

Doing My Part  
Taking Care of Myself and Taking Care of Others



Washing My Hands Well  
Supporting a Safe and Healthy Primary Classroom

Development:

Betty Burns, Curriculum and Assessment, Yukon Education

Contributors:

Jesse Jewell, Curriculum and Assessment, Yukon Education

Nikki Krocker, Curriculum and Assessment, Yukon Education

Sofie Maurice, Curriculum and Assessment, Yukon Education

Âkw Tlâ Tammy Stoneman, First Nations Initiatives, Yukon Education

Sharon Davis, Student Support Services, Yukon Education

## **Introduction**

*Doing My Part; Taking Care of Myself and Taking Care of Others* is a series of lessons designed to support a safe and health primary classroom, during pandemic times. The *Washing My Hands Well* lessons are intended to support Yukon educators in implementing increased hand hygiene practices in the primary classroom. Primary learners will be able to wash their hands well and understand when and why it is important to engage in proper handwashing. When we wash our hands well, we do our part to take care of ourselves and take care of others.

## **Connections to Yukon First Nations Ways of Knowing, Doing and Being**

Children that are personally aware and responsible recognize how their decisions and actions affect their mental, physical, emotional, social, cognitive, and spiritual wellness, and take increased responsibility for caring for themselves. When we take care of ourselves through activities like handwashing, we are also taking care of those around us. Doing our part to keep ourselves healthy and safe shows respect for ourselves, people in our family, our Elders and community. When we take care of ourselves, we take care of others.

## **Rationale**

The Chief Medical Officer of Health, in collaboration with the Department of Education, has developed guidelines for K-12 school settings that will help teachers, administrative staff, students and families prepare for a safe return to school. The information provided below is subject to change as the local and national epidemiology of COVID-19 evolves.

## **COVID-19 and children and youth**

- The COVID-19 virus has a very low infection rate in children and youth. In larger jurisdictions, like British Columbia, less than 1% of tested children and youth have been COVID-19 positive. Most children and youth are not at high risk for COVID-19 infection.
- Children and youth typically have much milder symptoms of COVID-19 most often presenting with low-grade fever and a dry cough.
- There is no conclusive evidence that children who are symptomatic pose a risk to other children or to adults.
- Evidence indicates transmission involving children is primarily limited to household settings and from COVID-19 positive adults to children.
- Clusters and outbreaks involving children and youth are unusual and tend only to occur in areas where there are high levels of community spread.
- Children are not the primary drivers of COVID-19 spread in schools or in community settings.
- Schools and childcare facility closures have significant negative mental health and socioeconomic impacts on vulnerable children and youth.
- Prevention measures and mitigation strategies involving children and youth must be commensurate with risk.

The most recent version of the **Health and Safety Guidelines for Schools** is located here:

[https://yukon.ca/sites/yukon.ca/files/edu/edu-guidelines-k-to-12-school-settings\\_0.pdf](https://yukon.ca/sites/yukon.ca/files/edu/edu-guidelines-k-to-12-school-settings_0.pdf)

## **Additional Resources:**

Finding Our way through a Pandemic by Marilyn Jensen – Yadultin, Dahkla'weidi Clan, 2020

<https://www.ctfn.ca/news-events/finding-our-way-through-a-pandemic>

## **Planning to Teach**

As educators, you know yourself and your students best. Should you find something that is more applicable to your classroom, please modify any aspects of this lesson to fit the culture and context of your classroom of students.

## **Teacher Well-Being**

In order to teach about health and safety, educators need to feel healthy and safe. While we are all doing our best, it is important to remember some simple things for ourselves and for our students as we go back to in-person learning:

- Getting a good night sleep.
- Eating well.
- Being active and outside as much as possible; on your own and with your students.
- Creating a classroom space for yourself and your students that feels safe and relaxed.
- Connecting to two people at the school you can go to for support.

You may wish to watch the session on “Regulation Before Education”, by Syrena Oswald. In this session she discusses how in order to teach students both the teachers and students need to feel safe and regulated. There are many ideas and links to other resources to help teachers as well as tools to assist students with developing these skills. The link to her slides can be found at:

<http://msnider.yukonschools.ca/june-10-2020.html>

## **Understanding Well-Being and Belonging in Early Learning**

Nurturing a sense of well-being and belonging supports children as they learn and investigate the world around them. This is fostered through reciprocal relationships with people and places where each child is valued both as a gift and for their gifts- a feeling of being grounded in their immediate environment, their communities, their culture, and the wider world. Educators create environments in which every child feels confident to achieve to their highest potential, and where differences are recognized and celebrated. Each child is valued for their contributions and for the knowledge they can share.

(British Columbia Early Learning Framework; 2019)

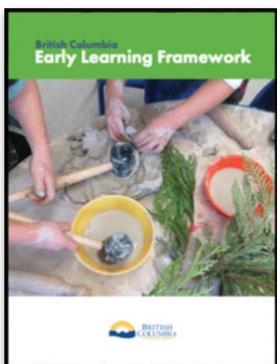
By developing responsive relationships with adults and peers, each child feels a sense of well-being and can contribute to the well-being of their family, community, and society. This confidence is essential for children as they explore their capacities as family members, friends, thinkers, citizens, and discover their connections to the natural environment.

(British Columbia Early Learning Framework; 2019)

## Reflective Questions for Well-Being and Belonging for Educators from the British Columbia Early Learning Framework

Critical Reflection for the Educator: You may wish to consider different pathways for engaging students with well-being and belonging, and consider the following reflective questions as you prepare to engage children in the lessons. Additional pathways can be found in the British Columbia Early Learning Framework.

Pathways	Critically Reflective Questions
Joy in relationships with people, place, materials, and ideas.	Children often find joy in their relationships with materials, people, and ideas. How might I provide opportunities to build on these joyful encounters in these lessons? What materials and experiences invite joyful engagement?
Indigenous voices and perspectives.	How can I ensure my lessons are connected to Yukon First Nations ways of knowing, doing, and being? How might I bring ideas and concepts I have learned through Yukon First Nations partners and resources into my program?
Safety and respect.	When engaging in the lessons consider the adult voices and children's voices: Who speaks more? Who listens more?
Emotions, thoughts, and views.	When engaging with students consider: How do I respond to the strong, exuberant emotions and excitement that children bring to their play and learning?
Every child is a gift.	During this lesson what could I do to contribute to a child's sense of pride in their gifts?



