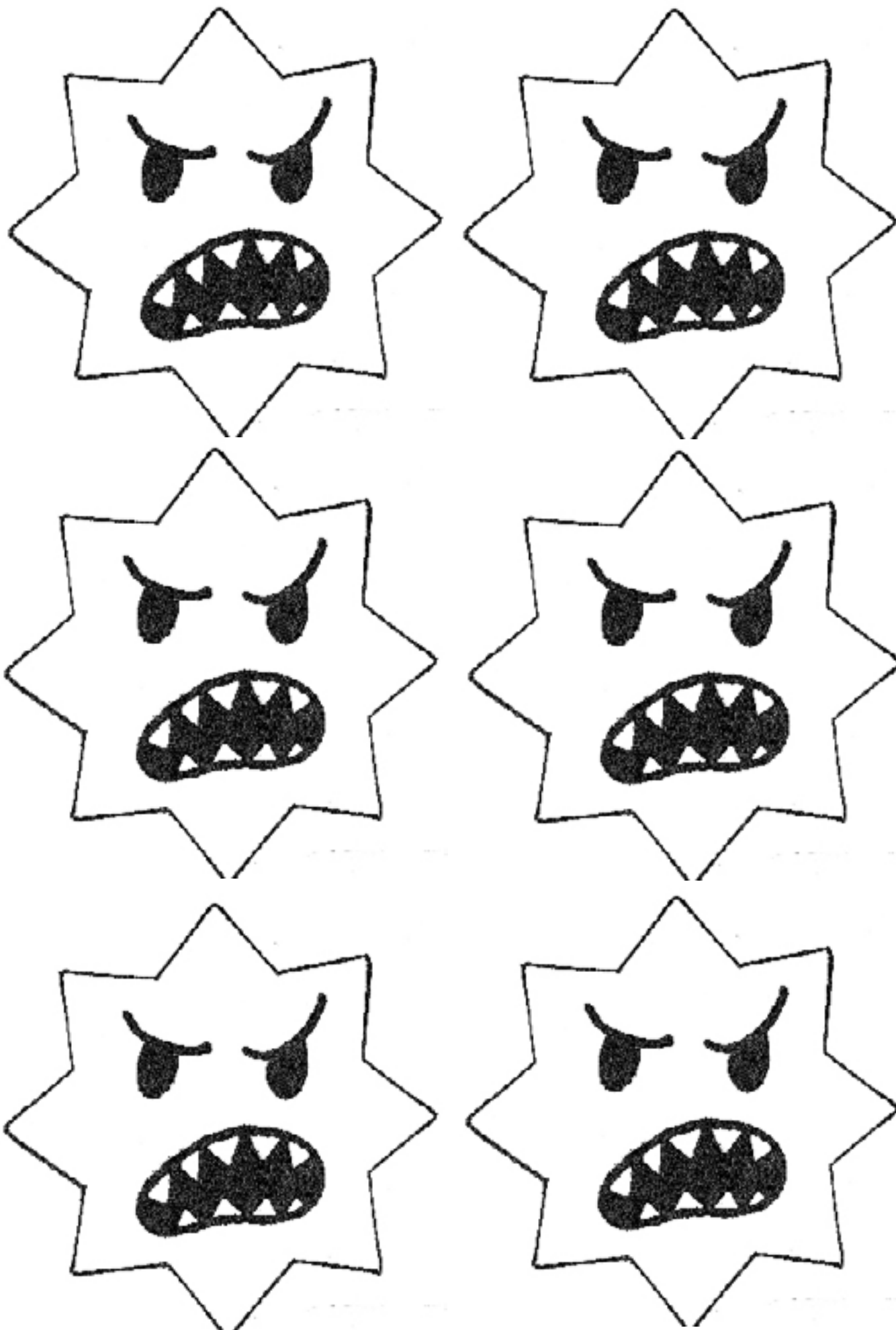
1. Copy plenty of germs - the number will depend on how many children are playing. Choose the germs you prefer. We have provided cartoon germs and magnified bacteria, viruses and fungi/moulds plus diagrams with labels etc on the principle that children are more likely to read small amounts of print rather than large informative texts. We are planning a "meet the germs" character card game available soon.
2. Copy one set of picture situation cards for each group of three or four.

How to play Germ Warfare.

