

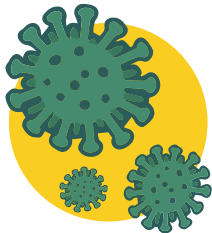
FLU VACCINE: GET THE FACTS

..... Your Best Protection Against Flu

Millions of people get the flu every year, hundreds of thousands of people are hospitalized, and thousands or tens of thousands of people die.

The Centers for Disease Control and Prevention (CDC), public health professionals, and our practice recommend that everyone 6 months of age and older should get a flu vaccine every year. Flu vaccination can reduce flu illnesses, doctors' visits, and missed work and school due to flu, as well as prevent serious flu complications that can result in hospitalization and even death.^{1,2} CDC estimates that during the 2016–2017 flu season, **flu vaccination prevented an estimated 5.3 million flu illnesses, 2.6 million flu medical visits, and 85,000 flu hospitalizations.**³

..... Flu Vaccine Reduces Your Risk of Flu



A flu vaccine is the best way to help prevent flu and its potentially serious complications. Remember that flu vaccine not only protects you, but it also can help protect those around you.

30-60%

During recent seasons, flu vaccine has reduced the risk of flu illness in vaccinated people by between 30% and 60%.^(4,5) A 2017 study was the first of its kind to show that flu vaccination can significantly reduce a child's risk of dying from influenza.



While some people who get a flu vaccine still get sick, vaccination can make their illness less severe. Two studies among hospitalized flu patients showed that flu vaccination reduced intensive care unit admissions and duration of hospitalization.

..... Flu Vaccination Especially Important for Some

Flu vaccination is especially important for people who are at high risk of developing serious complications from flu, including adults 65 and older, children younger than 5 years, pregnant women, and people with certain chronic health conditions, such as diabetes, heart disease, and asthma.

..... Proven Safety Record

For more than 50 years, **hundreds of millions of Americans have safely received seasonal flu vaccines** and there has been extensive research supporting its safety.⁷ **Side effects from flu vaccination are generally mild,** especially when compared to symptoms of flu.⁷

Talk to someone in our office about getting a flu vaccine this fall. Our staff is ready to answer your questions.

Visit www.cdc.gov/flu for more information.

1. <https://www.cdc.gov/flu/spotlights/vaccine-reduces-severe-outcomes.htm>
2. <https://www.cdc.gov/media/releases/2017/p0403-flu-vaccine.html>
3. <https://www.cdc.gov/flu/about/disease/2016-17.htm>
4. <https://www.cdc.gov/flu/professionals/vaccination/effectiveness-studies.htm>
5. <https://www.cdc.gov/flu/about/qa/vaccineeffect.htm>
6. <https://www.cdc.gov/flu/prevent/vaccine-benefits.htm>
7. <https://www.cdc.gov/flu/protect/vaccine/general.htm>

FIGHT FLU

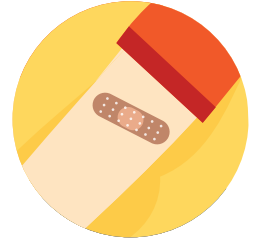


Last Updated AUGUST 2018



The Flu:

A Guide for Parents



Influenza (also known as flu) is a contagious respiratory illness caused by influenza viruses that infect the nose, throat and lungs. Flu is different from a cold, and usually comes on suddenly. Each year flu viruses cause millions of illnesses, hundreds of thousands of hospital stays and thousands or tens of thousands of deaths in the United States.

Flu can be very dangerous for children. CDC estimates that between 6,000 and 26,000 children younger than 5 years have been hospitalized each year in the United States because of influenza. The flu vaccine is safe and helps protect children from flu.

What parents should know

How serious is flu?

While flu illness can vary from mild to severe, children often need medical care because of flu. Children younger than 5 years and children of any age with certain long-term health problems are at high risk of flu complications like pneumonia, bronchitis, sinus and ear infections. Some health problems that are known to make children more vulnerable to flu include asthma, diabetes and disorders of the brain or nervous system.

How does flu spread?

Flu viruses are thought to spread mainly by droplets made when someone with flu coughs, sneezes or talks. These droplets can land in the mouths or noses of people nearby. A person also can get flu by touching something that has flu virus on it and then touching their mouth, eyes, or nose.

What are flu symptoms?

Flu symptoms can include fever, cough, sore throat, runny or stuffy nose, body aches, headache, chills, feeling tired and sometimes vomiting and diarrhea (more common in children than adults). Some people with the flu will not have a fever.



Protect your child

How can I protect my child from flu?

The first and best way to protect against flu is to get a yearly flu vaccine for yourself and your child.

- Flu vaccination is recommended for everyone 6 months and older every year. Flu shots and nasal spray flu vaccines are both options for vaccination.
- It's especially important that young children and children with certain long-term health problems get vaccinated.
- Caregivers of children at high risk of flu complications should get a flu vaccine. (Babies younger than 6 months are at high risk for serious flu complications, but too young to get a flu vaccine.)
- Pregnant women should get a flu vaccine to protect themselves and their baby from flu. Research shows that flu vaccination protects the baby from flu for several months after birth.
- Flu viruses are constantly changing and so flu vaccines are updated often to protect against the flu viruses that research indicates are most likely to cause illness during the upcoming flu season.

Is flu vaccine safe?

Flu vaccines are made using strict safety and production measures. Millions of people have safely received flu vaccines for decades. Flu shots and nasal spray flu vaccines are both options for vaccination. Different types of flu vaccines are licensed for different ages. Each person should get one that is appropriate for their age. CDC and the American Academy of Pediatrics recommend an annual flu vaccine for all children 6 months and older.

What are the benefits of getting a flu vaccine?

- **A flu vaccine can keep you and your child from getting sick.** When vaccine viruses and circulating viruses are matched, flu vaccination has been shown to reduce the risk of getting sick with flu by about half.
- **Flu vaccines can keep your child from being hospitalized from flu.** One recent study showed that flu vaccine reduced children's risk of flu-related pediatric intensive care unit admission by 74%.

- **Flu vaccine can prevent your child from dying from flu.**

A study using data from recent flu seasons found that flu vaccine reduced the risk of flu-associated death by half among children with high risk medical conditions and by nearly two-thirds among children without medical conditions.

- **Flu vaccination also may make your illness milder if you do get sick.**

- **Getting yourself and your child vaccinated also can protect others** who may be more vulnerable to serious flu illness, like babies and young children, older people, and people with certain long-term health problems.

What are some other ways I can protect my child against flu?

In addition to getting a flu vaccine, you and your child should take everyday actions to help prevent the spread of germs.

Stay away from people who are sick as much as possible to keep from getting sick yourself. If you or your child are sick, avoid others as much as possible to keep from infecting them. Also, remember to regularly cover your coughs and sneezes, wash your hands often, avoid touching your eyes, nose and mouth, and clean surfaces that may be contaminated with flu viruses. These everyday actions can help reduce your chances of getting sick and prevent the spread of germs to others if you are sick. However, a yearly flu vaccine is the best way to prevent flu illness.

If your child is sick

What can I do if my child gets sick?

Talk to your doctor early if you are worried about your child's illness.

Make sure your child gets plenty of rest and drinks enough fluids.

If your child is 5 years or older and does not have a long-term health problems and gets flu symptoms, including a fever and/or cough, consult your doctor as needed.

Children younger than 5 years of age – especially those younger than 2 years – and children with certain long-term health problems (including asthma, diabetes and disorders of the brain or nervous system), are at high risk of serious flu complications. Call your doctor or take your child to the doctor right away if they develop flu symptoms.

What if my child seems very sick?

