e-Bug

Peer Education Workshops

A complete guide to running the workshops in your school
Welcome to the e-Bug Peer Education Workshops!

The e-Bug peer education workshops have been developed through a collaboration between Public Health England and the Forest of Dean District Council. The workshops are designed to teach school aged children about microbes, the spread of infection and antibiotics.

The aims of the project are to:

- Provide health education for young people
- Allow peer educators to develop a wide range of skills
- Promote the e-Bug resources to schools across the UK

The overall objective is to provide young people with the knowledge and confidence to look after their own health.

The workshops involve secondary school students delivering fun and interactive activities to younger students in the same educational establishment or to local junior schools students, on key hygiene and infection topics. Not only do the students learn important health messages, the peer educators have the opportunity to develop a range of transferable skills such as communication and team working.

This pack describes the development of the workshops and outlines how the workshops can be run in schools. We hope you will find the pack useful and informative, but if you require any further information, please do not hesitate to get in touch with us!

Dr Vicki Young and Dr Cliodna McNulty

Leads for e-Bug, Primary Care Unit, Public Health England

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**What is peer education?**

Peer education involves the teaching of others by their peers. The basis of peer education is that the teacher and student are equals, with similar backgrounds, as oppose to the traditional teacher/student relationship. In this workshop, peer education involves students teaching other students.

Peer education is becoming an increasingly popular educational tool, both in schools and the community, due to the benefits for all involved. For the peer educators, benefits can include positive changes in knowledge, skills, attitudes and confidence, with educators developing key communication and social skills. By teaching others, students gain a deeper understanding of the topics covered and have increased knowledge in the area.

'Peer education is an approach which empowers young people to work with other young people, and which draws on the positive strength of the peer group. By means of appropriate training and support, the young people become active players in the educational process rather than passive recipients of a set message. Central to this work is the collaboration between young people and adults.'

Fast Forward, national voluntary organisation promoting health and wellbeing.

Students taught by their peers can identify with their educator, which allows the development of positive relationships and a greater level of trust between teacher and student.
What is e-Bug?

e-Bug is an educational resource for junior and senior school children which teaches about hygiene, the spread of infection and responsible antibiotic use.

The e-Bug project is led by Public Health England and was developed in collaboration with teachers and stakeholders from 18 partner countries across Europe. Since the official launch in 2009, e-Bug has expanded across the world and at present has partners in 21 countries, including countries outside the European Union such as Turkey and Saudi Arabia. The resources are available in 22 different languages.

The e-Bug resources comprise of a teacher educational pack which includes lesson plans, activities and worksheets on a range of hygiene and infection topics, such as an introduction to microbes, hand hygiene, respiratory hygiene, food hygiene, antibiotics and vaccines. Topics for senior students also include sexual health.

The teacher pack is complemented by student websites for both junior (7-11 year olds) and senior (12-15 year olds) children. These websites host games, quizzes and interactive activities to allow the children to continue their learning at home.

The resources are all freely available for educators and students at www.e-bug.eu.

In addition to the online resources, e-Bug hosts an interactive science show which contains hands-on activities covering a variety of health topics. The road show was developed in collaboration with the British Society for Antimicrobial Chemotherapy (BSAC) and it has been delivered to children and families at science festivals and schools across the UK. It is this road show that has been developed into the peer education workshop.
Why develop a peer education workshop?

The e-Bug peer education workshop encompasses the objectives of the Marmot review (2010), including:

- Giving every child the best start in life
- Enabling all children, young people and adults to maximise their capabilities and have control over their lives
- Ensuring a healthy standard of living for all
- Strengthening the role and impact of ill-health prevention

In addition, the workshops meet the objectives of the Ottawa Charter for Health Promotion, as set out at the World Health Organization (WHO) First International Conference on Health Promotion. These objectives are:

- Building healthy public policy
- Creating supportive environments
- Strengthening community action
- Developing personal skills
- Re-orientating health care services toward prevention of illness and promotion of health
An outline of the workshop

The e-Bug peer education workshop is designed to be flexible and can be adapted to suit the needs of each educational establishment. In this pack we have outlined how the workshops can be run over two days, involving both primary and secondary schools. If necessary, you may use this as a guide and adapt for your school.

