Coming to Terms with Germs

Beth Giacalone & Patti Longman
COMING TO TERMS WITH GERMS

Health and Safety procedures to protect the staff and children in your care.

Slide 2

LEARNING OUTCOMES

Types of Germs

- Contacting and countacting
- New germs are transferred
- Reducing or eliminating the spread of germs

WHAT ARE GERMS?

Germs are microscopic organisms that are everywhere. Many are not harmful to humans, but a few can make us very sick.
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**TYPES OF GERMS**

- Bacteria
- Virus
- Fungus
- Protozoan
- Helminth

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From nose, mouth or eyes: sneezing, coughing, talking, or rubbing eyes can cause germs to spread to others.

Food: Germs from raw foods can be transferred to uncooked foods, such as salads.

Dirty Hands: Preparing food with dirty hands, typically not washing after using the restroom.

Animals: Handling and caring for pets.

Children: Diaper changes, coughs and sneezes not covered, and runny or bloody nose.
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**PREVENTION!!!!!**

- Stay Home when Sick
- Proper Hand Washing
- Cough and Sneeze etiquette
- Sanitizing and Disinfecting

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**Stay Home when Sick**

Know when to exclude staff and children

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**Daily Health Checks**

The health check should address:

- Temperature Check: fever of 100.4 or above should not be admitted
- Reported or observed illness or injury affecting the child or family member since the last date of attendance
- Reported or observed changes in behavior or the child on in the appearance of the child from the previous day.
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Daily Health Check Handout

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SYMPTOMS OF COVID-19 (CORONAVIRUS)

- Fever
- Runny nose
- Cough
- Vomiting
- Diarrhea

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When to Exclude (other than COVID)

When a child becomes ill, a determination should be made regarding whether a child should be sent home. The caregiver/teacher should determine if the illness:

- Prevents the child from participating comfortably in activities
- Results in a need for care that is greater than the staff can provide
- Poses a risk of spread of harmful disease to others
- Causes a fever and behavior changes or other signs and symptoms (sore throat, rash, vomiting and diarrhea)
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Cough and Sneeze Etiquette

- Song
- Art Activity
- The Dab

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Sanitizing and Disinfecting

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READ THE DIRECTIONS ON ALL CLEANING PRODUCTS!
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Based on the 6% of Sodium Hypochlorite of my bleach:

Sanitizing solution
2 Teaspoons of Bleach
1 Gallon of water

Disinfecting Solution
3 Tablespoons of Bleach
1 Gallon of water

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**When to Sanitize / When to Disinfect**

- Mouthed toys
- Pacifiers
- Infant & Toddler toys
- Preschool & School age toys
- Dress-up clothing & hats
- Water table
- Cots, cribs & mats
- Bedding
- Tables, chairs, high-chairs

- Handwashing sinks, bathroom countertops, toilet handles
- Changing table, diaper trash can
- Bathroom floors
- Floors, carpets, rugs or surfaces with bodily fluids or spit up
- Garbage cans
- Door handles
- Drinking fountains
- Mops

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**Sanitizing or Disinfecting Schedule**
Daily Health Check

What is it?
The early educator performs a daily health check by observing each child when he/she enters the classroom and having a short conversation with the parent/guardian to see if they notice anything unusual.

It is a way for early educators to check for a change in a child’s health and well-being. A daily health check helps early educators establish what is normal or abnormal for each child.

Why do it?
To determine if a child appears or is behaving differently than usual.

The sooner sick children are identified, the sooner their health needs can be addressed. Early identification of illness in children can also reduce the spread of illness or disease.

Who does it?
Early educators do a daily health check using a checklist. Child care health consultants can provide training on the daily health check for early educators.

The early educator should perform a daily health check in a relaxed and comfortable manner that respects the family’s culture as well as the child’s body and feelings.

When to do it?
Early educators should perform a daily health check when a child first arrives at the child care facility and when the parent or guardian is still present. It can be repeated periodically throughout the day as necessary.

How is it done?
Start by getting on the child’s eye level, then:

**LOOK** – for signs and symptoms of illness.
- Changes in mood or behavior
- Change in activity or energy level, listlessness or difficulty moving
- Runny nose or eyes
- Drainage from open sore
- Skin changes such as a rash, swelling, bumps or redness
- Scratching, tugging at a part of the body or holding a body part

**LISTEN** – for complaints and unusual sounds from the child that might indicate they are not feeling well. Listen to what a parent shares about the child or other illness in the family.
- Continual crying or unusual fussiness
- Groans
- Wheezing, sneezing, labored breathing
- Hoarseness
- Coughing

**FEEL** – for a change in the skin that might indicate a fever or dehydration.
- Moistness
- Unusual warmth

**SMELL** – for unusual odors that might indicate an underlying disease.
- Fruity sweet breath
- Foul breath
- Unusual urine or bowel movement odors

At the beginning of the day when the parent is still at the facility, early educators and parents can decide together on a plan of action to support the child’s health. If the child needs to be excluded from care the parent or guardian can leave with the child and tend to the child’s health needs.