Even healthy children can get very sick from flu. If your child is experiencing the following emergency warning signs, you should go to the emergency room:

- Fast breathing or trouble breathing
- Bluish or gray skin color

- Not drinking enough fluids (not going to the bathroom or not making as much urine as they normally do)
- Severe or persistent vomiting
- Not waking up or not interacting
- Being so irritable that the child does not want to be held
- Flu symptoms improve, but then return with fever and worse cough
- Fever with rash



Is there a medicine to treat flu?

Yes. Antiviral drugs are prescription medicines that can be used to treat flu illness. They can shorten your illness and make it milder, and they can prevent serious complications that could result in a hospital stay. Antivirals work best when started during the first 2 days of illness. Antiviral drugs are recommended to treat flu in people who are very sick (for example, people who are in the hospital) or people who are at high risk of serious flu complications who get flu symptoms. Antivirals can be given to children and pregnant women.

How long can a sick person spread flu to others?

People with flu may be able to infect others from 1 day before getting sick to up to 5 to 7 days after. Severely ill people or young children may be able to spread the flu longer, especially if they still have symptoms.

Can my child go to school, day care, or camp if he or she is sick?

No. Your child should stay home to rest and to avoid spreading flu to other children or caregivers.

When can my child go back to school after having flu?

Keep your child home from school, day care, or camp for at least 24 hours after their fever is gone. (The fever should be gone without the use of a fever-reducing medicine.) A fever is defined as 100°F (37.8°C) or higher.

For more information, visit

www.cdc.gov/flu

or call 800-CDC-INFO



**U.S. Department of
Health and Human Services**
Centers for Disease
Control and Prevention

Stay one step ahead of the flu

There are steps you can take to help protect yourself and others from the flu. If you or someone you love does get sick, use this checklist to help identify and understand the symptoms. Plus, learn effective at-home treatment remedies and know when to seek further care. **Talk to your healthcare professional if you have any questions or concerns.**

Step 1: Prevent



Wash hands often and thoroughly (for at least 20 seconds), especially after being in public places. This will help keep germs from spreading



Avoid close contact with those who are already sick



Don't touch your eyes, nose, and mouth—these are places viruses can enter the body



Keep your immune system strong by exercising daily, eating healthy, and getting the proper amount of sleep



Disinfect surfaces frequently, especially high-contact areas like bathrooms, work spaces, and cell phones



Get the flu vaccination—it's not too late! The CDC recommends annual flu vaccinations for everyone 6 months and older, unless contraindicated



Avoid sharing food, drinks, utensils, and personal items

Step 2: Identify

If you check any of the boxes below, you or your child may have the flu. The chance of having the flu is higher if any of these symptoms came on suddenly.

☐ Fever*

☐ Stuffy or runny nose

☐ Extreme fatigue

☐ Sore throat

☐ Sneezing or watery eyes

☐ Chills

☐ Dry cough

☐ Headache

☐ Nausea

☐ Body aches, especially in the arms, legs, and back

☐ Loss of appetite
(more common in children)

☐ Vomiting or diarrhea
(more common in children)

**Not everyone with flu will have a fever. If you experience any of these symptoms without fever, you still may have the flu.*



Find dosage charts, quizzes, and videos at **GetReliefResponsibly.com**

Get Relief Responsibly®

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Step 3: Treat

Caring for KIDS

- ✓ **Keep your child home from daycare or school and resting** until their symptoms go away, plus an additional 24 hours after their fever breaks
- ✓ **Give your child lots of fluids** to help prevent dehydration. If they refuse, try a popsicle. For babies, use extra formula or milk throughout the day
- ✓ **Use saline (salt) water nose drops or a humidifier** to help loosen congestion and clear a stuffy nose. For babies, use a suction bulb after using drops to help remove mucus
- ✓ **Soothe a cough or sore throat** with warm liquids. Consider honey if your child is older than 1 year
- ✓ **Dress your child in layers** so you can easily add or remove clothing, since they may have chills or fever

When to call a healthcare professional

- ☐ A fever that won't get better even though your child is taking medicine
- ☐ Unusually tired or fussy
- ☐ Acting abnormal, like refusing to eat or crying often
- ☐ Holding their ears or stomach
- ☐ Wheezing
- ☐ No signs of improvement. Flu symptoms typically improve significantly in one week or less
- ☐ Their symptoms get better and then come back or change
- ☐ Has another condition, like lung disease, diabetes, or asthma
- ☐ If your child is UNDER 3 months (12 weeks), call a healthcare professional at the first sign of flu-like symptoms

Caring for ADULTS

- ✓ **Stay at home and rest** until your symptoms go away, plus an additional 24 hours after your fever breaks
- ✓ **Drink lots of fluids** to help prevent dehydration
- ✓ **Use saline (salt) water nose drops or a humidifier** to help loosen congestion and clear a stuffy nose
- ✓ **Soothe a cough or sore throat** with warm liquids, a throat lozenge, or honey
- ✓ **Dress in layers** so you can easily add or remove clothing, since you may have chills or fever
- ✓ **Stop smoking and avoid alcohol**—these habits can make symptoms worse

When to call a healthcare professional

- ☐ A fever that won't get better even though you're taking medicine
- ☐ A cough that disrupts your sleep
- ☐ Face pain caused by a sinus infection
- ☐ Chest pain
- ☐ Shortness of breath
- ☐ No signs of improvement. Flu symptoms typically improve significantly in one week or less
- ☐ Your symptoms get better and then come back or change
- ☐ You are at high risk for complications because you have certain health conditions, are pregnant, or are age 65 or older

Use an over-the-counter (OTC) analgesic that's appropriate for you or your child's symptoms.

Remember, check every medicine label and take **ONLY 1** medicine that contains the same kind of active ingredient at a time.

An FDA-approved medicine used to treat the flu may be recommended.

Antibiotics won't work for the flu virus, but flu symptoms may lead to a bacterial infection, like bronchitis, sinusitis, ear infections, or pneumonia. These conditions may require an antibiotic.

You know your body and child best.

Contact a healthcare professional or seek emergency medical help if any symptom is causing concern.

Staying Healthy Every Day

When both grown-ups and children practice some simple, everyday actions, it helps lead to staying healthy and keeping germs away. Try these simple tips during your everyday routines to help keep the whole family healthy and strong.



Wash Your Hands

- * Wash your hands often for at least 20 seconds — especially after coughing or sneezing, after playing outside, before eating, and after using the bathroom. Washing gets rid of germs that might make children sick. Make sure that children can easily reach the sink, soap, and towels, and that grown-ups are washing their hands as well.

Try this! Use a special song such as “Twinkle, Twinkle, Little Star” to help you remember how long to wash your hands.

Cover Your Cough or Sneeze

- * Cover your mouth and nose with a tissue when coughing or sneezing. Throw out the tissue in a wastebasket after using it. If you don’t have a tissue, do not use your hand to cough or sneeze into. Instead, cough or sneeze into the bend of your arm or into the upper sleeve of your shirt. Practice with your child a couple of times to be prepared and get the hang of it.

Try this! Your child might also need to learn how to use tissues properly. You can reinforce this good habit by

- Keeping tissues where children can easily see them and reach them.
- Encouraging children to wipe their noses with a tissue when necessary, and helping them do so.
- Guiding them to throw away tissues promptly in the garbage, and then to wash their hands.

Soap Up!

Show children how to wash their hands well with soap and water by washing yours at the same time. Together, wash for at least 20 seconds, and make sure you clean all parts of the hands. Try singing “Twinkle, Twinkle, Little Star,” and keep scrubbing until you’re done! Then color Elmo as he gets clean by washing his hands.

Post it by the sink the finished picture by the sink as a reminder to always wash your hands after coughing or sneezing, after playing outside, before eating, and after going to the bathroom.