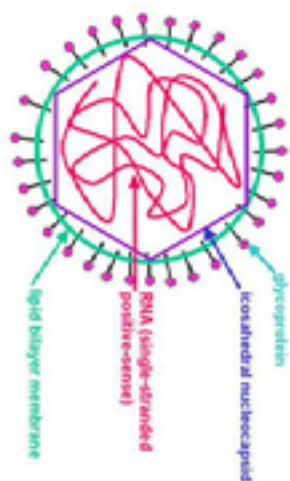
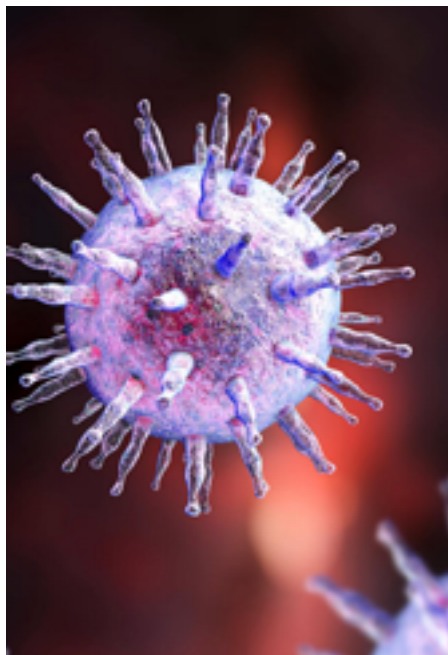
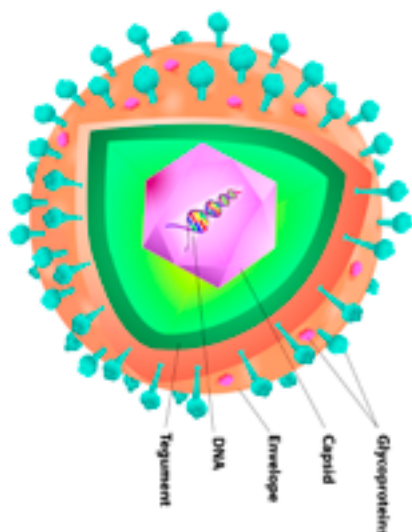
1. Play in groups of 2,3 or 4.
2. Shuffle the cards and place them face down on the table in the middle.
3. Players take turns to pick a card.
4. The group must decide if what the player has picked up is a 'clean' or 'dirty' card.
5. If the group decides the card is dirty, the player must pick up a germ.
6. When a player has four (or a number decided by the group in advance) germs he/she is too ill to play and is out of the game.

Alternative game which lasts longer.