### The British Columbia Early Learning Framework

Did you know that the Early Learning Framework focuses on children up to age 8 and was written to support all early learning environments, including primary classrooms? It is an excellent resource for the Yukon Primary Classroom and is intended to support early childhood educators, primary school teachers, principals and vice-principals, college and university educators and researchers, early years professionals, communities, governments and families. The framework is aligned with the British Columbia and Yukon Curriculum; including the Core Competencies.

Here is a link to the framework: <https://www2.gov.bc.ca/gov/content/education-training/early-learning/teach/early-learning-framework>

## Curriculum Connections

Doing My Part: Taking Care of Myself and Taking Care of Others: Washing My Hands Well

### Yukon First Nations Ways of Knowing, Doing and Being

Children that are personally aware and responsible recognize how their decisions and actions affect their mental, physical, emotional, social, cognitive, and spiritual wellness, and take increased responsibility for caring for themselves. When we take care of ourselves through activities like handwashing, we are also taking care of those around us. Doing our part to keep ourselves healthy and safe shows respect for ourselves, people in our family, our Elders and community. When we take care of ourselves, we take care of others.

### Primary Physical and Health Education

Kindergarten and Grade One	Grade Two	Grade Three
<p><b>Big Ideas:</b></p> <ul style="list-style-type: none"> <li>Knowing about our bodies and making healthy choices helps us look after ourselves.</li> </ul>	<p><b>Big Ideas:</b></p> <ul style="list-style-type: none"> <li>Adopting healthy personal practices and safety strategies protect ourselves and others.</li> </ul>	<p><b>Big Ideas:</b></p> <ul style="list-style-type: none"> <li>Adopting healthy personal practices and safety strategies protect ourselves and others.</li> </ul>
<p><b>Curricular Competencies:</b></p> <p>Healthy and Active Living</p> <ul style="list-style-type: none"> <li>Identify opportunities to make choices that contribute to health and well-being.</li> </ul> <p>Social and Community Health</p> <ul style="list-style-type: none"> <li>Develop and demonstrate respectful behaviour when participating in activities with others.</li> <li>Identify and describe caring behaviours among classmates and with within families.</li> </ul>	<p><b>Curricular Competencies:</b></p> <p>Healthy and Active Living</p> <ul style="list-style-type: none"> <li>Explore and describe components of healthy living.</li> </ul> <p>Social and Community Health</p> <ul style="list-style-type: none"> <li>Develop and demonstrate respectful behaviour when participating in activities with others.</li> <li>Identify and describe characteristics of positive relationships.</li> </ul>	<p><b>Curricular Competencies:</b></p> <p>Healthy and Active Living</p> <ul style="list-style-type: none"> <li>Explore and describe strategies for pursuing healthy-living goals.</li> </ul> <p>Social and Community Health</p> <ul style="list-style-type: none"> <li>Describe and apply strategies for developing and maintaining positive relationships.</li> </ul>
<p><b>Content:</b></p> <ul style="list-style-type: none"> <li>Illness prevention such as: washing hands and proper hygiene that promote health and well-being.</li> <li>Demonstrating respectful &amp; caring behaviours such as: respecting oneself and others.</li> </ul>	<p><b>Content:</b></p> <ul style="list-style-type: none"> <li>Practices that promote health and well-being, including illness prevention, such as: washing hands, covering mouth when coughing, and staying away from others when sick.</li> <li>Demonstrating respectful &amp; caring behaviours such as: respecting oneself and others.</li> </ul>	<p><b>Content:</b></p> <ul style="list-style-type: none"> <li>Practices that promote health and well-being, including illness prevention, such as: washing hands, covering mouth when coughing, and staying away from others when sick.</li> <li>Demonstrating respectful &amp; caring behaviours such as: respecting oneself and others.</li> </ul>

### Cross-Curricular Connections

Each lesson offers many opportunities for an integrated cross-curricular experience for students. Educators are encouraged to explore and develop cross-curricular activities and connections for their students. Some ideas for cross-curricular connections have been included.

### Core Competencies

The Personal and Social Core Competency is the set of abilities that relate to students' identity in the world, both as individuals and as members of their community and society. The Personal and Social Core Competency encompasses what students need to thrive as individuals, to understand and care about themselves and others, and to find and achieve their purposes in the world. The following facets of the Personal Social Core Competencies have been integrated into each lesson using language developed for primary aged learners:



<b>Personal Awareness &amp; Responsibility: Well-being</b>	<b>Social Awareness &amp; Responsibility: Building Relationships</b>
I show responsibility for my health and well-being. I participate in activities that support my well-being.	I am part of group. I am part of a community. <ul style="list-style-type: none"><li>• I do my part.</li><li>• I am helpful.</li><li>• I care about others.</li></ul>

### Student Self-Assessment of the Core Competencies

Please see the templates for student self-assessment of the Core Competencies attached to this package:

I show responsibility for my health and well-being. I do my part to keep myself healthy and safe. I do my part to take care of myself and others. I do my part to keep myself healthy and safe when I wash my hands well. I do my part to to take care of myself and others when I wash my hands well.
--

## Learning Activity 1: I help keep myself healthy and safe when I wash my hands.

### Physical and Health Education

Students understand why it is important to wash their hands. During this lesson students will explore what germs are, how germs spread and how hand-washing helps keep themselves and others healthy and safe. Students will work to discover the important times during the school day they should wash their hands.

#### Materials and Resources Required:

Chart Paper

Crayons and Markers

White Paper

Scissors

Paint

Black crayon, colouring pencil, or marker

Tape

Scholastic Education *No More Germs* Video: <https://letsfindout.scholastic.com/home-page-logged-out.html>

Creative Materials (any additional creative materials determined by the educator)

#### Observing and Supporting Learning:

1. Begin the lesson with a class discussion. Ask questions such as:

What do you know about germs?

What do you think you know about germs?

Take this time to acknowledge any thoughts or feelings students may have and to address any misconceptions.