How to Wash Your Hands

Cut out the cards below, and invite children to describe what they see happening in each picture. Then have children work together to sequence the steps in order. After, have children practice the steps by washing their hands. If a sink is not available, they can act out the motions of hand washing.

Wet your hands under running water.



Use soap, and scrub your hands together — inside, outside, and in between!



Rinse your hands under running water.



Dry your hands with a clean towel.



Be A Germ Stopper!

This program includes bilingual activities to help kids stay healthy at school and at home.

Dear Educator,

Did you know that children miss almost 22 million school days every year because of the common cold? When students practice healthy habits, they miss less school. (The same is true for teachers!) Raising awareness of good health practices in your classroom will make it a healthier place for everyone.

This teaching kit is designed to meet national health and science standards while helping your students learn about ways that good and bad germs can affect them, as well as how to make good choices to keep their bodies strong. This free program is brought to you by the makers of Children's Tylenol® and the award-winning curriculum specialists at Young Minds Inspired (YMI).

Because this issue is so important to parents, we have provided a bilingual tearpad with tips to help parents protect their kids from germs.

Parents also can find important information at www.tylenol.com and www.tylenolespanol.com.

Each of the three activity masters in this program is also printed in Spanish on the reverse side. The activities teach students how to prevent illness and include take-home components to help the whole family learn about proper hand-washing and other healthy practices.

These materials are copyrighted, however, you may make as many photocopies as you need or to share with your fellow educators. You can also download a free pdf version at www.ymiteacher.com/ymigermstoppers.htm. As a former teacher, I am confident that you will find these materials valuable in keeping kids in and germs out of the classroom!



Joel Ehrlich
President and former teacher

NATIONAL EDUCATION STANDARDS: First Grade Science/Health

Activity 1	The Good, The Bad and The Ugly	Understanding how cold germs are transmitted
Activity 2	How Can I Stay Healthy?	Comparing behaviors that are safe to those that are risky or harmful
Activity 3	A "Bug's" Tale	Practicing ability to follow health-enhancing behaviors
Poster	Be A Germ Stopper!	Students taking responsibility for their own health

YMI is the only company developing free, creative and innovative classroom materials that is owned and directed by award-winning former teachers. All YMI teaching materials are pre-certified and approved by our exclusive Educational Advisory Board. E-mail us at feedback@ymiclassroom.com or visit our Web site at www.ymiteacher.com to send feedback and download more free programs.

Target Audience

These materials are designed for students in first grade. Adapt them to meet the needs and abilities of your students.

Program Objectives

- To teach students about “good” and “bad” germs, and methods to prevent the spread of “bad” germs
- To reinforce good hand-washing techniques, which are key for good health
- To encourage germ-prevention habits for the whole family and an awareness of how to combat illness when it strikes
- To foster reading, sequencing, writing, and classroom interaction skills

Program Components

- This four-page teacher's guide
- Three reproducible student activity masters, each containing a take-home component students can complete with their families. **Side two of each master is in Spanish.** Photocopy the appropriate side for your students.
- An important **bilingual tearpad** for parents with additional germ-prevention information and a valuable coupon for Children's Tylenol
- A wall poster to remind students about proper hand washing
- A reply card for your important feedback

How To Use This Guide

Photocopy each student master and distribute one copy per student. Use the classroom portion in class and send the take-home portion home with students. **When you begin the activities, give each student one sheet from the tearpad to take home.**



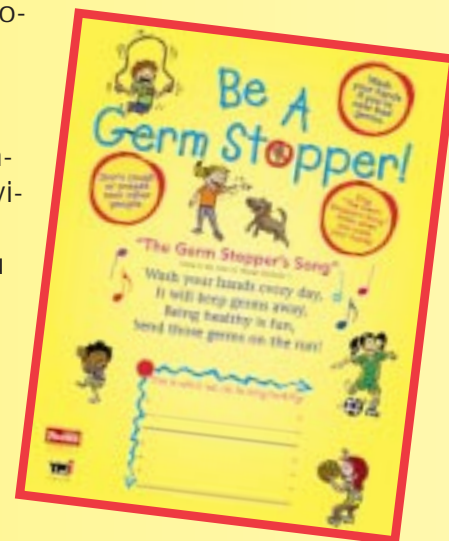
How To Use the Poster

Display the poster (near a sink in your classroom if applicable), and introduce it as described in the instructions for **Part B of Activity 2**.

Practice singing “The Germ Stopper’s Song” (sung twice to the tune of “Happy Birthday”) as often

as is appropriate, and

use the CD to help students learn the lyrics. At the conclusion of these activities, take dictation from students as you write in their tips for staying healthy. Keep the poster on display for student reference and to list additional ideas.



Resources

- ✓ The Children's Tylenol sites can help with questions that arise when kids get sick: www.tylenol.com and www.tylenolespanol.com
- ✓ Centers for Disease Control and Prevention (CDC) information and ideas on good health practices: www.cdc.gov/germstopper/home_work_school.htm4
- ✓ Information on germs, plus resources for students and teachers: www.kidspoint.org/columns2.asp?column_id=849&column_type=homework

Books

Berger, Melvin. *Germs Make Me Sick*. New York: HarperCollins. 1985.

Cole, Joanna. *The Magic School Bus Inside Ralphie: A Book About Germs*. New York: Scholastic. 1995.

Ross, Tony. *Wash Your Hands*. La Jolla, California: Kane/Miller Book Publishers. 2000.

Video

The Magic School Bus Inside Ralphie, KidVision. 1995.





Skills/Concepts Covered: The good and bad ways germs affect our bodies, reading skills, and cooperation

Ask students, "Can anyone show me a germ?" As they answer, introduce these key points:

- Germs are everywhere.
- Germs are too small to be seen, but we can sometimes see clues that germs are around. For instance, a dirty smudge on the floor is visible "proof" of germs.
- Germs are living in our bodies all the time.

The Activity: Distribute copies of the activity master. Now talk about "good" and "bad" germs. Read the captions and review the following concepts:

I help your body digest your food!

Good germs like these live in our intestines and help our bodies get vitamins from the foods we eat.

I help your body fight bad germs!

Good germs try to send bad germs away. Keeping our bodies healthy with good foods, rest and exercise helps make good germs strong.

I help your body stay healthy!

We need good germs for our bodies to work properly.

I make you sneeze and cough! I give you a cold! I give you a fever!

For each of these statements, ask students to talk about when they have felt the effects of bad germs. Almost everyone can vividly remember a time that a bad germ has gotten to them!

Give students time to color and cut out the Germ Cards. Remind them to write their initials in the bottom corner of each card, then invite them to play one of these "germy" games!

GAME 1: Old Cold

This game is similar to *Old Maid*. Group students in fours, and ask them to pool their cards. Have them remove all but one "I give you a cold" cards from the deck. Hand out the cards to the players one at a time until all the cards have been distributed. Students take turns picking a card from the hand of the player to the left, discarding pairs as they are found. The object is to try not to be the one left with the sole "I give you a cold" card—the Old Cold.



GAME 2: Germ Buddies

This game is similar to *Memory*. Group students in fours, and ask them to pool their cards. Students put all cards face down and take turns selecting two to see if they match. Students continue play until all cards have been matched. For the simplest version, any two bad germ cards or any two good germ cards can be considered a match. For a more challenging version, the cards must be an exact match—two "I make you sneeze and cough!" cards, for instance.

Once game play is over, be sure that students have their own cards back to bring home.

Take-Home Component: Have students cut the bottom portion of the sheet off and take it home, along with one of the tearpad sheets.



Skills/Concepts Covered:

Ways that bad germs are spread; habits that keep us healthy, particularly good hand washing; writing and sequencing skills

Remind students that good germs are already in our bodies working to help us feel healthy. Ask if students know how bad germs get into our bodies. Write and label the list below on chart paper or the chalk board, leaving room to the right to list student suggestions for ways to stop the spread of germs.

