Design a Face Mask

*This lesson was written in January 2021
and reflects information available,
And guidance issued at the time.*

Early
L I F E L A B

Objectives:
- To identify wearing face masks/coverings as a prevention measure of spreading the virus
- To test materials and suggest those that will be suitable for a face mask/covering, giving simple reasons to support their suggestions

Curriculum Links:
- **Y1- Science**: identify and name a variety of everyday materials describe the simple physical properties of a variety of everyday materials
- **Y2- Science**: identify and compare the suitability of a variety of everyday materials for particular uses

Key Vocabulary:
- face covering
- face mask
- suitable material
- breathable
- flexible
- saliva droplets

Resources:
- PowerPoint
- Teddy
- Selection of materials (suggested list):
- fabric in various patterns,
  - hessian,
  - plastic,
  - paper/baking paper
- elastic bands
- teddy face worksheet
- scissors
- glue

FAQs:
Why do some people not like wearing a face mask/covering? They are not very comfortable. Those wearing glasses find they steam up.

Why don't younger children (under 11 years old) have to wear a mask? UK government (gov.uk) says: *"children under the age of 11 do not have to wear a covering, no specific rationale given, they do say Public Health England does not recommend face coverings for children under the age of 3 for health and safety reasons"*

Does wearing a mask stop you from getting the virus? It mainly stops transmission to others.

Why are some people wearing shields instead? Are they just as effective? Face shields are not as effective as face coverings as they don't cover the mouth and nose and therefore do not adequately reduce viral spread from the wearer. They can be used in addition to a face covering.

Year 1-2

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Early LIFELAB

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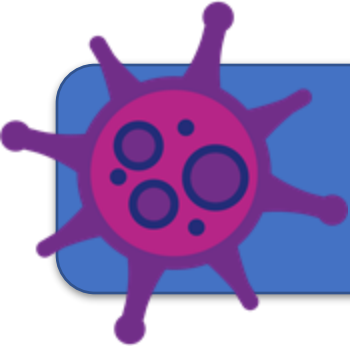
10 mins

Introduction:

Watch lesson video introduction.

Teddy is going to the shops. He needs to have a mask/covering made to fit his face correctly. Discuss the size and materials using questions below.

Questions: What is the correct way of wearing a mask? Why? (covering mouth and nose, so the air droplets that come out of our mouth as we speak and out of our nose as we breathe, don't spread too far) What kind of material is suitable for a face mask/covering? Look at the selection of material and discuss why paper, plastic, hessian are not suitable.

Demonstrate testing materials using glitter and tube (cover end of the toilet paper tube with a piece of fabric and blow flour/glitter at it, using a pipette).

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20 mins

Main Activity:

Children to test different materials in groups using the pipette, toilet tubes and glitter/flour (in groups, one group test plastic, another test hessian, another test fabric).

Come back and report on which material is most suitable. Discuss why plastic and paper, although they don't let glitter through, are not suitable for a face mask/covering (breathable, and paper can get wet/get ripped).

Children choose a material to cut and stick on their teddy face poster.
Include How to wear a Face mask/covering correctly points (cover mouth and nose, don't touch your face)

Optional: As a class, choose a suitable material (from various patterns already cut to size) and make a face mask/covering for teddy. This is a simple design that requires a piece of fabric and a 2 elastic bands. See demo in PowerPoint.

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5 mins

Plenary:

• What have we learnt about face masks/coverings? (How do they stop the spread of the Virus?)

COVID WARRIOR
HIDEY

Possible Extension Activities:
• If possible - leave out other materials for the children to test throughout the week.
• Make posters showing how to wear a face mask/covering correctly

Design a Face Mask

Worksheet

Design a Face Mask/Covering for Teddy

This is a suitable material for a face mask/covering, because:

_____
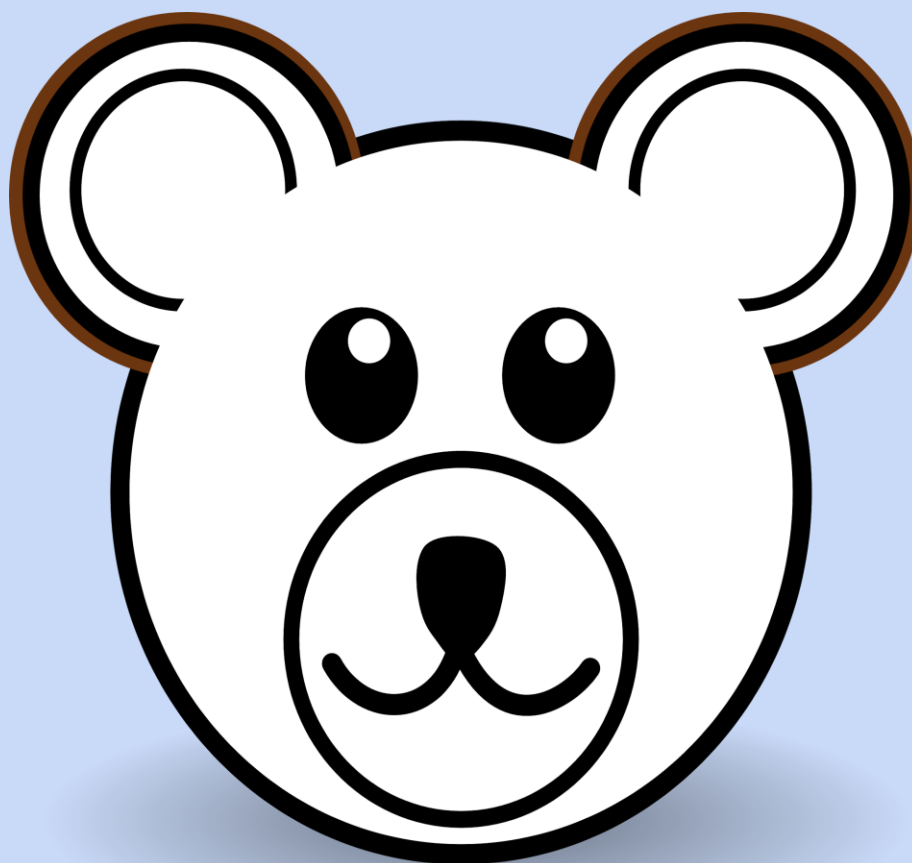
Wear your face mask/covering correctly

Remember to _____