## Sharing healthy hygiene strategies

How can we share healthy hygiene strategies with students at our school?

## Outcomes and indicators

**Healthy, Safe and Active Lifestyles**

**PD2-7**

A student – describes strategies to make home and school healthy, safe and physically active spaces

**What skills and strategies do we need to be healthy, safe and empowered?**

Students:

* discuss the contextual factors influencing personal choices and decisions around health, safety and physical activity, for example:
  + discuss and interpret how multimedia health information and messages influence personal health decisions through the choices, behaviours and outcomes they convey, eg food choices (ACPPS039) **S** Critical and creative thinking icon Information and communication technology capability icon Literacy icon Personal and social capability icon

## Resources

* Behind the News [COVID-19 (aka Coronavirus) explained](https://www.abc.net.au/btn/classroom/coronavirus-explained/11933838)
* [NSW Health Handwashing poster](https://www.health.nsw.gov.au/pandemic/Pages/hand-wash-community.aspx)

## Learning experiences

1. Brainstorm the following questions:   
   What is healthy hygiene?   
   What are some examples of healthy hygiene at home and at school?

Record students’ ideas to refer to throughout the learning experiences.

Teaching notes: Provide suggestions, for example washing hands, brushing teeth, brushing hair.

1. Pose the question, ‘Why is it important to practise healthy hygiene? For example, to prevent the spread of germs, to prevent illness, personal appearance.
2. Watch [COVID-19 (aka Coronavirus) Explained (4 minutes 27 seconds)](https://www.abc.net.au/btn/classroom/coronavirus-explained/11933838) on Behind the News.

Teaching notes: The COVID-19 (aka Coronavirus) Explained Behind the News video was released on 11 February 2020. It is important to make sure that current advice is used in conjunction with this clip.

1. In pairs students identify the key messages in the video. Discuss the key messages with students.
2. Ask students how they feel after watching the video?   
   Why do they think they feel like this?   
   What are some different factors which influence the way you feel and the decisions you make?

Teaching notes: Factors that may influence how students make decisions include their knowledge, skills, beliefs, family, friends, access to resources, media, education, location.

1. Display the [NSW Health Handwashing poster](https://www.health.nsw.gov.au/pandemic/Pages/hand-wash-community.aspx).   
   Explain the importance of accessing accurate health information when making decisions about personal health.
2. The [NSW Health Handwashing poster](https://www.health.nsw.gov.au/pandemic/Pages/hand-wash-community.aspx) provides simple instructions to support effective handwashing techniques. Handwashing is an example of healthy hygiene and one way to manage the spread of germs.
3. Brainstorm ways to share information about handwashing with other students at the school using the information in the poster.
4. Students create a song or rap that incorporates the steps of handwashing.   
   The song or rap should be at least 20 seconds long and incorporate the information from NSW Health.   
   Provide students with feedback on the information in their song or rap.
5. Refer back to students’ original questions and thoughts:   
   Have we answered any of our questions?   
   What would we like to learn more about?