If the child becomes ill during the day, the early educator should notify the child’s parent or guardian and decide together on how to care for the child. Children who are ill or contagious must be excluded from child care based on the NC Child Care Rules .0804 and .1720(b). Parents may need to consult the child’s health care professional before a child can return to child care.

Any time child maltreatment is suspected, a report must be filed with the local Department of Social Services.
Cover Coughs and Sneezes

Stop the spread of germs that can make you and others sick!

Cover your mouth and nose with a tissue when you sneeze or cough.

If you don’t have a tissue, use your elbow.

Wash hands often, especially after coughing or sneezing.

cdc.gov/coronavirus
Teaching Healthy Habits – Make Them Fun

HANDWASHING
- Infants and toddlers need your help with nose wiping and handwashing and to turn their heads away from you if they cough while you’re holding them.
- Infants can be cradled and hands held under running water in the sink.
- A child too heavy to hold and unable to stand can have their hands washed using wipes or a damp paper towel moistened with soap and then rinsed.
- A child who can stand can use a child-sized sink or step stool to use running water.
- Young children need coaching and observation on proper handwashing until they are about 8 years old, such as “scrub and rub with soap, between your fingers with your fingers, on top and sides, round and round and upside down while you sing the Happy Birthday song twice”.
- Have fun by singing and showing hand play to the Handwashing Song (included).
- Observe older children teaching younger children how to wash their hands or cover their cough.
- Activities that make “cough germs” visible such as using glo-germ, chocolate pudding or glitter suspended in oil can be used on hands which touch various surfaces followed by handwashing to see if “cough germs” are removed. Surfaces where germs are left can be cleaned.

COVERING THE COUGH OR SNEEZE
- Preschoolers can be taught to cover their cough by demonstrating how to cough into the elbow or sleeve, or showing posters of coughing into the sleeve.
- Read stories like “What Should You Do When You Go Ka-Choo.”
- Use a doll to demonstrate covering a cough or sneeze and sing the following song to “Mary had a Little Lamb”

  When you have to cough and sneeze, cough and sneeze, cough and sneeze,
  When you have to cough and sneeze, cover your mouth, please.
  When you have to cough and sneeze, cough and sneeze, cough and sneeze,
  When you have to cough and sneeze, do it in your sleeve.

- Young children will need frequent reminding and role modeling. If they cough into their hand or tissue they should be directed to wash their hands.

SCHOOL-AGE ACTIVITIES
- Draw messages - draw posters, placemats, or cards to parents to promote handwashing and cough etiquette that emphasize the following:
  - Cover Your Cough or Sneeze with a Tissue or Sleeve
  - Wash Hands Before Eating and After Toileting
  - Clean Frequently Touched Surfaces-Talk about what surfaces that might need cleaning
  - Discuss where to place the messages
- Make up a rap or song using all or some of the Whack the Flu message.
  W Wash your hands often.
  H Home is where to stay when you are sick.
  A Avoid touching your eyes, nose, and mouth.
  C Cover your coughs and sneezes
  K Keep your distance from people who are coughing or sneezing.
- Hands carry germs that can spread disease. Demonstrate ways to say “Hi” without touching hands. How many ideas can you come with?

For more information check the City of Berkeley Public Health Website www.cityofberkeley.info/publichealth or call the Public Health Nurse of the Day line during business hours (510) 981-5300 for information or referrals to health care providers, vaccinations, or applying for Medi-Cal.
## Guidelines for Mixing Bleach & Water Solutions Guidelines

### Disinfecting Solution Recipe

<table>
<thead>
<tr>
<th>Water</th>
<th>Bleach Strength 5.25-6.25%</th>
<th>Bleach Strength 8.25%</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 gallon</td>
<td>3 TABLEspoons</td>
<td>2 TABLEspoons</td>
</tr>
<tr>
<td>1 quart</td>
<td>2 ¼ teaspoons</td>
<td>1 ½ teaspoons</td>
</tr>
<tr>
<td>16 ounces</td>
<td>1 ⅛ teaspoons</td>
<td>¾ teaspoon</td>
</tr>
</tbody>
</table>

For use on diaper change tables, hand washing sinks, bathrooms (including toilet bowls, toilet seats, soap dispensers), door and cabinet handles, etc.