Day 1

Morning: On day 1, educators will deliver the e-Bug activities to senior students. The workshops run best with students in Year 8, aged 12-13 years, although students of any age in KS2 and KS3 can enjoy the workshop. There are 5 stands in the workshop, each containing an interactive activity, and students should be split into small groups and rotate around each stand every 5-7 minutes. Including a short introduction, the students can complete the activities in one hour. Multiple sessions can be run in the morning of the first day, as around 30-40 students per group (6-8 per stand) are ideal. A member of staff is required to time the stands and alert the students as to when they should move on.

Afternoon: In the afternoon of day 1, the peer educators are trained on how to deliver the e-Bug activities. Around 20-25 peer educators should be selected by the teachers, allowing the educators to work in small groups of 4-5 per stand. They should arrange between themselves how to divide the stand delivery.

The peer educators can be given a booklet outlining each stand, the learning objectives and how to run the activities. The peer educators can make notes in these booklets and keep them for future reference. The peer educators can also be given a t-shirt to wear on day 2.

A member of staff should help the peer educators learn the stand and the activity. Groups of peer educators can then practice with each other. Around 1 hour is sufficient to train the peer educators.
Day 2

It is useful to have time at the beginning of day 2 for the peer educators to refresh their stand and practice once more how to deliver the activity. After this, local primary schools or Year 7 students (aged 11-12 years) can attend and receive the workshop from the peer educators, in the same format as the morning of day 1.

Staff should be on hand to assist the peer educators, especially during the first session. A maximum of 4 sessions can be run in one day, as any more than this the peer educators begin to get tired.

The workshops tend to run better with local primary schools, rather than Year 7 students, as they are from a different school and peer educators often find it easier to teach younger children.
The e-Bug activities

The e-Bug peer education workshops comprise of 5 interactive stands. The learning objectives for each stand are outlined below, with a brief explanation of the activities. More information on the activities is provided in Section 3: Running the workshops.

**Microbe Mania**

An introduction to microbes – the children learn through creating their own microbe out of play dough, using microbe images to think about shapes and sizes.

Learning outcomes:

- There are three different types of microbe - bacteria, viruses and fungi
- Microbes are all different shapes and sizes
- Some are useful but some can be harmful
- Microbes are found everywhere
- Most microbes are too small to be seen with the naked eye

**Horrid Hands**

The children learn how microbes spread through touch by visualising the spread of UV gel after shaking hands. An activity with soap, water and pepper also demonstrates why using soap is important.

Learning outcomes:

- Microbes can spread through touch
- We pick up microbes from the things we touch and can spread these to other people
- Washing hands can help remove microbes
- Washing hands is one of the best ways to prevent the spread of microbes
- Washing hands with soap and water is better than washing hands with water alone
Super Sneezes

A spray gun is used to demonstrate how far a sneeze can travel. Children then experiment with using their hand or a tissue to stop the spread of sneezes.

Learning outcomes:

- There can be harmful microbes in your sneezes
- Microbes can travel through the air
- Microbes can spread to other people through your sneezes
- Sneezes can spread germs a long way
- If you sneeze into your hand you should always wash your hand afterwards
- Sneezing into a tissue is the best way to stop the spread of colds and flu germs

How Clean is Your Kitchen?

The children are asked to make a chicken sandwich and UV powder is used to show the spread of microbes during the cooking process.

Learning outcomes:

- There can be harmful microbes on raw food, especially raw meat
- The best way to destroy harmful microbes on meat is to cook thoroughly
- Always wash your hands after touching raw meat
- Raw meat should be kept on the bottom shelf of the fridge
- Do not use the same chopping board and knife to chop raw and cooked meat
- Meat and vegetables should be chopped on different chopping boards
**Antibiotic Awareness**

A colour change experiment in a test tube demonstrates antibiotics killing bacteria and why it is important to finish the course of antibiotics.

