ACTIVITY PYRAMID

CUT DOWN ON
- Gaming
- Watching TV
- Playing on phones or tablets

2 – 3 TIMES A WEEK
- Strength and Flexibility
  - Dancing
  - Push-ups
  - Sit-ups
  - Stretching

3 – 5 TIMES A WEEK
- Aerobic Exercises (at least 20 minutes)
  - Swimming
  - Running
  - Cycling
  - Skipping
- Recreational Activities (at least 20 minutes)
  - Soccer
  - Netball
  - Football
  - Basketball

EVERYDAY
- (as often as possible)
  - Play outside
  - Help around the house or backyard
  - Walk to the shops or school
  - Take the stairs instead of the elevator
Food Contamination Quiz

1. Keep hot food at above 60°C.  TRUE/FALSE
2. Keep cold food at below 5°C.  TRUE/FALSE
3. It is safe to eat cold food that has been sitting out of the fridge for 4 hours.  TRUE/FALSE
4. Keep foods in the fridge when defrosting.  TRUE/FALSE
5. Wash and dry your hands before preparing any sort of food.  TRUE/FALSE
6. It is okay to have dirty benches, kitchen equipment and tables when preparing food.  TRUE/FALSE
7. If raw meat juices drip onto the floor, it is okay to leave them until you are finished preparing food.  TRUE/FALSE
8. Separate raw and cooked food and use different cutting boards and knives for each.  TRUE/FALSE
9. When you are feeling unwell, you should spend more time in the kitchen.  TRUE/FALSE
10. Clean and dry your cutting boards and knives well.  TRUE/FALSE

Answers*

1. TRUE
2. TRUE
3. FALSE
4. TRUE
5. TRUE
6. TRUE
7. TRUE
8. FALSE
9. FALSE
10. TRUE

How many hand washing terms can you spot?
Find all **12 words** to become a **hand washing hero**!

WASH
CLEAN
WATER
HEALTH
SINK
GERMS
HANDS
WET
SQUIRT
RUB
RINSE
DRY
Ask students to stand in a circle.

Select one student and place some paint, gel or talcum powder onto their hand.

Ask them to shake hands with three other students.

Then, ask these students to shake hands with another three students.

Continue this process until all hands in the classroom have been touched.

Once complete, explain to students how the paint, gel or talcum powder represents germs, and begin a class discussion about how germs can spread from one person to another.

**Discussion Questions:**

- How many people ended up with ‘germs’?
- How can we reduce the spread of germs?
- Why is it important to wash your hands after sneezing or coughing?
HEALTHY STUDENTS

HERE ARE 5 RULES ON HOW TO MAINTAIN A HAPPY AND HEALTHY LIFESTYLE. READ THE WORKSHEET AND REFLECT ON YOUR PERSONAL HEALTHY HABITS.

1. HAND WASHING
   Remember to wash your hands...
   Before: eating
   After: playing, going to the bathroom, art class, eating recess and lunch, touching animals.

   HOW MANY TIMES HAVE YOU WASHED YOUR HANDS TODAY?

2. GERM HYGIENE
   Always use tissues when blowing your nose and cover your mouth when coughing or sneezing.

   DO YOU PERFORM CORRECT GERM HYGIENE - ALWAYS, SOMETIMES OR NEVER?

3. HEALTHY EATING
   School lunches should be packed with plenty of vegetables and fruit, along with a balance of grains, meats and dairy products*. Eating a nutritious diet helps to keep you healthy, whilst giving you enough energy to grow and develop.1
   Drinking enough water is another important factor to help you stay happy and hydrated!

   NAME 3 ITEMS IN YOUR LUNCHBOX.

4. KEEP ACTIVE
   Kids and teens should get at least 60 minutes of moderate to active physical activity every day.2

   HOW MUCH EXERCISE DO YOU GET?

5. SLEEP WELL
   Getting enough sleep allows your immune system to function properly. School aged children between 6 – 13 years are recommended to get between 9 and 11 hours of sleep per night.3

   CALCULATE HOW MANY HOURS OF SLEEP YOU GET EACH NIGHT.