WAYS THAT BAD GERMS SPREAD

- 1 Sneezing into the air
- 2 Coughing into the air
- 3 Putting things that aren't food (such as pencils) into your mouth
- 4 Touching money, railings, or other things that have been touched by lots of other people
- 5 Sharing knives, forks and spoons, drinking cups, toothbrushes, etc., with others
- 6 Not washing your hands after using the bathroom

The Activity: Distribute copies of the activity sheet. Ask students to talk about each drawing in **Part A**, and to think about which of the kids pictured are spreading bad germs or practicing unhealthy habits. Then have students circle the pictures showing those practices (**Answers:** Pictures 2 and 3 show unhealthy habits.)

Part A may prompt students to think of unhealthy habits that they hadn't mentioned previously. Be sure to list their ideas to the right of your chart under a

column heading that reads, "We Can Stop Those Germs!"

Brainstorm ways to prevent germs from spreading, going item by item on your list, and mention these tips as well:

- ✓ *Covering your mouth or nose with your hand only moves the germs to your hand, which is then likely to touch something and pass the sneezed or coughed germs along to someone else!*
- ✓ *When a sneeze or cough is coming on, try to move at least two feet away from the next person, because that's how far germs can spread if unchecked.*

For the last item on the list, ask students, "When is it important to wash your hands?" Write student responses on the board. These may include: after using the bathroom, before eating, after coming home from a public place, and after playing with a pet.

Part B. Read the out-of-sequence items in the list. Direct students to review the song lyrics on the poster. Now let students work in groups to determine the correct sequence and tell them to write the appropriate number next to the statement (**Answers**, in sequence: 3, 5, 1, 6, 2 and 4). Now have the class practice by pantomiming the steps in the correct order.

Finally, have students make a sign on a new piece of paper or on the back of their activity sheets to encourage everyone in their families to be good hand washers. At any time during the activity, lead students in singing "The Germ Stopper's Song" (sung twice to the tune of "Happy Birthday") to approximate how long students should wash their hands to be sure bad germs are killed.

Activity Extension: Let classmates guess what students are doing as they act out healthy and unhealthy habits, and whether their actions are healthy or not.

Take-Home Component: Read over this part of the activity with your students, then have them cut the bottom portion of the sheet off and take it home along with their hand-washing sign. **Be sure you have given each student one of the tearpad sheets to give to their parent or caregiver.**



Skills/Concepts Covered:

Reviewing healthy habits, reading and writing skills

Begin by using a "think, pair, share" technique to review the healthy and unhealthy habits discussed previously. First, ask students to

think of one healthy and one unhealthy habit. Second, let students pair off to discuss their ideas with a partner. Finally, ask student pairs to share their ideas with the class.

The Activity: Have students complete the maze, then talk about each of the pictures in the maze and the kinds of habits they show.

Help students think about ways that they can be Germ Stoppers. Prompt them to think about one or two important ways that they can prevent bad germs from getting the upper hand at home, in your classroom, or in their bodies. Have students share their ideas with the class. Record student ideas on the board. Sample responses may include:

- Wash my hands often.
- Get plenty of rest and the right amount of exercise.
- Eat healthy foods.
- Cover my nose when I sneeze.
- Never put pencils or other things that aren't food in my mouth.

After students have shared their ideas, have them draw their favorite idea on the card in **Part B**. Make a few similar cards with your class and post them in helpful spots in your classroom or in your school. For instance, post a "Remember to wash your hands well!" sign next to the student sink.

Activity Extension: Wearing their Germ Stopper cards as badges, students can have a parade, singing "The Germ Stopper's Song" as they walk along.

Take-Home Component: Read over this part of the activity with your students, then have them cut the bottom portion of the sheet off and take it home.



The Good, The Bad, and The Ugly

REPRODUCIBLE
MASTER
ACTIVITY 1

Some germs are helpful. Others can make us sick! Color the Good Germ and Bad Germ cards below.

Good Germ



I help your body
digest your food!

Good Germ



I help your body
fight bad germs!

Good Germ



I help your body
stay healthy!

Bad Germ



I make you sneeze
and cough!

Bad Germ



I give you
a cold!

Bad Germ




I give you
a fever!

Dear Parent or Caregiver,

Today in school, your child played a game using what he or she learned about good germs and bad germs. Let your child give you a Germ Quiz! See if you can name one helpful thing that good germs do for your body and two rotten things bad germs do. Need a hint? Your child will help you by showing you his or her germ cards.

For more important information about germs, keeping your family healthy, and what to do when a cold or the flu does occur, please see the sheet your child has brought home.* You'll also find more important tips at www.tylenol.com and www.tylenolespanol.com

*Brought to you by the makers of . Helping parents and kids stay healthy for over 50 years


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Lo Bueno, Lo Malo, y Lo Feo

REPRODUCIBLE
MASTER
ACTIVIDAD 1

Algunos microbios nos ayudan. ¡Otros nos enferman! Colorea las tarjetas de Microbios Buenos y Microbios Malos que siguen.

Microbio Bueno



¡Le ayudo a tu cuerpo a digerir la comida!

Microbio Bueno



¡Le ayudo a tu cuerpo a pelear contra microbios malos!

Microbio Bueno



¡Le ayudo a tu cuerpo a mantenerse sano!

Microbio Malo



¡Te hago estornudar y toser!

Microbio Malo



¡Te doy un resfriado!

Microbio Malo




¡Te doy una fiebre!

Estimado Padre o Cuidador,

Hoy en la escuela, su niño participó en un juego usando lo que aprendió sobre microbios buenos y microbios malos. ¡Permita que su niño le dé a Ud. una prueba sobre microbios! A ver si Ud. puede nombrar una cosa que hacen los microbios buenos que le sirve de ayuda a su cuerpo, y dos cosas perjudiciales que hacen los microbios malos. ¿Necesita una sugerencia? Su niño le ayudará enseñándole sus tarjetas sobre microbios.

Para obtener más información importante sobre microbios, mantener sana a su familia, y saber qué hacer cuando ocurra un resfriado o una gripe, favor de consultar la hoja que su niño ha traído a casa.* También encontrará más sugerencias importantes en www.tylenolespanol.com y www.tylenol.com

*Los fabricantes de  que tienen más de 50 años de ayudar a padres y niños a mantener la salud, le envían este mensaje.

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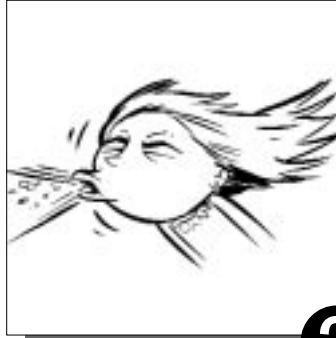
How Can I Stay Healthy?

REPRODUCIBLE
MASTER
ACTIVITY 2

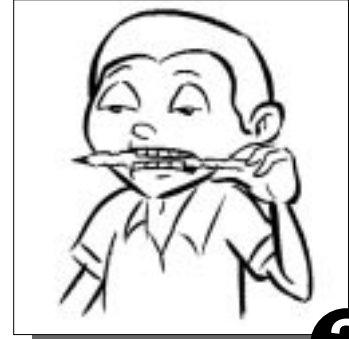
Part A. Find the healthy kids! Circle the pictures that show kids making healthy choices.



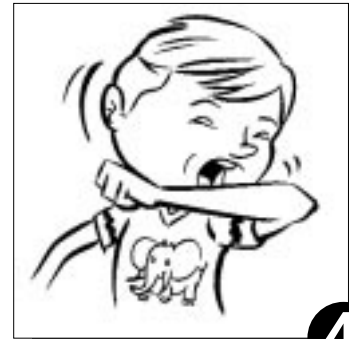
1



2



3



4

Part B. These steps are important for washing your hands, but they are in the wrong order! Number them in the right order.