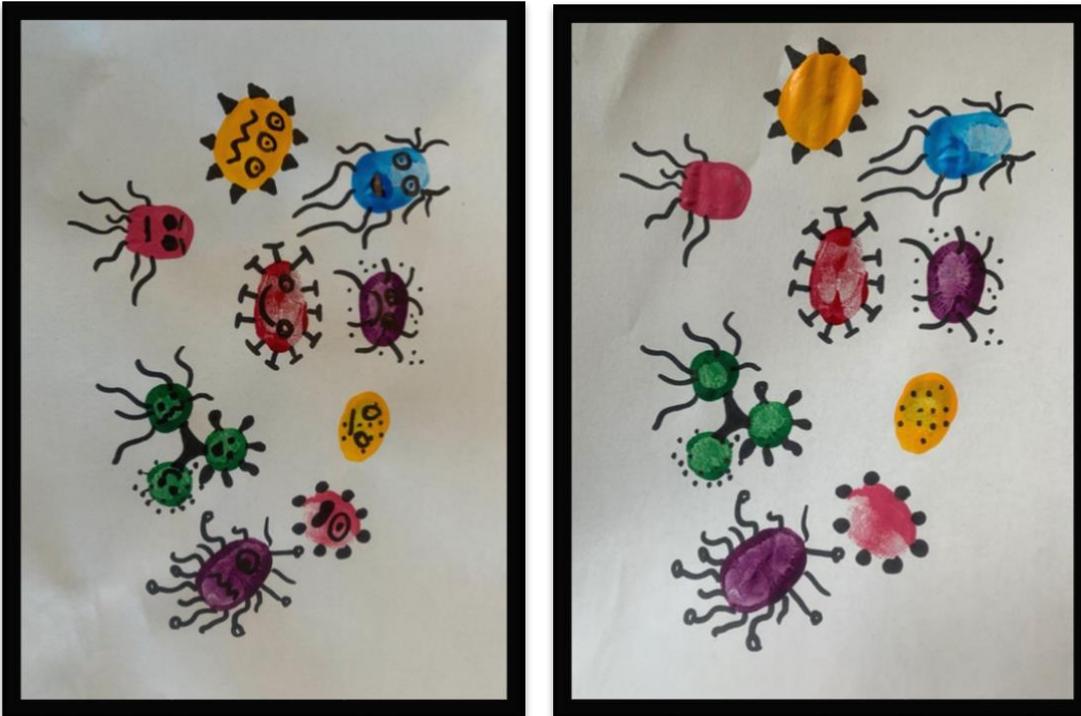
2. Engage students with the video *No More Germs*, by Scholastic Education. The video can be found here:

<https://letsfindout.scholastic.com/home-page-logged-out.html>



3. After watching the short video, explain that the class will be doing a creative activity that demonstrates how germs can spread and travel quickly around the classroom.

4. Have students create germs out of art materials. They can use their thumb print and a marker to create germs. You may also choose to provide a wide variety of interesting creative materials to engage students in an ADST and Arts Education Cross-Curricular experience. Have each student create 6-10 germs. Here is an example of what the germs could look like:



#### Applied Design Skills & Technology

The ADST curriculum is an experiential, hands-on program of learning through design and creation. Did you know in the primary grades the ADST curriculum does not specify content, but rather draws on grade-level content from other areas of learning to create learning standards that provide students with cross-curricular opportunities?

You may want to engage students in the ADST process and create a cross-curricular experience for your students. This activity provides the perfect opportunity to explicitly engage your students in *Ideating*, *Making*, and *Sharing* while using tools and technologies such as art materials, recycled materials, scissors, etc.

5. Have students cut the germs out, leaving white paper around the germs.

6. Invite students to move around the room taping their germs on the items and things they often touch or have touched in the last several days.

7. Engage the class in discussion about the germs that they have placed around the classroom. Ask questions such as:

What do you notice about the germs in our classroom?

Why do you think we have so many germs on the door handle? You will want to point out the high touch surfaces.

8. On a piece of chart paper, brainstorm with students the times during the school day when it would important to wash your hands. Please see the chart below for the times that students should be washing their hands. Be sure to cover all of the important times students should be washing their hands throughout the school day. Engage students in discussion as to why these times are important to wash their hands. For example:

When do we need to be washing our hands to ensure we stay healthy?

Why do you think it is important that we wash our hands before eating our lunch?

Why do you think it is important that we wash our hands after playing Lego or playing with our friends?

Make sure to add and discuss any of the important times that students should wash their hands from the list below:

I wash my hands:
○ When I enter the school.
○ When my hands are dirty.
○ After using the washroom.
○ Before eating
○ After sneezing or coughing.
○ After playing outside.
○ After sharing materials.
○ After playing with friends.

When students should wash their hands	When staff should wash their hands
<ul style="list-style-type: none"> <li>● Before and after any transitions within the school setting (e.g. to another classroom, indoor-outdoor transitions)</li> <li>● Whenever hands are visibly dirty</li> <li>● After using the washroom</li> <li>● Before and after eating and drinking</li> <li>● After sneezing or coughing into hands</li> <li>● After playing outside</li> </ul>	<ul style="list-style-type: none"> <li>● Before and after any transitions within the school setting (e.g. to another classroom, indoor-outdoor transitions)</li> <li>● Whenever hands are visibly dirty</li> <li>● After using the washroom</li> <li>● Before eating and drinking</li> <li>● After sneezing or coughing into hands</li> <li>● Before handling food or assisting students with eating</li> <li>● After contact with body fluids (i.e., runny noses, spit, vomit, blood)</li> <li>● After cleaning tasks</li> <li>● After removing gloves</li> <li>● After handling garbage</li> </ul>

## Assessment

**Student Self-Assessment:** Engage students in self-assessment of the Personal Social Core Competency. Below are some template examples that you may wish to try. You will find these and additional templates attached.

**Core Competency Self-Assessment**  
Personal Awareness & Responsibility: Well-Being

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

**PS**

**I do my part to take care of myself and others.**

I wash my hands:

- When I enter the school.
- When my hands are dirty.
- After using the washroom.
- Before eating
- After sneezing or coughing.
- After playing outside.
- After sharing materials.
- After playing with friends.

This looks like...

Yukon

**Core Competency Self-Assessment**  
Personal Awareness & Responsibility: Well-Being

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

**PS**

**I do my part to keep myself healthy and safe.**

I show this when:

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

This looks like...

Yukon

## Possible Cross-Curricular Connections & Extension Activities

This lesson offers many opportunities for an integrated cross-curricular experience for students. Educators are encouraged to explore and develop cross-curricular activities and connections for their students. Some ideas for cross-curricular connections:

### Applied Design Skills and Technologies

Please see the ADST box beside the germ art example on how to integrate ADST into this lesson.

### English Language Arts

Have some creative fun! Give your germs names, tell or write a story about your germ, have students show and share what they created with the whole classroom, create a class big-book of germs. Do quick search of *Germ Poetry* and recite some fun poems together as a class as part of the shared reading component of your Balanced Literacy Program.

### Arts Education

The germ art activity can be connected to the Arts Education Curriculum. The Big Ideas: Engagement in the arts creates opportunities for inquiry through purposeful play and students connect to others and share ideas through the arts. Curricular Competencies: Exploring and Creating.