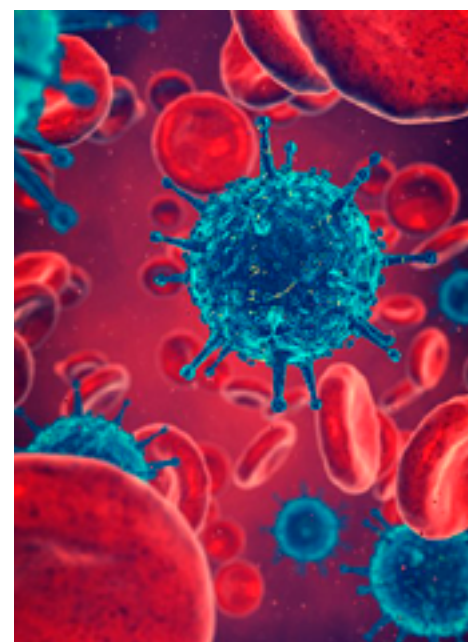
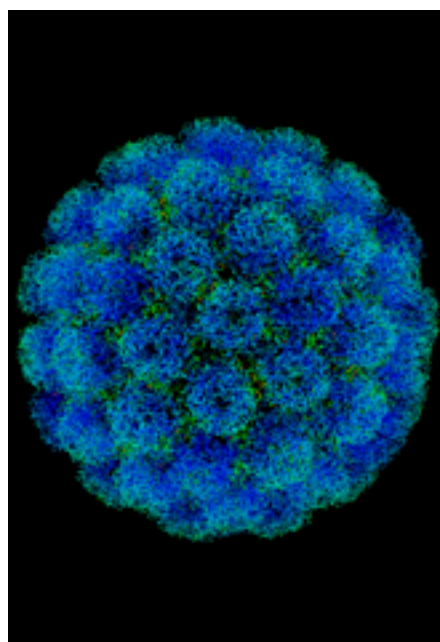
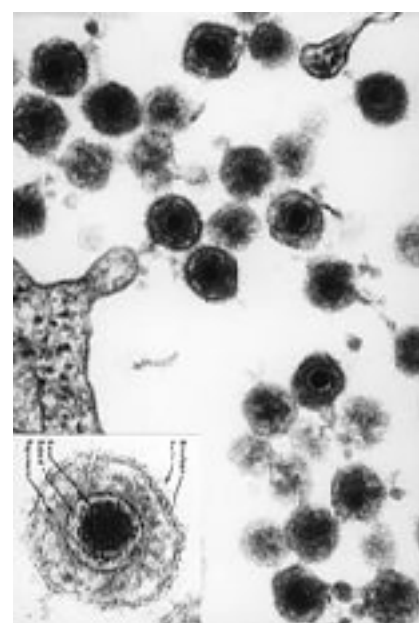
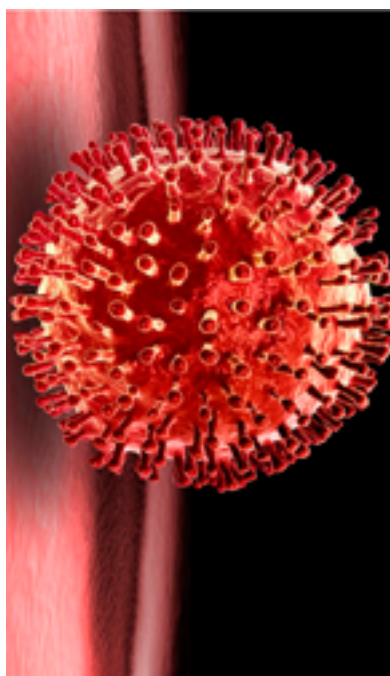
6. If the group decides the card is dirty, the player must pick up a germ. If the card is clean they can put a germ back.