- _____ Make lots of soap with your hands.
- _____ Rinse the soap off your hands.
- _____ Turn on the water and wait for it to get warm.
- _____ Dry your hands on your own towel, a paper towel, or under a hand dryer.
- _____ Get your hands wet.
- _____ Rub your hands together away from the water for at least 20 seconds. Sing “The Germ Stopper’s Song” two times!



Dear Parent or Caregiver,

Today in school, your child learned about ways to stay healthy. Part of staying healthy is taking time to wash our hands when we’ve been exposed to germs. Do you know all the steps for being a great hand washer? Have your child demonstrate his or her expert technique! For a reminder, look at the work your child did in school. He or she made a great hand-washing reminder sign for you to display at home.

For more important information about keeping your family healthy and what to do when a cold or flu does occur, please see the sheet your child has brought home.* Also, be sure to visit www.tylenol.com and www.tylenolespanol.com for additional important tips.

*Brought to you by the makers of . Helping parents and kids stay healthy for over 50 years

¿Cómo Puedo Mantenerme Sano?

REPRODUCIBLE
MASTER
ACTIVIDAD 2

Parte A. ¡Busca a los niños sanos! Haz un círculo alrededor de los dibujos de los niños que están escogiendo opciones sanas.



1



2



3



4

Parte B. Los pasos siguientes son importantes para lavarse las manos, pero ¡no están en el orden apropiado! Numéralos correctamente.


- _____ Enjabónate bien las manos.
- _____ Enjuágate las manos para quitar el jabón.
- _____ Abre la llave del agua y espera hasta que se ponga tibia.
- _____ Sécate las manos en tu propia toalla, una toalla de papel, o bajo un secador de manos.
- _____ Mójate las manos.
- _____ Saca las manos del agua y frótalas por 20 segundos o más. ¡Canta “La Canción del Destructor de Microbios” dos veces!



Estimado Padre o Cuidador,

Hoy en la escuela su niño aprendió maneras de mantener la salud. Una parte de mantener la salud consiste de tomar tiempo para lavarse las manos cuando hemos estado expuestos a microbios. ¿Sabe todos los pasos necesarios para ser un gran lavador de manos? ¡Permita que su hijo demuestre su técnica experta! Para que se recuerde, observe el trabajo que hizo su hijo en la escuela. Fabricó un cartel para recordarles de que se laven las manos que Ud. puede exhibir en casa.

Para obtener más información importante sobre microbios, mantener sana a su familia, saber qué hacer cuando ocurra un resfriado o una gripe, favor de consultar la hoja que su niño ha traído a casa.* También, no se olvide de visitar www.tylenolespanol.com y www.tylenol.com para recibir más sugerencias importantes.

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A "Bug's" Tale

REPRODUCIBLE
MASTER
ACTIVITY 3

Part A. Help Healthy Hannah find her way through the maze of bad germs. She wants to wash her hands and stay healthy!



START



FINISH



I am a Germ Stopper!

Part B. Now you're ready to be a Germ Stopper! Draw what you will do to stop germs.



Dear Parent or Caregiver,

Are you a Germ Stopper? Your child is! Let your Germ Stopper take you on a hunt for bad germs in your home. Can you find any spots that bad germs like to hide in—hand towels used by more than one person, used tissues that aren't in the trash, or tables or counters that haven't been cleaned or disinfected? Think with your child about ways to keep bad germs from feeling at home in *your* home!

For more important information about being prepared before *and* after bad germs strike, please see the sheet your child has brought home* or visit www.tylenol.com and www.tylenolespanol.com

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Un Cuento de "Microbios"

Parte A. Ayuda a Sarita Sana a viajar por el laberinto de microbios malos. ¡Ella quiere lavarse las manos y mantenerse sana!




Parte B. ¡Ahora estás listo para ser un Destructor de Microbios! Prepara un dibujo sobre lo que vas a hacer para destruir microbios.

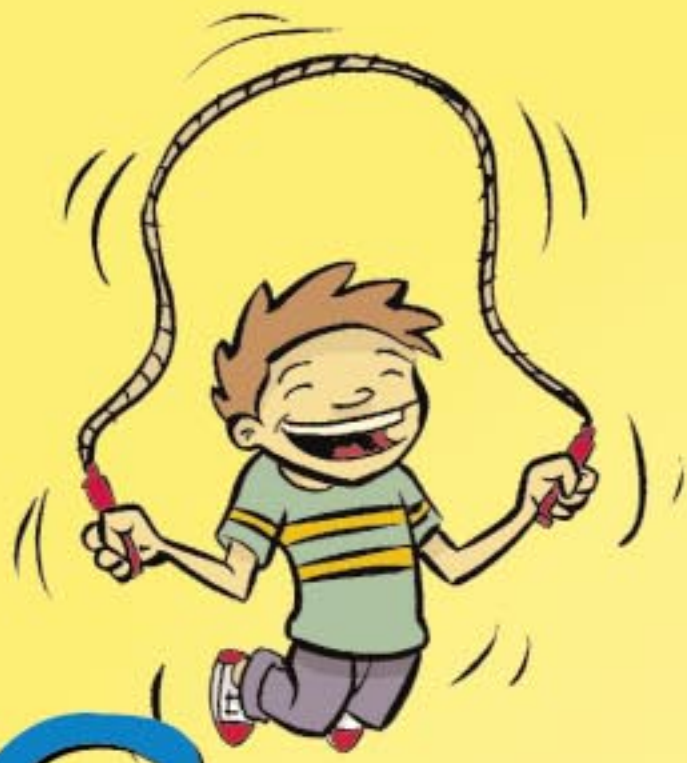


Estimado Padre o Cuidador,

Es Ud. un Destructor de Microbios? ¡Su niño sí lo es! Permita que su Destructor de Microbios le lleve en una búsqueda de microbios por su domicilio. ¿Puede Ud. encontrar algún lugar en el cual les gustan esconderse los microbios malos—toallas de mano usadas por más de una persona, pañuelos de papel usados sin echar a la basura, o mesas o mostradores que no han sido limpiados y desinfectados? ¡Piense con su niño de maneras de evitar que los microbios malos se acomoden en su casa!

Para obtener más información importante acerca de estar preparado antes y después de que los microbios malos ataquen, favor de consultar la hoja que su niño ha traído a casa* o visite www.tylenolespanol.com y www.tylenol.com

*Los fabricantes de  que tienen más de 50 años de ayudar a padres y niños a mantener la salud, le envían este mensaje.



Wash
your hands
if you're
near bad
germs.

Be A Germ Stopper!

Don't cough
or sneeze
near other
people.



Sing
"The Germ
Stopper's Song"
twice when
you wash
your hands!

"The Germ Stopper's Song"

(sung to the tune of "Happy Birthday")

Wash your hands every day,
It will keep germs away,
Being healthy is fun,
Send those germs on the run!



This is what we do to stay healthy!

A blue zigzag line with a red circle at the top and a blue arrow at the bottom, framing a series of horizontal lines for writing.



Children's
TYLENOL
— Acetaminophen —

www.tylenol.com
www.tylenolespanol.com

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Dear PARENTS and CAREGIVERS,

WE ALL SPREAD GERMS without even being aware of it. The makers of *Children's Tylenol*® have provided a program called *Be A Germ Stopper!* to promote good health habits in school and at home. Participating in these activities reinforces the work your child is doing at school and helps your family stay healthy.