TIPS & TOOLS

*This is just a recommendation for a healthy lunch box. Children’s lunch boxes may differ based on individual allergies and/or intolerances.
5 HAND WASHING STEPS

CUT OUT THE BUBBLES AND GLUE THEM IN THE CORRECT ORDER OF THE 5 HAND WASHING STEPS.

SQUIRT  WET  RUB  DRY  RINSE
SENSIBLE SHARING

When at school, sharing things with classmates and friends is an important thing to do!

However, there are some things that should be kept to ourselves so that we don’t spread germs. See if you can put the below items in their right categories:

**OK to SHARE**

- Lip Balm
- Games
- School Hats
- Dirty Tissues

**Keep to MYSELF**

- Water Bottles
- Pens
- Pencils
- Ear Buds

- Friends
- Hair Brushes
- Toys
- Food (Recess & Lunch)
GERM BUSTERS!

WHAT YOU WILL NEED

- SCISSORS
- COLOURED PENCILS, CRAYONS OR MARKERS
- GLUE
- COLOURED PAPER OR CARDBOARD
- WHITE PAPER
- CRAFT EQUIPMENT (OPTIONAL)

METHOD

1. Using the white paper, ask students to carefully trace their left and right hands (including wrists).
2. Then, ask students to cut out their traced artwork and glue them on coloured paper or cardboard.
3. Ask students to identify commonly missed areas when hand washing and lead into a class discussion about the importance of thorough hand washing.
4. Following the discussion, ask students to use coloured pencils (or craft equipment) to draw and label germ pictures on each part of the traced hand.
5. Display artwork around the classroom as a reminder of germ hotspots.
HOMEWORK ACTIVITY

Watch at least one family member washing their hands and record performance on the chart below! Then, show them the correct hand washing technique.

<table>
<thead>
<tr>
<th>TECHNIQUE</th>
<th>NAME: EXAMPLE</th>
<th>NAME:</th>
<th>NAME:</th>
<th>NAME:</th>
</tr>
</thead>
<tbody>
<tr>
<td>WASHED IN BETWEEN FINGERS</td>
<td></td>
<td>✔</td>
<td></td>
<td></td>
</tr>
<tr>
<td>WASHED PALMS</td>
<td></td>
<td>✔</td>
<td></td>
<td></td>
</tr>
<tr>
<td>WASHED THUMBS</td>
<td></td>
<td>✔</td>
<td></td>
<td></td>
</tr>
<tr>
<td>WASHED FINGERTIPS</td>
<td></td>
<td>❌</td>
<td></td>
<td></td>
</tr>
<tr>
<td>WASHED BACKS OF HANDS</td>
<td></td>
<td>✔</td>
<td></td>
<td></td>
</tr>
<tr>
<td>WASHED WRISTS</td>
<td></td>
<td>❌</td>
<td></td>
<td></td>
</tr>
<tr>
<td>HAS BEEN TAUGHT THE CORRECT HAND WASHING TECHNIQUE!</td>
<td>✔</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### BENEFITS OF PHYSICAL ACTIVITY AND EXERCISE FOR KIDS:

<table>
<thead>
<tr>
<th>Number</th>
<th>Benefit</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Promotes healthy growth and development</td>
</tr>
<tr>
<td>2</td>
<td>Improves cardiovascular fitness</td>
</tr>
<tr>
<td>3</td>
<td>Improves balance, coordination and strength</td>
</tr>
<tr>
<td>4</td>
<td>Maintains and develops flexibility</td>
</tr>
<tr>
<td>5</td>
<td>Improves posture</td>
</tr>
<tr>
<td>6</td>
<td>Enhances fundamental movement skills</td>
</tr>
<tr>
<td>7</td>
<td>Improves concentration and thinking skills</td>
</tr>
<tr>
<td>8</td>
<td>Improves confidence and self-esteem</td>
</tr>
<tr>
<td>9</td>
<td>Relieves stress and promotes relaxation</td>
</tr>
<tr>
<td>10</td>
<td>Improves sleep</td>
</tr>
</tbody>
</table>

Sponsored by Dettol
GET TO KNOW YOUR GERMS

STAPHYLOCOCCUS AUREUS (AKA: STAPH)

STREPTOCOCCAL (AKA: STREP)

SALMONELLOSIS (AKA: SALMONELLA)