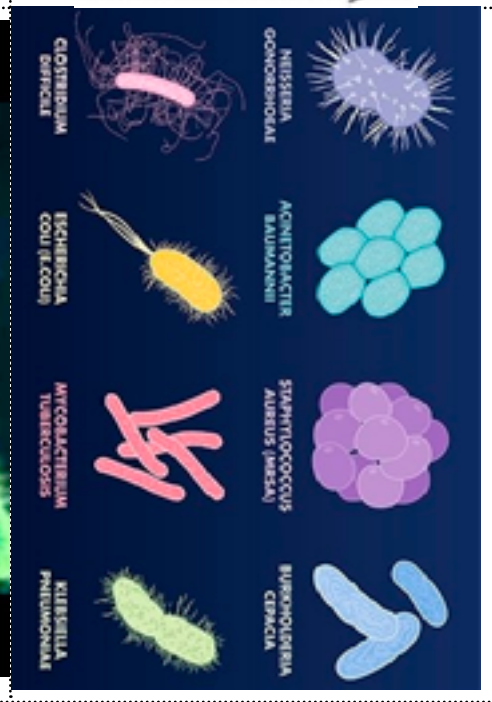
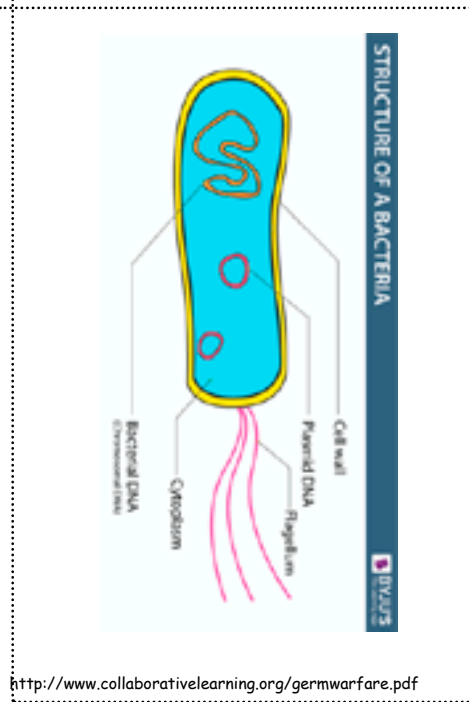
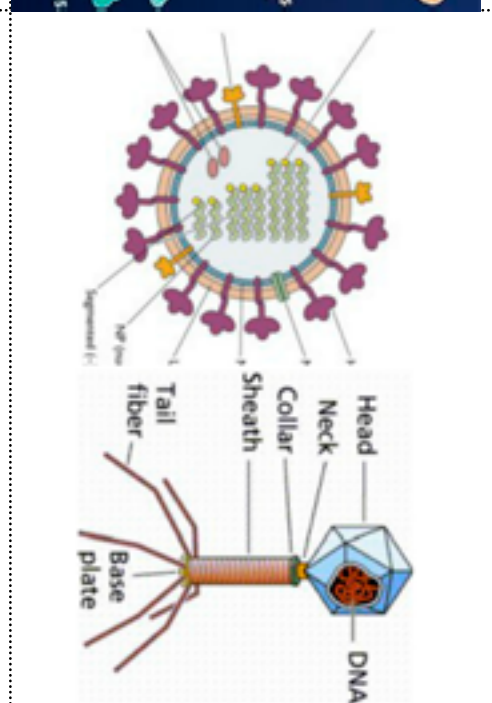
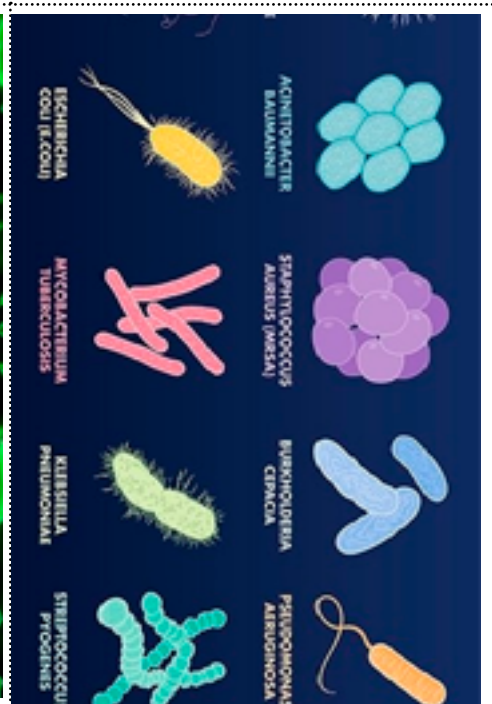
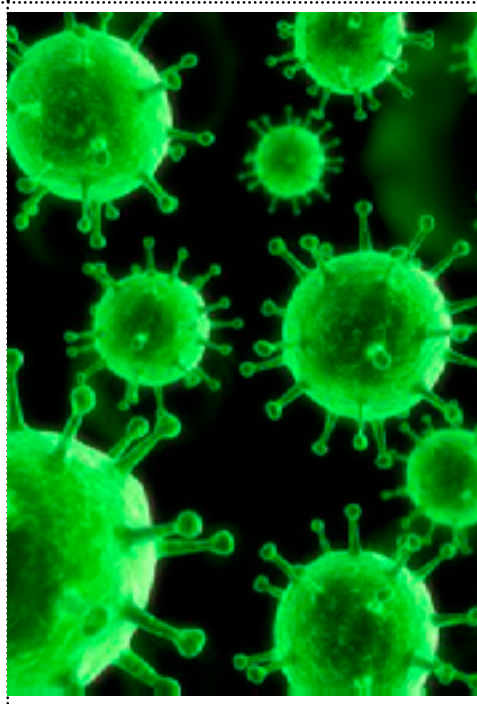
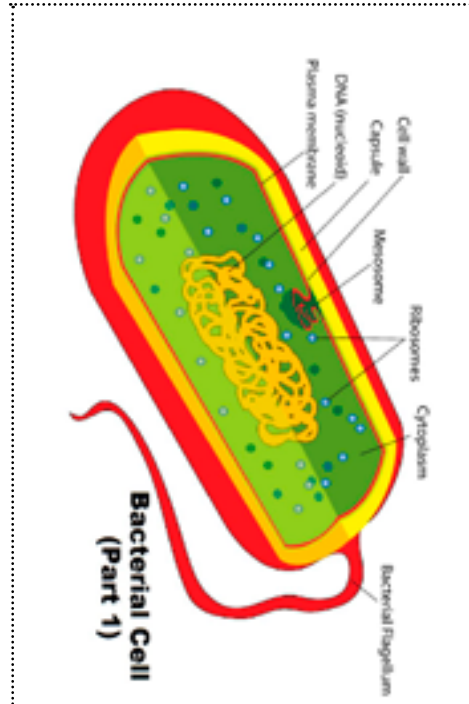
Germ cards