### Sanitizing Solution Recipe

<table>
<thead>
<tr>
<th>Water</th>
<th>Bleach Strength 5.25-6.25%</th>
<th>Bleach Strength 8.25%</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 gallon</td>
<td>2 teaspoons</td>
<td>1 teaspoon</td>
</tr>
<tr>
<td>1 quart</td>
<td>½ teaspoon</td>
<td>¼ teaspoon</td>
</tr>
<tr>
<td>16 ounces</td>
<td>¼ teaspoon</td>
<td>⅛ teaspoon</td>
</tr>
</tbody>
</table>

For use on eating utensils, food use contact surfaces, mixed use tables, high chair trays, crib frames and mattresses, toys, pacifiers, floors, sleep mats, etc.

### What bleach should I use?

Use only plain unscented bleach that lists the percent (%) strength on the manufacturer’s label.

Read the label on the bleach bottle to determine the bleach strength.

**For example:**

- Sodium Hypochlorite: 6.25%
- Sodium Hypochlorite: 8.25%

### Preparation Tips

- **Prepare** a fresh bleach solution each day in a well-ventilated area that is separate from children.
- **Label** bottles of bleach solution with contents, ratio and date mixed.
- **Use cool water.** Always add bleach to cool water, NOT water to bleach.
- **Wear** gloves and eye protection.
- **Prepare** solution in an area with an eye wash.

These recipes were created by the Disinfection Workgroup led by the Washington State Department of Health. Adopted by Arizona Child Care Health Consultants.
## Center Name
### Routine Schedule for Cleaning, Sanitizing, and Disinfecting

#### Food Areas

<table>
<thead>
<tr>
<th></th>
<th>Before Each Use</th>
<th>After Each Use</th>
<th>Daily (End of the Day)</th>
<th>Weekly</th>
<th>Monthly</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Food preparation surfaces</td>
<td>Clean, Sanitize</td>
<td>Clean, Sanitize</td>
<td></td>
<td></td>
<td></td>
<td>Use a sanitizer safe for food contact</td>
</tr>
<tr>
<td>Eating utensils &amp; dishes</td>
<td></td>
<td>Clean, Sanitize</td>
<td></td>
<td></td>
<td></td>
<td>If washing the dishes and utensils by hand, use a sanitizer safe for food contact as the final step in the process; Use of automated dishwasher will sanitize</td>
</tr>
<tr>
<td>Tables &amp; highchair trays</td>
<td>Clean, Sanitize</td>
<td>Clean, Sanitize</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Countertops</td>
<td>Clean</td>
<td>Clean, Sanitize</td>
<td></td>
<td></td>
<td></td>
<td>Use a sanitizer safe for food contact</td>
</tr>
<tr>
<td>Food preparation appliances</td>
<td>Clean</td>
<td>Clean, Sanitize</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mixed use tables</td>
<td>Clean, Sanitize</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Before serving food</td>
</tr>
<tr>
<td>Refrigerator</td>
<td></td>
<td>Clean</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

#### Toilet & Diapering Areas

<table>
<thead>
<tr>
<th></th>
<th>Before Each Use</th>
<th>After Each Use</th>
<th>Daily (End of the Day)</th>
<th>Weekly</th>
<th>Monthly</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Changing tables</td>
<td>Clean, Disinfect</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Clean with detergent, rinse, disinfect</td>
</tr>
<tr>
<td>Potty chairs</td>
<td>Clean, Disinfect</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Handwashing sinks &amp; faucets</td>
<td>Clean, Disinfect</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Countertops</td>
<td>Clean, Disinfect</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Toilets</td>
<td>Clean, Disinfect</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Diaper pails</td>
<td>Clean, Disinfect</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Floors</td>
<td>Clean, Disinfect</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Damp mop with a floor cleaner/disinfectant</td>
</tr>
</tbody>
</table>

Note: Check sanitizing/disinfecting product instructions for possible additional rinse step requirements.

Adapted from Caring for Our Children, 4th ed. Appendix K  https://nrckids.org/CFOC
### Child Care Areas

<table>
<thead>
<tr>
<th></th>
<th>Before Each Use</th>
<th>After Each Use</th>
<th>Daily (End of the Day)</th>
<th>Weekly</th>
<th>Monthly</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Plastic mouthed toys</td>
<td></td>
<td>Clean</td>
<td>Clean, Sanitize</td>
<td></td>
<td></td>
<td>Reserve for use by only one child; Use dishwasher or boil for one minute</td>
</tr>
<tr>
<td>Pacifiers</td>
<td></td>
<td>Clean</td>
<td>Clean, Sanitize</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Hats</td>
<td></td>
<td>Clean</td>
<td></td>
<td></td>
<td></td>
<td>Clean after each use if head lice present</td>
</tr>
<tr>
<td>Door &amp; cabinet handles</td>
<td></td>
<td>Clean</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Floors</td>
<td></td>
<td>Clean</td>
<td></td>
<td></td>
<td></td>
<td>Sweep or vacuum, then damp mop, (consider micro fiber damp mop to pick up most particles)</td>
</tr>
<tr>
<td>Machine washable cloth toys</td>
<td></td>
<td>Clean</td>
<td></td>
<td></td>
<td></td>
<td>Launder</td>
</tr>
<tr>
<td>Dress-up clothes</td>
<td></td>
<td>Clean</td>
<td></td>
<td></td>
<td></td>
<td>Launder</td>
</tr>
<tr>
<td>Play activity centers</td>
<td></td>
<td>Clean</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Drinking Fountains</td>
<td></td>
<td>Clean</td>
<td>Clean, Disinfect</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Computer keyboards</td>
<td>Clean, Sanitize</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Use sanitizing wipes, do not use spray</td>
</tr>
<tr>
<td>Phone receivers</td>
<td></td>
<td>Clean</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Sleeping Areas