Learning outcomes:

- Antibiotics are special medicines that only work on bacteria
- You should only take antibiotics prescribed by your doctor, and you should always take the whole course of antibiotics
- Never take anyone else’s antibiotics
- Antibiotics do not work on viral infections like most coughs, colds and flu
- Bacteria re becoming resistant to antibiotics
- We can help prevent more bacteria from becoming resistant to antibiotics by following the rules stated above
The development and evaluation of the workshops

Development of the workshops

The first phase of the project consisted of a ‘train the trainer’ day, during which the e-Bug resources and activities were showcased to teachers, school nurses and STEM ambassadors from the Forest of Dean, Gloucestershire. Feedback from participants confirmed that the students would benefit from the e-Bug road show being delivered in schools and it was suggested that an element of peer education should be introduced.

Phase 2 involved the first peer education event at a pilot school in the Forest of Dean, Gloucestershire. The e-Bug road show was delivered to Year 8 students by e-Bug and Environmental Health staff, before 30 students were selected as peer educators. The peer educators were trained on the activities and on day 2, delivered the workshop to their peers from the same educational establishment. The pilot was received well by the students and the school and it was decided to perform a full evaluation in phase 3.

For phase 3, it was also decided to involved environmental health students to deliver the workshop on day 1. This provided extra staffing but also allowed these students to complete a section of their log book. A training day for environmental health students, on the project and the e-Bug activities, was held before the workshops took place.

Workshops took place in 4 schools across Gloucestershire and Bristol in a range of urban/rural and socio-economic areas. The evaluation consisted of monitoring knowledge change in the students taking part (both the students taking part and the peer educators) as well as receiving verbal feedback after the event. The evaluation and feedback has been used to develop this pack and refine the workshop schedule and delivery.
Evaluation of the workshops with Environmental Health staff

Verbal feedback after the workshops was very positive, from the school, teachers and students involved.

The peer educators enjoyed the event, describing it as difficult and tiring, but also ‘a fun way of learning’. Many peer educators felt that they developed confidence and team working skills. By providing the training booklet for the peer educators to keep, several peer educators took the messages home to their families and practiced with parents before the second day of the workshop.

Schools took part in the event for three main reasons: to develop links with local primary schools, for development opportunities for their students, and to raise awareness of health and hygiene topics. During many of the workshops, teachers from across the school, and also the head teacher, visited the event. This was particularly encouraging for the peer educators, who then received acknowledgement of their work from a range of staff.

Teachers involved in planning the event and selecting the peer educators noted how quiet and shy students grew in confidence throughout the day. Since the event, one teacher describes the peer educators as being ‘more responsive to learning’ in the school environment.

Knowledge change results

Knowledge change questionnaires confirmed the workshop was successful, with an improvement in knowledge seen across all topics covered. Furthermore, students retained some of this knowledge 6-8 weeks after the event.

Prior to the workshop, student knowledge was lowest for the antibiotics topic and highest for the hand hygiene topic. The largest improvement in knowledge occurred in the respiratory hygiene topic (for junior schools) and the antibiotic topic (for senior schools).
Guide to running peer education workshops

What does your school need to do?

- Arrange **dates** for the workshop to take place – the workshop can take place over two days. On day 1 the workshop is delivered to senior students by school staff and in the afternoon the peer educators are trained. On day 2, the peer educators deliver the workshop to junior students. The workshop does not necessarily have to run over two consecutive days, although the second day should be within one week of the first day.

- Plan the **timetable** – how will the workshop fit into the school day? For one group of students to complete the workshops, a minimum of 45 minutes is required. This allows for 5 minute introduction, and then 7 minutes per stand, with time for rotation of the groups. This should fit into one school lesson which are on average around 50 minutes to 1 hour.