## **Learning Activity 2: I do my part to keep myself and others healthy and safe when I wash my hands well.**

### **Physical and Health Education**

Students will be able to demonstrate how to wash their hands well. In this lesson, students learn the six steps for handwashing and understand why it is important. Students will practice washing their hands and be able to communicate how they can do their part to keep themselves and others safe.

#### **Materials and Resources Required:**

One pair of disposable gloves (optional for the educator)

Paint

Province of British Columbia: Hand Washing Video [https://youtu.be/bK\\_B0ED5BAE](https://youtu.be/bK_B0ED5BAE)

Government of Yukon: Wash Your Hands Poster [https://yukon.ca/sites/yukon.ca/files/hss/hss-imgs/covid\\_handwashing\\_web.pdf](https://yukon.ca/sites/yukon.ca/files/hss/hss-imgs/covid_handwashing_web.pdf)

Sink

Soap

Water

Paper Towel

#### **Observing and Supporting Learning:**

1. To activate prior knowledge, review with students when and why it is important to wash their hands, which was explored in the previous lesson. Some questions you may wish to ask students:

When do we need to wash our hands?

Why do we need to wash our hands?

What did we learn from our germ activity?

What can we do to prevent germs from going into our body?

2. Watch the handwashing video with students, by Be Prepared British Columbia: [https://youtu.be/bK\\_B0ED5BAE](https://youtu.be/bK_B0ED5BAE)



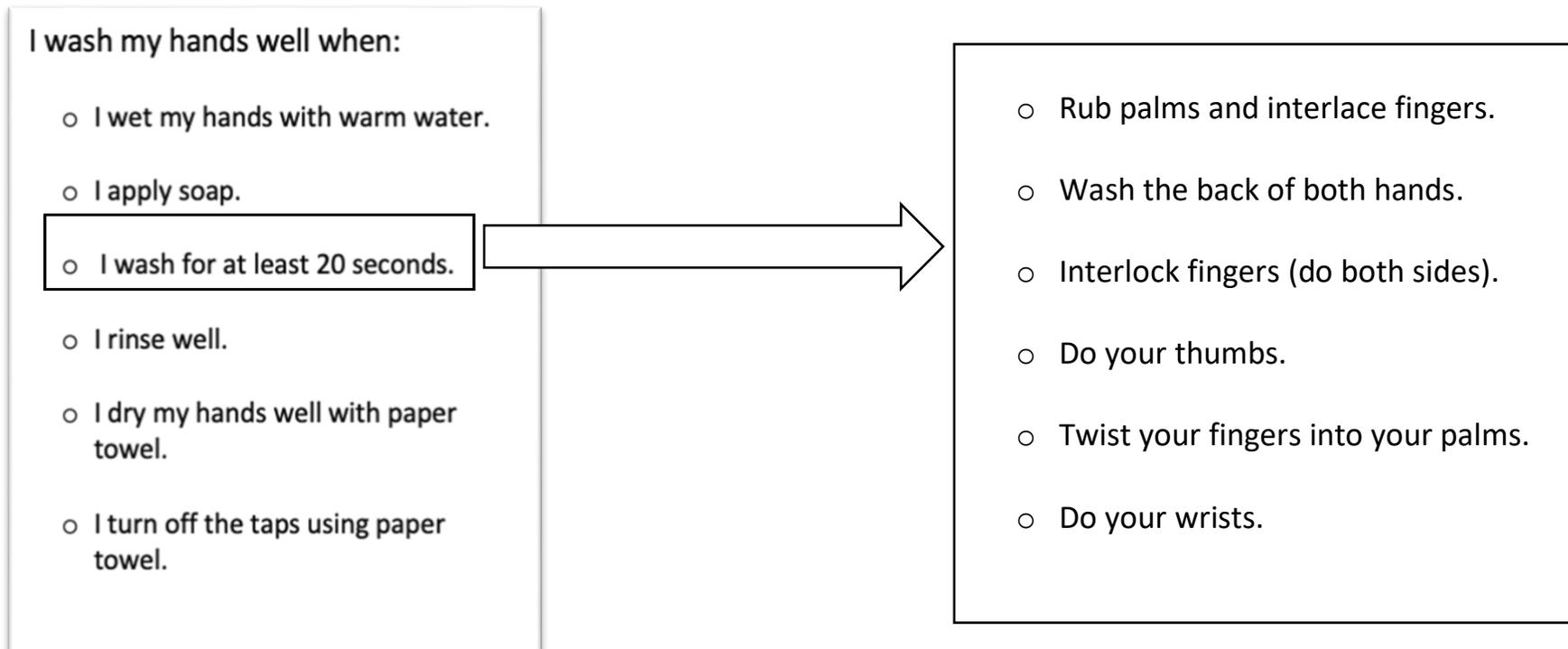
3. Demonstrate and practice with students how to wash your hands well follow the six steps below, as outlined in the video. You can demonstrate with gloves and paint. Have students practice along with you. (They do not need to practice with paint as they will have the opportunity to use paint in the next learning activity.) Practice humming happy birthday twice, show what counting out twenty seconds sounds like, or recite the ABC song.

You will need to practice this process with them as a whole-group multiple times:

- Rub palms and interlace fingers.
- Wash the back of both hands
- Interlock fingers (make sure to do both sides).
- Do your thumbs.
- Twist your fingers into your palms.
- Do your wrists.

This process should take at least 20 seconds, which is long enough to recite the ABC song or to hum the Happy Birthday song twice.

4. Below you will find the steps needed to wash your hands well. You will want to have each student individually demonstrate these steps at a sink using soap, water, and paper towel.





### Assessment

Student Self-Assessment: Engage students in self-assessment of the Personal Social Core Competency. Below are some template examples that you may wish to try. You will find these and additional templates attached.