<table>
<thead>
<tr>
<th></th>
<th>Before Each Use</th>
<th>After Each Use</th>
<th>Daily (End of the Day)</th>
<th>Weekly</th>
<th>Monthly</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bed sheets &amp; pillow cases</td>
<td></td>
<td>Clean</td>
<td></td>
<td>Clean</td>
<td></td>
<td>Clean before use by another child</td>
</tr>
<tr>
<td>Cribs, cots, &amp; mats</td>
<td></td>
<td>Clean</td>
<td></td>
<td>Clean</td>
<td></td>
<td>Clean before use by another child</td>
</tr>
<tr>
<td>Blankets</td>
<td></td>
<td>Clean</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Note: Check sanitizing/disinfecting product instructions for possible additional rinse step requirements.
DEVELOP YOUR PLAN

DETERMINE WHAT NEEDS TO BE CLEANED. Areas unoccupied for 7 or more days need only routine cleaning. Maintain existing cleaning practices for outdoor areas.

DETERMINE HOW AREAS WILL BE DISINFECTED. Consider the type of surface and how often the surface is touched. Prioritize disinfecting frequently touched surfaces.

CONSIDER THE RESOURCES AND EQUIPMENT NEEDED. Keep in mind the availability of cleaning products and personal protective equipment (PPE) appropriate for cleaners and disinfectants.

Follow guidance from state, tribal, local, and territorial authorities.

IMPLEMENT

CLEAN VISIBLY DIRTY SURFACES WITH SOAP AND WATER prior to disinfection.

USE THE APPROPRIATE CLEANING OR DISINFECTANT PRODUCT. Use an EPA-approved disinfectant against COVID-19, and read the label to make sure it meets your needs.

ALWAYS FOLLOW THE DIRECTIONS ON THE LABEL. The label will include safety information and application instructions. Keep disinfectants out of the reach of children.

MAINTAIN AND REVISE

CONTINUE ROUTINE CLEANING AND DISINFECTION. Continue or revise your plan based upon appropriate disinfectant and PPE availability. Dirty surfaces should be cleaned with soap and water prior to disinfection. Routinely disinfect frequently touched surfaces at least daily.

MAINTAIN SAFE PRACTICES such as frequent handwashing, using cloth face coverings, and staying home if you are sick.

CONTINUE PRACTICES THAT REDUCE THE POTENTIAL FOR EXPOSURE. Maintain social distancing, staying six feet away from others. Reduce sharing of common spaces and frequently touched objects.
**MAKING YOUR PLAN TO CLEAN AND DISINFECT**

**Cleaning** with soap and water removes germs, dirt, and impurities from surfaces. It lowers the risk of spreading infection.

**Disinfecting** kills germs on surfaces. By killing germs on a surface after cleaning, it can further lower the risk of spreading infection.

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**Is the area indoors?**

**Yes**

It is an indoor area.

**No**

Maintain existing cleaning practices.

Coronaviruses naturally die in hours to days in typical indoor and outdoor environments. Viruses are killed more quickly by warmer temperatures and sunlight.

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**Has the area been occupied within the last 7 days?**

**Yes**

Yes, the area has been occupied within the last 7 days.

**No**

The area has been unoccupied within the last 7 days.

The area will need only routine cleaning.

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**Is it a frequently touched surface or object?**

**Yes**

Yes, it is a frequently touched surface or object.

**No**

Thoroughly clean these materials.

Consider setting a schedule for routine cleaning and disinfection, as appropriate.

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**What type of material is the surface or object?**

**Hard and non-porous materials like glass, metal, or plastic.**

Visibly dirty surfaces should be cleaned prior to disinfection.

Consult EPA’s list of disinfectants for use against COVID-19, specifically for use on hard, non-porous surfaces and for your specific application need. More frequent cleaning and disinfection is necessary to reduce exposure.

**Soft and porous materials like carpet, rugs, or material in seating areas.**

**Thoroughly clean or launder materials.**

Consider removing soft and porous materials in high traffic areas. Disinfect materials if appropriate products are available.