- Decide on the **number of students** per group. This will depend on the teaching timetable and which classes attend the workshop. The maximum group is size 50 -60 students, which is 10-12 students per stand.

- Select the **peer educators** – the teachers involved should select which students will act as peer educators. The teachers should select a range of students, not just those who excel academically. Those students with behavioural problems often get the most out of the workshop. It also works well when the teachers assign the peer educators to a particular stand, rather than allowing the peer educators to select themselves. This splits up friendships groups and ensures there is an even spread of academic abilities on each stand.

- Organise the **location** of the workshop. A room close to running water is useful for the Horrid Hands stand. The workshop runs well in a science lab, as sinks are available, although school halls and gyms are also suitable.

- Recruitment of **junior schools** (if applicable). The school can contact local primary schools to arrange their attendance on day 2. This is an excellent opportunity for secondary schools to promote their school and facilities to Year 5 students considering which secondary school they will attend. Alternatively, younger students in the secondary school can attend on day 2.

- Arrange **staff cover** so that a teacher can be present at all times during the workshop. Students often get more out of the workshop when a teacher is present to observe and regulate behaviour.
**Recruiting other staff**

In order to run a successful roadshow you will need to recruit team members. These could be other teachers in your school, your school nurse, or local university students studying health related topics.

Before your event takes place we would suggest setting up a training morning for all staff involved. This gives members of the team the opportunity to familiarise themselves with the training equipment and to practice the activities. We would also recommend forwarding copies of the peer education training pack to the team members in order that they have an idea of what is required of them on the day.
Preparation for the workshops

If possible, the road show should be set-up with 1-2 tables for each activity, arranged in a large circle to allow the students to easily rotate between stands. A suggested order for the activities is given below, although the availability of water for the Horrid Hands stand may determine where this activity is held.

Large posters are available for each stand, which can be printed and hung behind the tables, or printed as roller banners. These are available on the e-Bug science show webpages here.

For the peer educators, training booklets should be provided (available on the e-Bug peer education webpage). You may also wish to provide t-shirts and certificates to these students.
The equipment required for each stand, and a rough cost, is outlined below.

**Microbe Mania**

<table>
<thead>
<tr>
<th>Item</th>
<th>Estimated cost per pack (pp) / £GBP</th>
<th>Estimated cost per Unit / £GBP</th>
</tr>
</thead>
<tbody>
<tr>
<td>Petri Dishes</td>
<td>7.99 (20 pp)</td>
<td>0.40</td>
</tr>
<tr>
<td>Playdough</td>
<td>3.99 (4 pp)</td>
<td>1.00</td>
</tr>
<tr>
<td>Permanent Marker (thin)</td>
<td>5.93 (4 pp)</td>
<td>1.48</td>
</tr>
<tr>
<td>Table cloths</td>
<td>10.39 (1pp)</td>
<td>10.39</td>
</tr>
<tr>
<td>Laminated Microbe Cards</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Placemats</td>
<td>4.95 (4 pp)</td>
<td>1.24</td>
</tr>
<tr>
<td>Selotape</td>
<td>1.30 (1 pp)</td>
<td>1.30</td>
</tr>
<tr>
<td>Giant Microbes (optional)</td>
<td>7.95 (1 pp)</td>
<td>7.95</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>34.55</td>
<td>15.81</td>
</tr>
</tbody>
</table>