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

**Core Competency Self-Assessment**  
**Personal Awareness & Responsibility: Well-Being**

**PS**

**I do my part to take care of myself and others when I wash my hands well.**

<p>I wash my hands well when:</p> <ul style="list-style-type: none"> <li><input type="radio"/> I wet my hands with warm water.</li> <li><input type="radio"/> I apply soap.</li> <li><input type="radio"/> I wash for at least 20 seconds.</li> <li><input type="radio"/> I rinse well.</li> <li><input type="radio"/> I dry my hands well with paper towel.</li> <li><input type="radio"/> I turn off the taps using paper towel.</li> </ul>	<p>This looks like...</p>
---	---------------------------

**Yukon**

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

**Core Competency Self-Assessment**  
**Personal Awareness & Responsibility: Well-Being**

**PS**

**I do my part to keep myself healthy and safe when I wash my hands well.**

<p>I wash my hands well when:</p> <ul style="list-style-type: none"> <li><input type="radio"/> I wet my hands with warm water.</li> <li><input type="radio"/> I apply soap.</li> <li><input type="radio"/> I wash for at least 20 seconds.</li> <li><input type="radio"/> I rinse well.</li> <li><input type="radio"/> I dry my hands well with paper towel.</li> <li><input type="radio"/> I turn off the taps using paper towel.</li> </ul>	<p>This looks like...</p>
---	---------------------------

**Yukon**

Student Observation: Observe students as they wash their hands to ensure they can demonstrate the ability to wash their hands well. During this observation you can ask them questions to check for understanding such as, *why is washing your hands important and helpful?* This will ensure understanding that when they wash their hands they are being helpful and doing their part to keep themselves and others safe.

### **Possible Cross-Curricular Connections & Extension Activities**

This lesson offers many opportunities for an integrated cross-curricular experience for students. Educators are encouraged to explore and develop cross-curricular activities and connections for their students. Some ideas for cross-curricular connections:

#### English Language Arts

**Create and Communicate:** Have students make an instructional hand washing video to share with their families. Have students describe why and when they need to wash their hands. Have a *show and share* about the steps needed to wash their hands well. Uploaded the video to Fresh Grade to communicate student learning and foster a home-school connection.

**Learning Activity 3: When I wash my hands, I take care of myself and I take care of others.**

**We can work together to keep each other healthy and safe.**

**Health and Physical Education**

Students participate in a group activity to make a classroom handprint mural of belonging. During this activity students will demonstrate proper hand hygiene and will be able to communicate why handwashing is important. Together the group will create a classroom mural as a reminder that it takes each person to do their part to keep each other healthy and safe.

Examples of possible Classroom Belonging Murals to create with your group students:



You may wish to include: Student names on the handprints and a title such as: I Do My Part to Take Care of Myself and Others

I  PS Do My Part to Take Care of Myself & Others



**Materials and Resources Required:**

Paint  
Large Sheet of Paper (to create a classroom mural)  
White Paper  
Scissors  
Glue  
Soap  
Water  
Sink

**Observing and Supporting Learning:**

1. Re-watch the handwashing video with students, by Be Prepared British Columbia: [https://youtu.be/bK\\_BOED5BAE](https://youtu.be/bK_BOED5BAE)



2. Explain that each student will have an opportunity to wash their hands with paint and demonstrate that they can do the six steps for proper handwashing.
3. Provide each student with paint and white paper. After they wash their hands with paint, have them make a handprint. You may choose just to have students make a handprint with paint and practice washing their hands only with soap and water, depending on the classroom set-up.
4. Have students cut out their hand a add it to the classroom mural.
5. After all students have contributed to the classroom mural, have a class discussion about why it is important for all students to do their part by washing their hands well and at the important times during the school day. Discuss why it important to take care of ourselves and others.

## Assessment

Student Self-Assessment: Engage students in self-assessment of Personal Social Core Competency. Below is an example that you may wish to try. You will find additional templates attached.

The form is titled "Core Competency Self-Assessment" and "Personal Awareness & Responsibility: Well-Being". It includes a green triangle logo with "PS" inside. There are fields for "Name:" and "Date:". The main text reads "I do my part to take care of myself and others." Below this, there is a section "I show this when:" with six horizontal lines for writing. To the right of this section is a large, teardrop-shaped graphic with the text "This looks like..." next to it. The Yukon logo is in the bottom right corner.

Core Competency Self-Assessment  
Personal Awareness & Responsibility: Well-Being

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

I do my part to take care of myself and others.

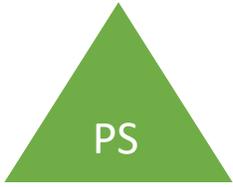
I show this when:

This looks like...

Yukon

## Possible Cross-Curricular Connections & Extension Activities

This lesson offers many opportunities for an integrated cross-curricular experience for students. Educators are encouraged to explore and develop cross-curricular activities and connections for their students.



**Core Competency Self-Assessment**  
**Personal Awareness & Responsibility: Well-Being**

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

Date: \_\_\_\_\_

**I show responsibility for my health and well-being.**

I show this when:

---

---

---

---

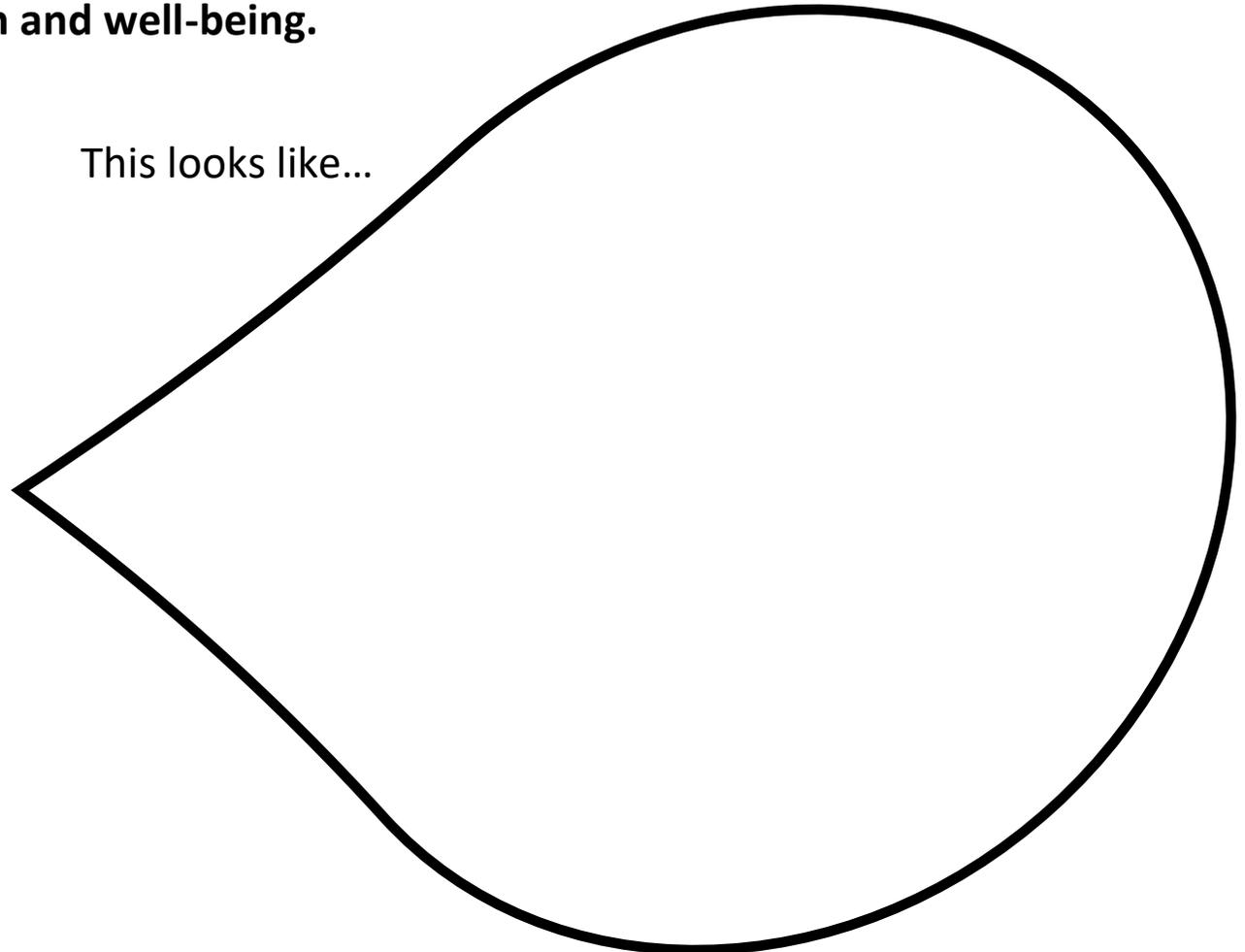
---

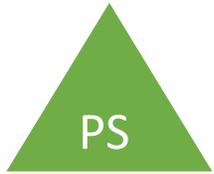
---

---

---

This looks like...





**Core Competency Self-Assessment**  
**Personal Awareness & Responsibility: Well-Being**

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

Date: \_\_\_\_\_

**I do my part to keep myself healthy and safe.**

I show this when:

---

---

---

---

---

---

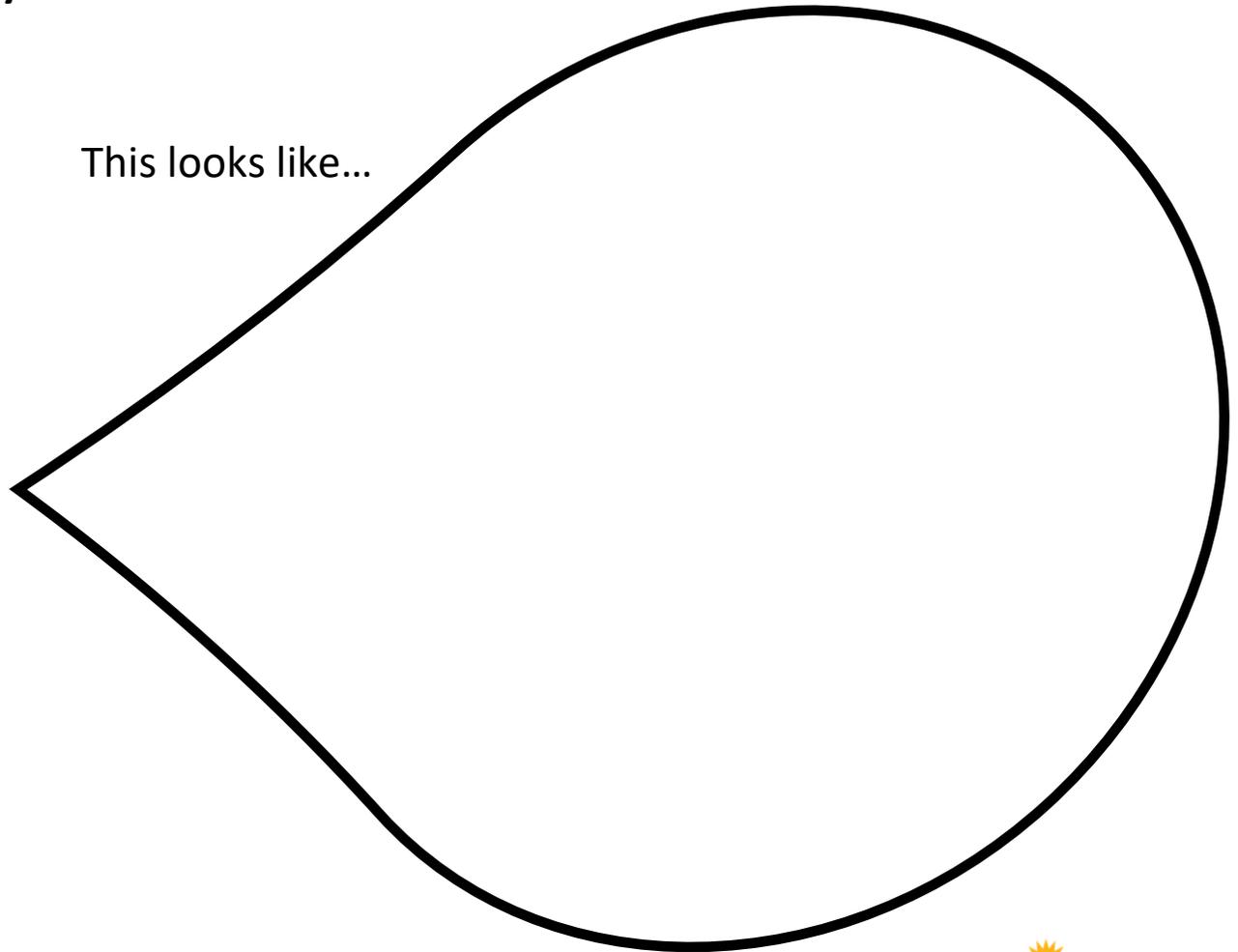
---

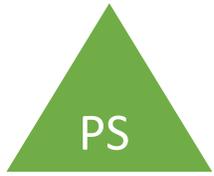
---

---

---

This looks like...