Make your home a healthy haven—

- Practice good hand washing regularly.
- Don't share hand towels, utensils or toothbrushes, or drink from the same glass.
- Clean the table and counters before and after cooking or eating.
- Eat healthy foods.
- Get the right amount of exercise and sleep.



What do I do when my child has a fever?

Fever is a sign that your child's body is fighting off a cold, the flu, an ear infection, bronchitis, or tonsillitis. Take these steps:

- ✓ Have your child wear lightweight clothing so the body can cool down.
- ✓ Make sure your child gets plenty of fluids and rest.
- ✓ Place a cool—not cold—washcloth on your child's forehead for short periods of time.
- ✓ Never use rubbing alcohol to cool the skin. This can be toxic!
- ✓ Give an appropriate dose of a children's fever reducer, such as *Children's Tylenol*, if directed by your pediatrician.

Talk to your pediatrician about when to give medicine and how much to give when a fever occurs.

Where can you go if you have more questions? The *Children's Tylenol* Web site, www.tylenol.com and www.tylenolespanol.com, is a great resource. It has information on what to do about colds and fevers, as well as articles on a variety of symptoms and conditions that affect children and adults.

Are you prepared for bad germs?

Be prepared when illness strikes. Take a quick inventory of your medicine cabinet with this checklist:

- ☐ Check expiration dates on medicines, and throw out any that are old. Use the money-saving coupon below to re-stock your medicine cabinet now so you will be prepared.
- ☐ Infants, preschoolers, and school-age children may need different medicines. Ask your pediatrician which medicines are right for your kids.
- ☐ Do you have a variety of medicines to treat symptoms of fever, cough, or colds?
- ☐ Do you know the appropriate dose of medication for each child in your family? If you are unsure, check www.tylenol.com and www.tylenolespanol.com for dosages of *Children's Tylenol* or check with your pediatrician.
- ☐ Make sure you have non-glass thermometers. If you have glass thermometers containing mercury, contact your community health practitioner about proper disposal of it.



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Estimados PADRES y CUIDADORES,

TODOS PROPAGAMOS MICROBIOS sin saberlo. Los fabricantes de *Children's Tylenol*® han proveído un programa llamado ¡Sea un Destructor de Microbios! para fomentar costumbres para buena salud en la escuela y en la casa. La participación en estas actividades fortalece el trabajo que hace su niño en la escuela y le ayuda a su familia a mantenerse sana.

Haga de su casa un refugio sano—

- Acostúmbrese a lavarse las manos regularmente.
- No comparta toallas de mano, utensilios o cepillos de diente, ni beba del mismo vaso con otras personas.
- Limpie la mesa y los mostradores antes y después de cocinar o comer.
- Coma alimentos sanos.
- Asegúrese de obtener las cantidades necesarias de ejercicio y sueño.



¿Qué debo de hacer cuando mi niño tiene fiebre?

La fiebre es una señal que el cuerpo de su niño está luchando contra un resfriado, la gripe, una infección de oído, bronquitis, o amigdalitis. Haga lo siguiente:

- ✓ Vista a su niño en ropa ligera para que su cuerpo se refresque.
- ✓ Asegúrese de que su niño obtenga suficientes líquidos y descanso.
- ✓ Ponga una toalla fresca – no fría – en la frente de su niño por breves períodos de tiempo.
- ✓ Nunca use alcohol para frotar para refrescar la piel. ¡Esto puede ser tóxico!
- ✓ Déle una dosis apropiada de un producto para reducir la fiebre para niños, tal como *Children's Tylenol*, si su médico lo recomienda.

Hable con su pediatra acerca de cuándo dar medicina y cuánto debe de dar cuando ocurra una fiebre.

¿Adónde se puede dirigir si tiene más preguntas? El sitio web de *Children's Tylenol*, www.tylenolespanol.com y www.tylenol.com, es un gran recurso. Tiene información sobre qué hacer acerca de resfriados y gripes, tanto como artículos sobre una variedad de síntomas y condiciones que afectan a los niños y los adultos.

¿Está preparado para microbios malos?

Esté preparado cuando llegue una enfermedad. Haga un inventario rápido de su botiquín con esta lista:

- ☐ Observe las fechas de vencimiento de las medicinas, y tire las que son viejas. Use el cupón que sigue para ahorrar dinero al almacenar su botiquín ahora para que Ud. esté preparado.
- ☐ Las medicinas pueden ser diferentes para los bebés, los niños preescolares, y los de edad escolar. Pregúntele a su pediatra cuáles medicinas son las apropiadas para sus niños.
- ☐ ¿Tiene Ud. una variedad de medicinas para el tratamiento de los síntomas de fiebre, tos, o resfriados?
- ☐ ¿Sabe cuál es la dosis apropiada para cada niño de su familia? Si no está seguro, refiérase a www.tylenolespanol.com y www.tylenol.com para las dosis de *Children's Tylenol* o consulte con su pediatra.
- ☐ Asegúrese de tener termómetros que no sean de vidrio. Si tiene termómetros de vidrio que contienen mercurio, póngase en contacto con el profesional de salud de su comunidad acerca de la manera adecuada de eliminarlas.



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Influenza Prevention and Control

STRATEGIES FOR EARLY EDUCATION AND CHILD CARE PROGRAMS

Most young children are enrolled in early education and child care programs, and these programs can take steps to prevent and control influenza. Seasonal influenza outbreaks are expected annually. Influenza infection can be serious, resulting in hospitalization or death of some children every year. Influenza immunization is the best strategy to reduce infection and spread, yet immunization is not 100% effective. Some children who were immunized may get sick and spread infection. It is important to protect all children. Keep in mind, children with special health care needs (eg, those with asthma, diabetes mellitus, hemodynamically significant cardiac disease, immunosuppression, or neurologic and neurodevelopmental disorders) are at higher risk of complications from influenza.

Your goals as a teacher or caregiver are to do your best to

- Get as many staff and children immunized before and during the flu season as possible.
- Reduce the spread of respiratory disease as much as possible.
- Appropriately recognize illness, and care for and exclude ill children when necessary.

INFLUENZA

The flu (influenza) is a contagious disease caused by a group of respiratory viruses called influenza viruses. The influenza virus is highly contagious and causes serious illness that may result in hospitalization or death. It mostly affects the breathing system but may also affect the whole body. When the term *flu* is used, we are referring to influenza virus infection. In the community, some people might use the word *flu* to refer to viral gastroenteritis (vomiting and diarrhea) or any disease that causes influenza-like illness.

Each year, the flu season is different. It is not possible to know whether the flu season will start early or later in the fall or winter. You can usually tell when an outbreak is occurring in your community by following various forms of media coverage or by checking with your local health department. The Centers for Disease Control and Prevention (CDC) offers a map that is updated every week and shows current influenza activity at www.cdc.gov/flu/weekly/usmap.htm.

WHAT ARE FLU SYMPTOMS?

Flu symptoms include sudden onset of fever; abdominal pain; chills; cough, croup, bronchiolitis, or pneumonia; decreased energy or feeling a lot more tired than usual; headache; muscle aches and pains; nasal congestion; nausea; and sore throat.

More than one-third of children younger than 6 years may be infected with an influenza virus each year. However, some infected children do not show signs or symptoms of illness. Influenza looks like other common cough and cold viruses but can be more serious. We do not know which children with respiratory illnesses have influenza. During a local influenza outbreak, the chances of a child having influenza increase, but most respiratory illnesses are still caused by viruses other than influenza. Common cold viruses may cause fever, but generally they do not lead to serious illness requiring hospitalization. These factors make it challenging to identify who is infected with flu and how to control the spread of this virus. A child's doctor usually will not test for influenza unless the child needs to be admitted to the hospital.



WHEN DO ADULTS AND CHILDREN SPREAD INFLUENZA?