RUBELLA VIRUS



Germ cards



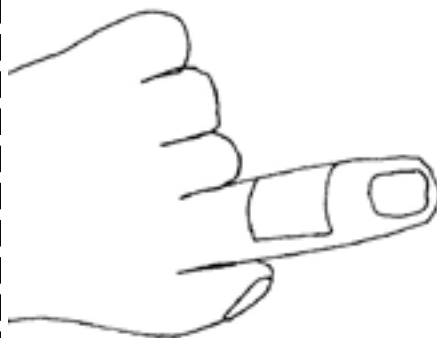
Germ Warfare situation cards

You wash your hands with soap for twenty seconds .



You remember to clean between your fingers and backs of your hands.

You put a plaster on a cut finger after you have cleaned it.



You run your hands under cold water for five seconds .



You dry the plates with a dirty tea towel.



You keep food covered up in a cool place or in the fridge.



You put old food in the food waste recycling.



There are mice in your kitchen. They leave their droppings on your table.

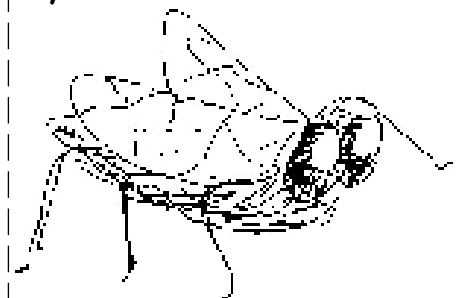


You blow your nose into a tissue and throw it away.



(the tissue not your nose!)

There are flies in your kitchen.



They land on the food and lay eggs when they find meat.

Germ Warfare situation cards

You do not wash your hands before you eat.



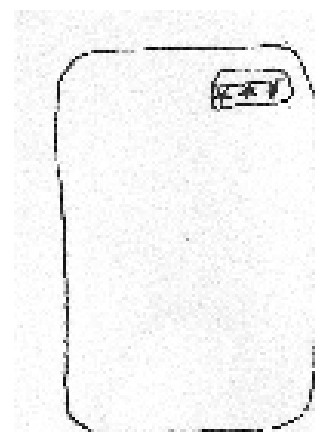
You pick up food with dirty fingers.

Your drink is in a mug which is cracked.



You usually just rinse it and refill.

You keep fresh and perishable food in the fridge.



The baby crawls on the dirty floor.



Then sucks his fingers.

You eat a chocolate bar after stroking the dog.



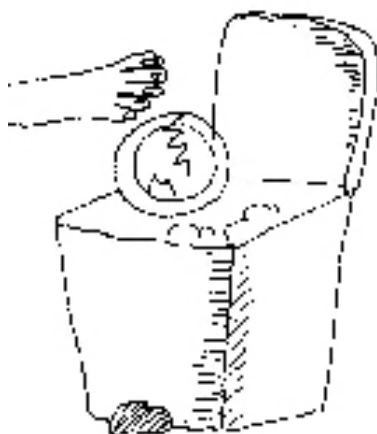
You soak cleaning cloths in bleach solution.



You put cleaner down the toilet every day.



You throw away cracked crockery.

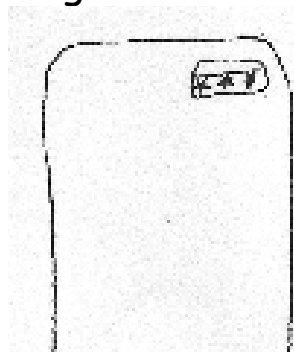


You sneeze over other people without using a tissue.



