



Design a Face Mask

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

Objectives:

- To identify wearing face masks/coverings as a prevention measure of spreading the virus
- To test materials suitable for a face mask/covering

Curriculum Links:

- **Expressive Arts & Design:** *Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function*

Key Vocabulary:

- face covering
- face mask
- suitable material
- breathable
- saliva droplets
- virus

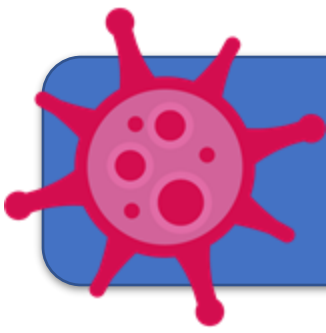
Resources:

- PowerPoint
- teddy
- selection of materials (from suggestions):
 - hessian,
 - plastic,
 - paper
- elastic bands
- scissors
- stapler

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 are some people wearing shields instead? Is the face shield as effective as a face mask/covering? Face shields are not as effective as face masks/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 R

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Introduction: Watch lesson introduction video.

5 mins



Revisit how the virus spreads through the droplets when we breathe, talk, etc.

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

What is the correct way of wearing a face mask/covering? 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.

Main Activity:

20 mins



Demonstrate how to test 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).

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).

As a class, choose a suitable material and make a face mask/covering for teddy. This is a simple design that requires a piece of fabric and two elastic bands (demo in PowerPoint).

Plenary:

5 mins

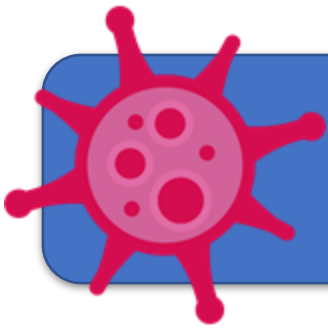


- How do face masks/coverings help to slow the spread of the virus
- Importance of wearing face masks/coverings correctly and washing after use



Possible Extension Activities:

- Make some posters to encourage people to wear a face mask/covering - to put up in the playground/where the children get collected from at home time.
- If possible - leave out other materials for the children to test throughout the week.
- Pictures of a teddy (worksheet) and small pieces of material for the children to stick onto teddy's face - as independent activity - if not used during this lesson.



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Worksheet

Design a Face Mask/covering for Teddy

- Choose a suitable material for Teddy's face mask/covering.
- Make sure he is wearing it correctly - covering nose and mouth.