**Core Competency Self-Assessment**  
**Personal Awareness & Responsibility: Well-Being**

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

Date: \_\_\_\_\_

**I do my part to take care of myself and others.**

I show this when:

---

---

---

---

---

---

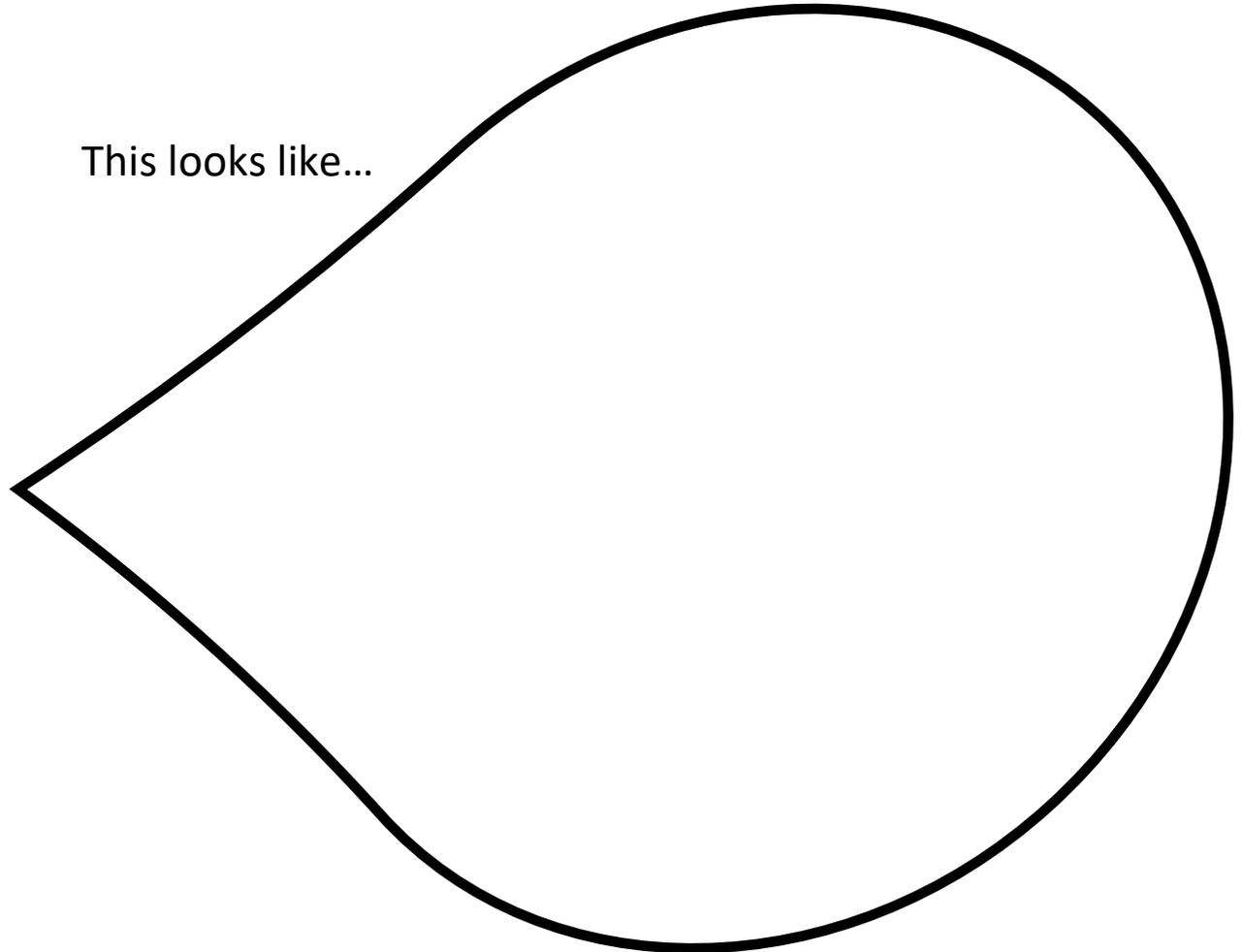
---

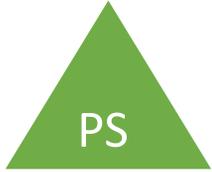
---

---

---

This looks like...