**Horrid Hands**

<table>
<thead>
<tr>
<th>Item</th>
<th>Estimated cost per pack (pp) / £GBP</th>
<th>Estimated cost per Unit / £GBP</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Activity 1</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Glow Gel 250ml</td>
<td>22.83 (1pp)</td>
<td>21.83</td>
</tr>
<tr>
<td>UV Lights 12V LED</td>
<td>36.00 (1pp)</td>
<td>36.00</td>
</tr>
<tr>
<td>Washing up bowls x2</td>
<td>6.00 (2pp)</td>
<td>3.00</td>
</tr>
<tr>
<td>Hand soap</td>
<td>0.38 (1pp)</td>
<td>0.38</td>
</tr>
<tr>
<td>Glo boxes</td>
<td>85.00 (1pp)</td>
<td>85.00</td>
</tr>
<tr>
<td>Kitchen roll</td>
<td>1.18 (2pp)</td>
<td>0.59</td>
</tr>
<tr>
<td>Bin bags</td>
<td>1.49 (70pp)</td>
<td>0.02</td>
</tr>
<tr>
<td><strong>Activity 2</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>White bowls</td>
<td>0.90 (6pp)</td>
<td>0.17</td>
</tr>
<tr>
<td>Washing Up Liquid</td>
<td>0.89 (1pp)</td>
<td>0.89</td>
</tr>
<tr>
<td>Pepper</td>
<td>0.40 (1pp)</td>
<td>0.40</td>
</tr>
<tr>
<td>Cocktail Sticks</td>
<td>0.50 (100pp)</td>
<td>0.01</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>155.57</td>
<td>148.29</td>
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### Super Sneeze

<table>
<thead>
<tr>
<th>Item</th>
<th>Estimated cost per pack (pp) / £GBP</th>
<th>Estimated cost per Unit / £GBP</th>
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</thead>
<tbody>
<tr>
<td>Green Food Colouring</td>
<td>1.99 (1pp)</td>
<td>1.99</td>
</tr>
<tr>
<td>Wall Lining Paper 10m Roll</td>
<td>8.99 (1pp)</td>
<td>8.99</td>
</tr>
<tr>
<td>Kilner jar of snot</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Face mask e.g Bart Simpson mask</td>
<td>19.99 (1pp)</td>
<td>19.99</td>
</tr>
<tr>
<td>Spray Gun (Snot Gun)</td>
<td>0.60 (1pp)</td>
<td>0.60</td>
</tr>
<tr>
<td>Gloves (Latex free)</td>
<td>1.02 (100pp)</td>
<td>0.01</td>
</tr>
<tr>
<td>Bin bags</td>
<td>1.49 (70pp)</td>
<td>0.02</td>
</tr>
<tr>
<td>Kitchen roll</td>
<td>1.18 (2pp)</td>
<td>0.59</td>
</tr>
<tr>
<td>Instructions for making snot</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>35.26</strong></td>
<td><strong>32.19</strong></td>
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### How Clean is your Kitchen?

<table>
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<tr>
<td>Glow Gel Powder 50g</td>
<td>19.02 (1pp)</td>
<td>19.02</td>
</tr>
<tr>
<td>UV Lights 12V LED</td>
<td>36.00 (1pp)</td>
<td>36.00</td>
</tr>
<tr>
<td>Toy Microwave/Oven x2</td>
<td>19.98 (2)</td>
<td>9.99</td>
</tr>
<tr>
<td>Plastic Food</td>
<td>12.00 (60 pieces pp)</td>
<td>0.20</td>
</tr>
<tr>
<td>Playdough</td>
<td>6.40 (12 pp)</td>
<td>0.53</td>
</tr>
<tr>
<td>Chopping Boards</td>
<td>1.40 (2pp)</td>
<td>0.70</td>
</tr>
<tr>
<td>Plastic Knives</td>
<td>12.46 (1000 pp)</td>
<td>0.01</td>
</tr>
<tr>
<td>Paper plates</td>
<td>16.92 (1000 pp)</td>
<td>0.02</td>
</tr>
<tr>
<td>Table cloths</td>
<td>10.39 (1pp)</td>
<td>10.39</td>
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<tr>
<td><strong>Total</strong></td>
<td><strong>134.57</strong></td>
<td><strong>76.86</strong></td>
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### Antibiotic Awareness