Adults and children can spread influenza when they are

- Sick with fever, runny nose, sore throat, and cough
- Infected but not showing signs of illness
- Developing an illness (incubation period)
- Recovering from influenza

Influenza viruses are shared or “transmitted” in droplets that form when a child coughs or sneezes. These droplets either land directly on another child’s mucous membranes (eyes, nose, or mouth) or fall to surfaces that are touched by another child who then touches her own mucous membranes.

HOW CAN WE CONTROL THE SPREAD OF INFLUENZA?

Despite all efforts, some children in child care are likely to develop influenza. While no one can guarantee that a child or caregiver will not become infected, child care staff and early education and child care leaders can do as much as possible to prevent influenza and limit the spread of germs. Three methods for controlling the spread of flu are recommended: influenza vaccine, infection control, and exclusion.

INFLUENZA VACCINE

Seasonal influenza vaccines are the best available protection against influenza. Protection from the vaccine only lasts for one flu season. The influenza virus strains can change each year, so the vaccine has to also change to cover the anticipated

new influenza viruses. That’s why protection needs updating every year. The American Academy of Pediatrics (AAP) recommends that everyone 6 months and older get the flu vaccine every year. The best time to get the flu vaccine is in the late summer or early fall—as soon as the vaccine is available. However, there is still a potential benefit if a child gets a flu vaccine as late as April or May or even through June of the following year. Influenza viruses can occasionally circulate into April and May or even later. A child will still need another shot in the fall for the next flu season. It is not a problem if a person gets the flu vaccine late in one season (eg, April or May) and early in the next season (eg, August or September).

The best way to protect young children from getting infected is for all family members and all people that surround the child (other children, parents, and teachers or caregivers) to get immunized. This is called “cocooning,” and it is especially important for adults who care for children younger than 6 months, because they are too young to get the vaccine. Immunizing young children against influenza is also important to prevent spread into families and the community. People who have been immunized are less likely to become really sick if they get influenza.

The vaccine comes in the form of a shot or nasal spray. While the influenza vaccine is not 100% effective, it is the best protection available. In typical years, the vaccine is 60% to 85% effective. Vaccine effectiveness of both types of flu vaccine may vary from season to season.

More information, including influenza vaccine requirements for

children, can be found at www.healthychildren.org/English/health-issues/conditions/chest-lungs/Pages/The-Flu.aspx. The number of vaccine doses needed depends on the child’s age and past flu vaccine history.

- Children younger than 6 months should not receive any flu vaccine.
- Children 6 months through 8 years of age who have never received the influenza vaccine need to receive 2 doses of it, separated by at least 4 weeks. This is necessary only the first year they are immunized.
- Children 9 years and older need only 1 dose of flu vaccine.

Programs should track the influenza immunization status of children and staff. The AAP and the CDC recommend yearly influenza vaccine as strongly as other commonly accepted vaccines, such as MMR, polio, DTaP, and chickenpox. Therefore, child care programs can and should *require* influenza immunization of children and staff, even if the state does not yet require it. Some states have already adopted an influenza vaccine requirement. Check your state at the Immunization Action Coalition Web site, www.immunize.org/laws/flu_childcare.asp.

INFECTION CONTROL

Remind everyone about proper cough/sneeze behaviors. Children and adults should ideally cough into their elbows or onto their shoulder so that the germs do not end up on their hands. If a person coughs into his hands or a tissue, the hand(s) should be washed right away and the tissue should be disposed of promptly. Increasing the frequency of hand washing and hand sanitizing during flu season may help

reduce infection. Frequent cleaning and sanitizing of surfaces may help decrease the spread of germs.

EXCLUSION OF CHILDREN FROM CHILD CARE

Because we cannot tell which children have influenza infection versus common cold viruses, it is best to make decisions about exclusion (ie, sending a child home from child care) based on the child's symptoms. Do not worry about diagnosing who has influenza. See the table for reasons to exclude a child with a respiratory illness.

WHEN SHOULD CHILDREN STAY HOME?

Parents should be informed that any child with respiratory symptoms (cough, runny nose, or sore throat) and fever should be excluded from child care or kept at home during flu season. The child can return after the fever has resolved without fever-reducing medicines and when she is able to participate in activities and staff can care for her without compromising their ability to care for other children in the group.

HOW CAN WE PREPARE IN ADVANCE FOR FLU SEASON?

August is a good month to start taking steps to prepare for influenza season, as this is before older children return to school and influenza starts circulating. The AAP recommends the following steps:

1. Encourage all staff, children, and parents to plan to get the flu vaccine ([cfoc.nrckids.org/Standard View/7.3.3.1](https://www.cdc.gov/flu/seasonal-vaccination/)) as soon as it is

EXCLUDE IF THE CHILD

- Is unable to participate in normal activities.
- Requires too much care for staff also to be able to attend to the needs of others.
- Has a fever and respiratory symptoms (cough, sore throat, or runny nose) during the flu season.
- Meets other exclusion criteria as described in the AAP manuals *Caring for Our Children: National Health and Safety Performance Standards; Guidelines for Early Care and Early Education Programs*, Third Edition, and *Managing Infectious Diseases in Child Care and Schools: A Quick Reference Guide*, 3rd Edition.

DO NOT EXCLUDE THE CHILD SOLELY FOR PREVENTION OF SPREAD BECAUSE

- You can not tell who has influenza vs common cold viruses.
- Children with influenza virus shed up to 7 days (child is still infectious).
- Children are infectious shortly before they have symptoms and often continue to be infectious for days after their symptoms go away.



available in their community. Everyone needs a flu vaccine each year, even when the virus strains in the vaccine do not change from the previous year, because protection only lasts one season.

2. Examine and revise the program's written plan for seasonal flu ([cfoc.nrckids.org/Standard View/9.2.4.4](https://www.cdc.gov/flu/seasonal-vaccination/)).
3. Display educational materials to encourage proper hand hygiene and cough and sneeze etiquette.
4. Schedule influenza prevention education ([cfoc.nrckids.org/Standard View/7.3.3.3](https://www.cdc.gov/flu/seasonal-vaccination/)) for staff. Review policies on hand washing ([cfoc.nrckids.org/Standard View/3.2.2.2](https://www.cdc.gov/flu/seasonal-vaccination/)); cleaning, sanitizing, and disinfecting surfaces and toys ([cfoc.nrckids.org/Standard View/3.3](https://www.cdc.gov/flu/seasonal-vaccination/)); and excluding children ([cfoc.nrckids.org/Standard View/3.6.1.1](https://www.cdc.gov/flu/seasonal-vaccination/)) and caregivers who are sick ([cfoc.nrckids.org/Standard View/3.6.1.2](https://www.cdc.gov/flu/seasonal-vaccination/)).
5. Help families and communities understand the important roles

they can play in reducing the spread of flu. Plan to distribute a customized letter (https://www.aap.org/en-us/Documents/parent_flu_letter_2015_2016.pdf) to parents about influenza prevention and control practices in your program.

6. Update family contact information and child records so parents can be reached quickly if they need to pick up their sick child ([cfoc.nrckids.org/Standard View/9.4.2.2](https://www.cdc.gov/flu/seasonal-vaccination/)).
7. Be strategic about children with special health care needs (ie, those with conditions that increase the risk of complications from influenza). Encourage parents to talk early with their child's pediatrician or medical subspecialist about administering the seasonal influenza vaccine as soon as it is available and when to consider treatment with an antiviral medicine if the child develops influenza-like illness.



CONCLUSION

There is no way to completely prevent the spread of influenza in early education and child care programs, but programs can play an important role by keeping the following facts in mind:

- Child care programs have an important role and opportunity to improve immunization rates.
- Immunization is by far the best influenza prevention tactic.
- All children 6 months and older should be vaccinated each flu season.
- Infection control is also important but not as effective as immunization.
- Exclusion (sending children home) should be used when needed but not as the only method to reduce spread.