**Core Competency Self-Assessment**  
**Personal Awareness & Responsibility: Well-Being**

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

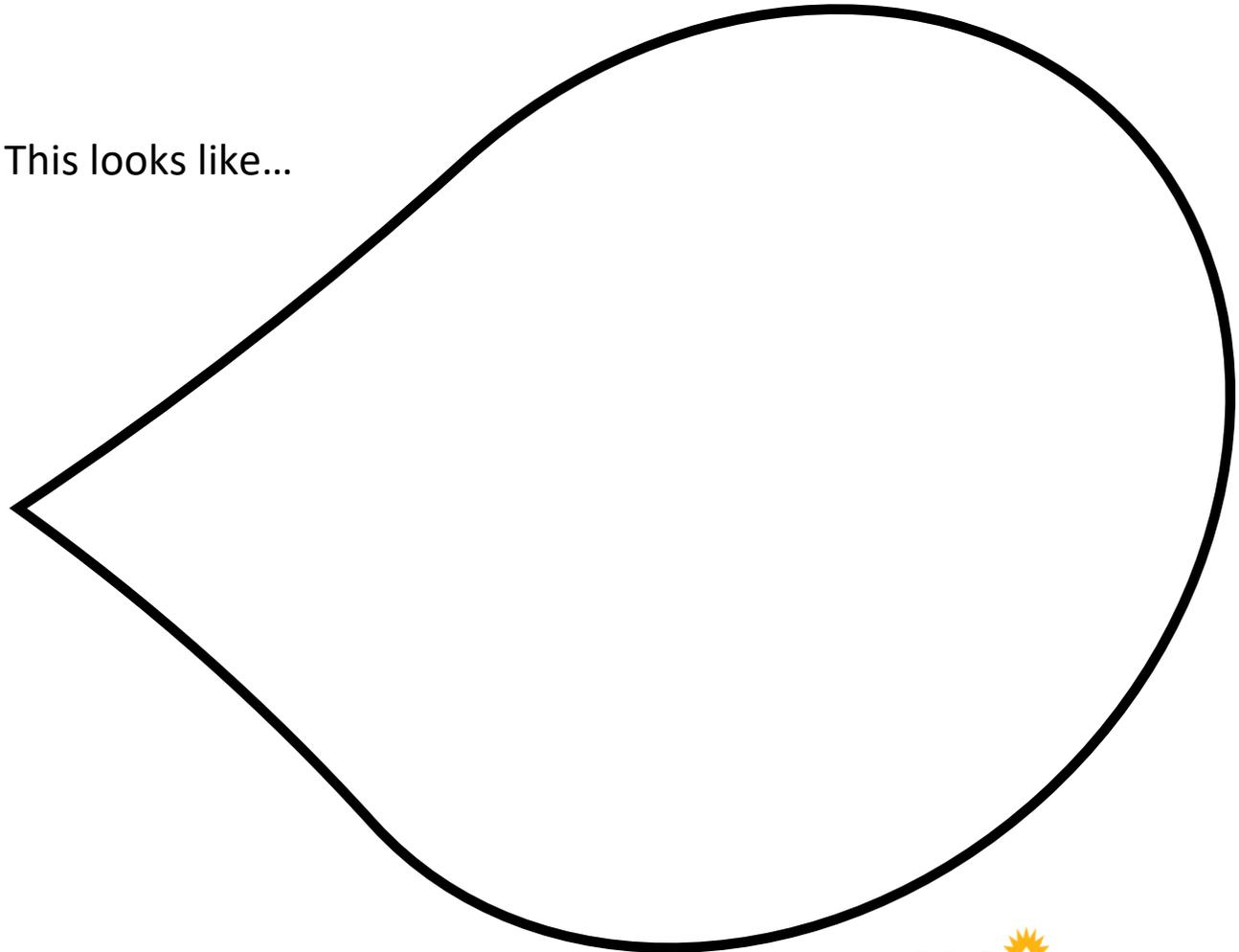
Date: \_\_\_\_\_

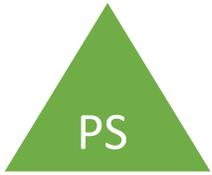
**I do my part to take care of myself and others.**

I wash my hands:

- When I enter the school.
- When my hands are dirty.
- After using the washroom.
- Before eating.
- After sneezing or coughing.
- After playing outside.
- After sharing materials.
- After playing with friends.

This looks like...





**Core Competency Self-Assessment**  
**Personal Awareness & Responsibility: Well-Being**

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

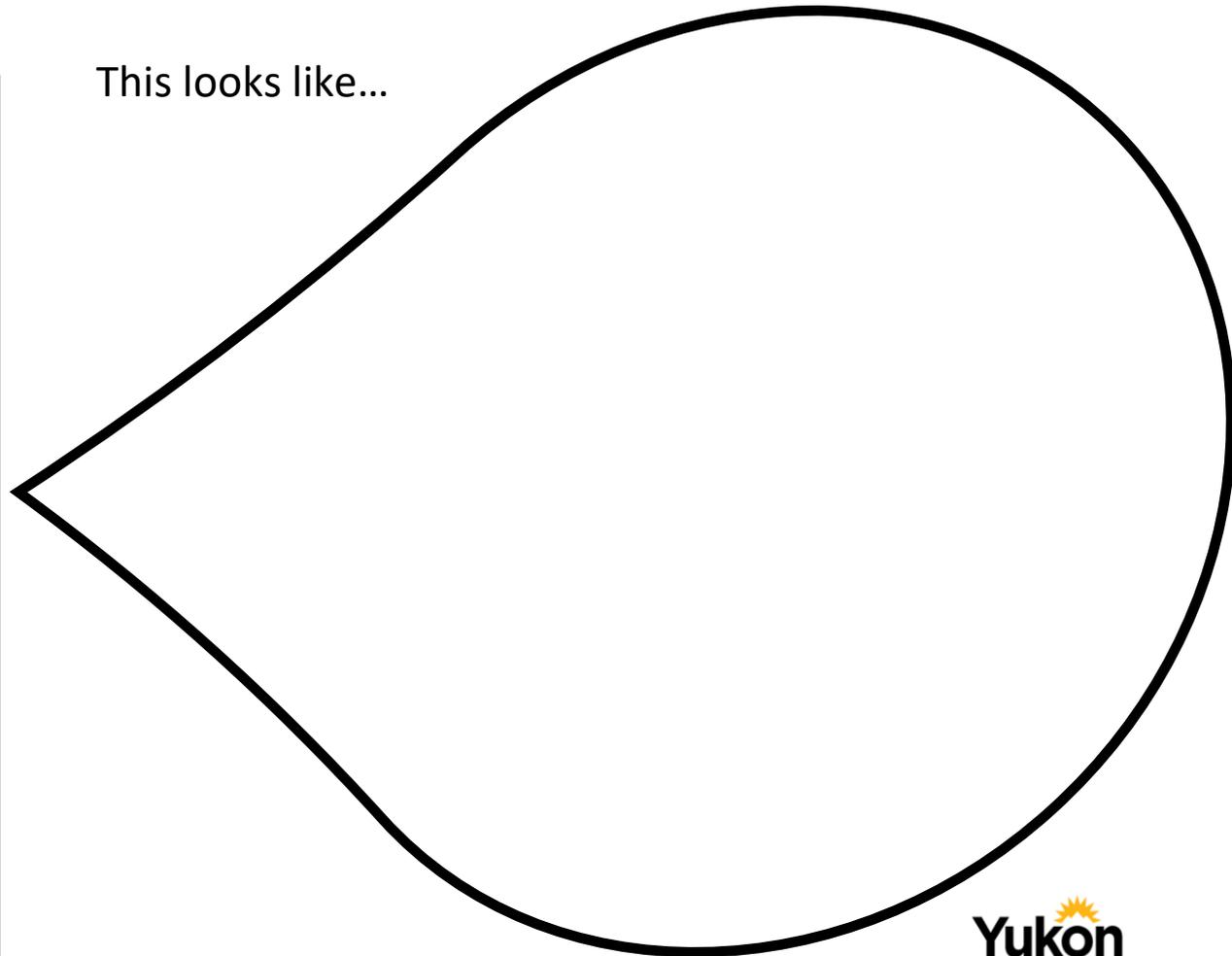
Date: \_\_\_\_\_

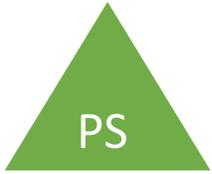
**I do my part to keep myself healthy and safe when I wash my hands well.**

I wash my hands well when:

- I wet my hands with warm water.
- I apply soap.
- I wash for at least 20 seconds.
- I rinse well.
- I dry my hands well with paper towel.
- I turn off the taps using paper towel.

This looks like...





**Core Competency Self-Assessment**  
**Personal Awareness & Responsibility: Well-Being**

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

Date: \_\_\_\_\_

**I do my part to take care of myself and others when I wash my hands well.**

I wash my hands well when:

- I wet my hands with warm water.
- I apply soap.
- I wash for at least 20 seconds.
- I rinse well.
- I dry my hands well with paper towel.
- I turn off the taps using paper towel.

This looks like...