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<tbody>
<tr>
<td>Vinegar</td>
<td>0.84 (1pp) 500ml</td>
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<tr>
<td>Test Tubes</td>
<td>3.19 (10pp)</td>
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<tr>
<td>Test Tube Rack</td>
<td>3.49 (1pp)</td>
<td>3.49</td>
</tr>
<tr>
<td>Pipettes</td>
<td>2.79 (10pp)</td>
<td>0.28</td>
</tr>
<tr>
<td>Indicator 100ml (Phenol red)</td>
<td>18.60 (1pp) 100ml</td>
<td>18.60</td>
</tr>
<tr>
<td>Giant Microbes (optional)</td>
<td>(7.95)</td>
<td>(7.95)</td>
</tr>
<tr>
<td><strong>Total</strong></td>
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## Total costs

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<th>Item</th>
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<tbody>
<tr>
<td>Microbe Mania</td>
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<td>15.81</td>
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<tr>
<td>Horrid Hands</td>
<td>155.57</td>
<td>148.29</td>
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<tr>
<td>Super Sneezes</td>
<td>35.26</td>
<td>32.19</td>
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<tr>
<td>Kitchen Mayhem</td>
<td>134.57</td>
<td>76.86</td>
</tr>
<tr>
<td>Antibiotic Awareness</td>
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<td>23.53</td>
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<tr>
<td><strong>Total</strong></td>
<td><strong>388.86</strong></td>
<td><strong>296.68</strong></td>
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Running the workshops

If possible, it is helpful to set up the stands the day before the workshop is to begin.

For each group of students, the workshop should be introduced by outlining what the students are going to learn. A demonstration is provided for the introduction, to show the relative sizes of bacteria, viruses and fungi. After this demonstration, the students should be split into groups and each group sent to one stand. After 5-7 minutes, the groups should rotate, until each group has been around each stand. If there is time at the end, the student can be brought together and asked what they enjoyed about the workshop and what they learnt. This is useful to reinforce key messages and learning outcomes from the different activities.

Details on how to perform the introductory demonstration, and how to run each stand, is provided in the peer educator training manual found on the e-Bug peer education website. Staff running the workshop on day 1 should be familiar with each activity and stand.
Follow up

After the workshop, the peer educators can be given a certificate. This could be presented during a school assembly, so that other students in the school learn about the workshops and what the peer educators gained from the experience.

Some schools may find it useful to undertake a small evaluation of the workshop. This could comprise of a questionnaire for the students on how they found the workshop, what they enjoyed/didn’t enjoy and what they learnt from the activities. A questionnaire could also be provided to the teachers involved. This will help in organising future events.
How to adapt the workshops for other settings

The peer education workshop can be adapted to suit different requirements. As already discussed, flexibility in timetabling, student group numbers and age group of students can be made. In addition, the workshop can be used in the following ways:

- As part of a school science week or festival
- As an external event the school is hosting
- As part of an open day or induction day for Year 6 students
- The activities could be divided up to fit into shorter lessons or assemblies
- The activities could be taken into local primary schools, rather than these students attending the secondary school

We have designed the workshop to be as flexible as possible.
Where to get further help

We hope that you have found this pack useful and informative. If, however, you do require further assistance to set up and run the peer education workshops, please do not hesitate to contact us at the details below.

More information on e-Bug can be found at www.e-bug.eu. Videos of each e-Bug science show activity in action can be viewed under each topic at http://bsac.org.uk/science-fair/.

The e-Bug team, Public Health England

Email: e-Bug@phe.gov.uk
Phone: 0300 422 5062
We would like to thank all the schools, teachers and students who participated in the development and evaluation of the e-Bug peer education workshops. In particular:

- David Morgan, Lakers School, Coleford, Gloucestershire
- Catherine Duchak-Aldred, Dene Magna School, Mitcheldean, Gloucestershire
- Ross Williams, Pittville School, Cheltenham, Gloucestershire
- Di Harrill, Newent Community School, Newent, Gloucestershire
- Gill Lamming, Fairfield High School, Bristol

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