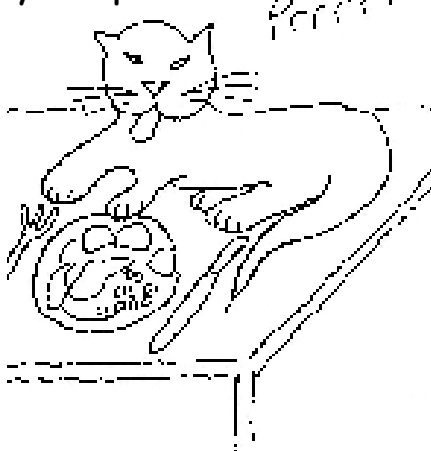
Germ Warfare situation cards

You do not know what is in the back of the fridge.

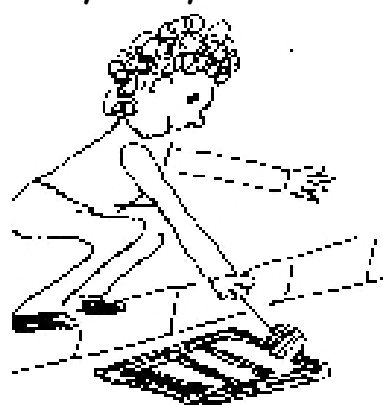


You only use the stuff at the front.

The cat likes to sit on the table when you are eating and lick your plate.



Someone has thrown a lolly away.

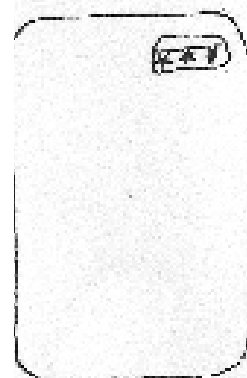


You pick it up, wash it and suck it.

You often put your dirty finger your mouth or nose or ears.



You never use a nail brush.



You empty and clean the fridge. You check the food and throw away old food.

You don't mind eating food that others have tried before you.



You have borrowed someone's hanky.



You never clean the toilet..



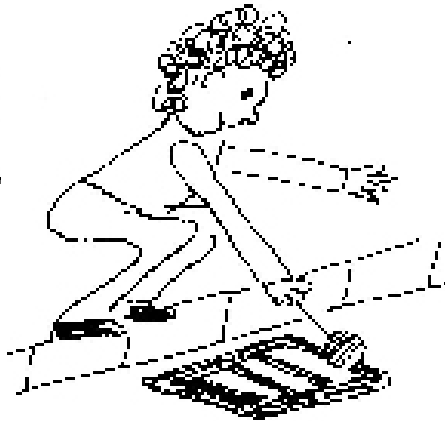
You don't flush it too often.

You put cleaner down the toilet every day.



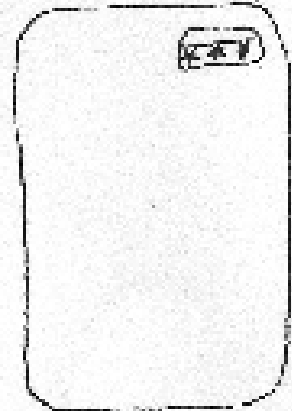
But never clean under the rim with a brush.

You drop your lolly in the street.

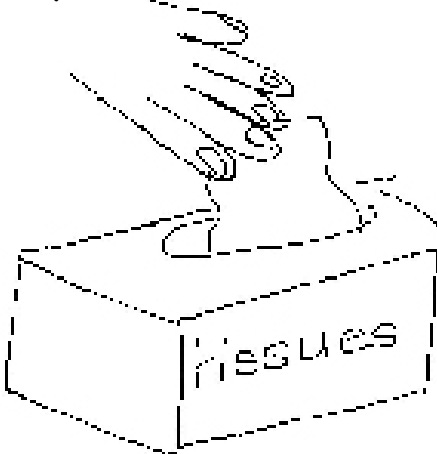


pick it up, wipe it and continue sucking it.

You never clean the inside of the handle on the fridge when you wipe the outside.



You always blow your nose and wipe paper tissues and bin them after.



You like picking your nose and flicking the snot at your friends.

You clean the stair rail, door knobs and handles regularly with hot soapy water.

Thanks for suggestions.
Please send in your
suggestions! More are
welcome. And we would
welcome some drawings too!

When the cheese or bread is mouldy, you cut the mouldy piece off and eat the rest.