For more information, e-mail DisasterReady@aap.org or view the following resources:

- **AAP Caring for Our Children: National Health and Safety Performance Standards; Guidelines for Early Care and Early Education Programs, Third Edition** (cfoc.nrckids.org)
- **AAP Healthy Child Care America Early Education and Child Care Initiatives Web Site** (www.healthychildcare.org)
- **AAP Managing Infectious Diseases in Child Care and Schools: A Quick Reference Guide, 3rd Edition** (ebooks.aappublications.org/content/managing-infectious-diseases-in-child-care-and-schools-3rd-edition)
- **AAP "Preparing Child Care Programs for Pandemic Influenza"** (www.aap.org/en-us/advocacy-and-policy/aap-health-initiatives/Children-and-Disasters/Pages/Preparing-Child-Care-Programs-for-Pandemic-Influenza.aspx)
- **AAP "Preventing the Flu: Resources for Parents & Child Care Providers"** (www.healthychildren.org/English/safety-prevention/immunizations/Pages/Preventing-the-Flu-Resources-for-Parents-Child-Care-Providers.aspx)

Listing of resources does not imply an endorsement by the American Academy of Pediatrics (AAP). The AAP is not responsible for the content of the resources mentioned in this publication. Phone numbers and Web site addresses are as current as possible, but may change at any time.

The information contained in this publication should not be used as a substitute for the medical care and advice of your pediatrician. There may be variations in treatment that your pediatrician may recommend based on individual facts and circumstances.

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- **CDC "No More Excuses: You Need a Flu Vaccine!" Fact Sheet** (www.cdc.gov/flu/pdf/freeresources/general/no-excuses-flu-vaccine.pdf)
- **CDC Flu Information Free Print Materials** (www.cdc.gov/flu/freeresources/print.htm)
- **Families Fighting Flu Web Site** (www.familiesfightingflu.org)
- **Head Start Health Services Newsletters**
If you would like a copy of the most recent flu related newsletter, please e-mail DisasterReady@aap.org.
- **"Influenza Prevention and Control: Strategies for Early Education and Child Care Providers" Online Course** (www.healthychildcare.org/flu.html)
- **Prevent Childhood Influenza Web Site** (www.preventchildhoodinfluenza.org)

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American Academy
of Pediatrics



DEDICATED TO THE HEALTH OF ALL CHILDREN®

How to Clean and Disinfect Schools to Help Slow the Spread of Flu

Cleaning and disinfecting are part of a broad approach to preventing infectious diseases in schools. To help slow the spread of influenza (flu), the first line of defense is getting vaccinated. Other measures include covering coughs and sneezes, washing hands, and keeping sick people away from others. Below are tips on how to slow the spread of flu specifically through cleaning and disinfecting.

1. Know the difference between cleaning, disinfecting, and sanitizing.

Cleaning removes germs, dirt, and impurities from surfaces or objects. Cleaning works by using soap (or detergent) and water to physically remove germs from surfaces. This process does not necessarily kill germs, but by removing them, it lowers their numbers and the risk of spreading infection.

Disinfecting kills germs on surfaces or objects. Disinfecting works by using chemicals to kill germs on surfaces or objects. This process does not necessarily clean dirty surfaces or remove germs, but by killing germs on a surface after cleaning, it can further lower the risk of spreading infection.

Sanitizing lowers the number of germs on surfaces or objects to a safe level, as judged by public health standards or requirements. This process **works by either cleaning or disinfecting** surfaces or objects to lower the risk of spreading infection.



2. Clean and disinfect surfaces and objects that are touched often.

Follow your school's standard procedures for routine cleaning and disinfecting. Typically, this means daily sanitizing surfaces and objects that are touched often, such as desks, countertops, doorknobs, computer keyboards, hands-on learning items, faucet handles, phones, and toys. Some schools may also require daily disinfecting these items. Standard procedures often call for disinfecting specific areas of the school, like bathrooms.

Immediately clean surfaces and objects that are visibly soiled. If surfaces or objects are soiled with body fluids or blood, use gloves and other standard precautions to avoid coming into contact with the fluid. Remove the spill, and then clean and disinfect the surface.

3. Simply do routine cleaning and disinfecting.

It's important to match your cleaning and disinfecting activities to the types of germs you want to remove or kill. Most studies have shown that the flu virus can live and potentially infect a person for only 2 to 8 hours after being deposited on a surface. Therefore, it is not necessary to close schools to clean or disinfect every surface in the building to slow the spread of flu. Also, if students and staff are dismissed because the school cannot function normally (e.g., high absenteeism during a flu outbreak), it is not necessary to do extra cleaning and disinfecting.

Flu viruses are relatively fragile, so standard cleaning and disinfecting practices are sufficient to remove or kill them. Special cleaning and disinfecting processes, including wiping down walls and ceilings, frequently using room air deodorizers, and fumigating, are not necessary or recommended. These processes can irritate eyes, noses, throats, and skin; aggravate asthma; and cause other serious side effects.



4. Clean and disinfect correctly.

Always follow label directions on cleaning products and disinfectants. Wash surfaces with a general household cleaner to remove germs. Rinse with water, and follow with an EPA-registered disinfectant to kill germs. Read the label to make sure it states that EPA has approved the product for effectiveness against influenza A virus.

If an EPA-registered disinfectant is not available, use a fresh chlorine bleach solution. To make and use the solution:

- Add 1 tablespoon of bleach to 1 quart (4 cups) of water. For a larger supply of disinfectant, add $\frac{1}{4}$ cup of bleach to 1 gallon (16 cups) of water.
- Apply the solution to the surface with a cloth.
- Let it stand for 3 to 5 minutes.
- Rinse the surface with clean water.



If a surface is not visibly dirty, you can clean it with an EPA-registered product that both cleans (removes germs) and disinfects (kills germs) instead. Be sure to read the label directions carefully, as there may be a separate procedure for using the product as a cleaner or as a disinfectant. Disinfection usually requires the product to remain on the surface for a certain period of time.

Use disinfecting wipes on electronic items that are touched often, such as phones and computers. Pay close attention to the directions for using disinfecting wipes. It may be necessary to use more than one wipe to keep the surface wet for the stated length of contact time. Make sure that the electronics can withstand the use of liquids for cleaning and disinfecting.

Routinely wash eating utensils in a dishwasher or by hand with soap and water. Wash and dry bed sheets, towels, and other linens as you normally do with household laundry soap, according to the fabric labels. Eating utensils, dishes, and linens used by sick persons do not need to be cleaned separately, but they should not be shared unless they've been washed thoroughly. Wash your hands with soap and water after handling soiled dishes and laundry items.

5. Use products safely.

Pay close attention to hazard warnings and directions on product labels. Cleaning products and disinfectants often call for the use of gloves or eye protection. For example, gloves should always be worn to protect your hands when working with bleach solutions.

Do not mix cleaners and disinfectants unless the labels indicate it is safe to do so. Combining certain products (such as chlorine bleach and ammonia cleaners) can result in serious injury or death.

Ensure that custodial staff, teachers, and others who use cleaners and disinfectants read and understand all instruction labels and understand safe and appropriate use. This might require that instructional materials and training be provided in other languages.

6. Handle waste properly.

Follow your school's standard procedures for handling waste, which may include wearing gloves. Place no-touch waste baskets where they are easy to use. Throw disposable items used to clean surfaces and items in the trash immediately after use. Avoid touching used tissues and other waste when emptying waste baskets. Wash your hands with soap and water after emptying waste baskets and touching used tissues and similar waste.