ESCHERICHIA COLI (AKA: E COLI)
**SCIENTIFIC NAME:** STAPHYLOCOCCUS AUREUS  
**NICKNAME:** STAPH  
I am found on the body and am most commonly spread via contaminated food, air and surfaces*.  
*www.healthdirect.gov.au/staph-infections

**SCIENTIFIC NAME:** SALMONELLOSIS  
**NICKNAME:** SALMONELLA  
I can be most commonly spread via contaminated foods, such as uncooked chicken, water or unclean surfaces*.  
*www.healthdirect.gov.au/salmonella

**SCIENTIFIC NAME:** STREPTOCOCCAL  
**NICKNAME:** STREP  
I am most commonly spread from person to person by coughs, sneezes or hand contact*.  

**SCIENTIFIC NAME:** ESCHERICHIA COLI  
**NICKNAME:** E COLI  
I help to break down and digest food. There are many strains of me, however I am most commonly spread through contaminated food, water, from contact with animals or people*.  
*www.cdc.gov/ecoli/index.html
INDOOR EXERCISES

THINK 'SIMON SAYS':

1. WALK ON THE SPOT  
   x 60 SECONDS

2. STRETCH YOUR ARMS  
   x 30 SECONDS EACH SIDE

3. BALANCE ON YOUR LEFT LEG  
   x 10 SECONDS

4. BALANCE ON YOUR RIGHT LEG  
   x 10 SECONDS

5. TOUCH YOUR TOES  
   x 5 TIMES

6. STAR JUMPS  
   x 5 TIMES

7. LEFT LEG FORWARD LUNGES  
   x 10 ON THE SPOT

8. RIGHT LEG FORWARD LUNGES  
   x 10 ON THE SPOT

let's get active!

Sponsored by Dettol
Understanding germs can be confusing! Use this creative exercise to introduce a family of common household germs to your students. Bringing the germ to life visually will help them to remember important information and be more cautious.

Let’s get started!

**WHAT YOU WILL NEED:**
- Googly eyes (range of sizes)
- Pipe cleaners
- Glue
- Scissors
- Pencil

**WANT TO BE EXTRA FANCY? ADD THESE ITEMS TO YOUR CRAFT LIST:**
- Velvet
- Glitter glue
- Water paints
- Bag of multi-coloured pom poms

**CREATIVE METHOD**

1. Print out the attached germ cards and distribute one to each student in the classroom.

2. Spread out all the craft materials so that every student has access to them.

3. Once each student has been assigned a germ, encourage them to get CREATIVE! Have your students re-create their assigned germ as imaginatively and colourfully as possible.

4. Once all students have finished their germ, go around the room and discuss the germs name, where it can be found and how it can spread. Information can be found on the back of the germ cards.

5. Keep the germs! Stick them up around the classroom so that students are reminded of the different types of germs always around them.
Which is a form of exercise?
- a. Netball
- b. Having a picnic
- c. Cooking

Which is NOT a form of exercise?
- a. Skipping
- b. Running
- c. Eating

Is improved sleep a benefit of regular exercise?
- a. True
- b. False

What is important to do while you exercise?
- a. Stop and talk to friends
- b. Drink plenty of water
- c. Give up

Why is it important to stay active?
- a. It is healthy for my body and mind
- b. It improves my fitness
- c. Both

After exercise what should I eat?
- a. Chips
- b. Lollies
- c. Fruit or vegetables

How often should you exercise?
- a. Never
- b. 1 hour a day
- c. Once a week

If it's raining outside, what can I do?
- a. Do some inside stretches and exercises
- b. Go for a run outside
- c. Watch television

Which is a benefit of exercise?
- a. Healthy growth and development
- b. Longer hair
- c. Better eye sight

Finish the sentence, 'Exercise can increase...'
- a. My concentration
- b. My energy
- c. Both
HEALTHY LUNCH BOX
CRAFT ACTIVITY

Healthy eating doesn’t need to be boring! It is important to understand balance in order to start healthy eating habits. Use the below activity to help your students build their own healthy lunch box.

**Method:**

1. Ask your students to cut-out and colour in the lunch box, decorating it in a fun and colourful way!
2. Have your students select 5 food/drink items that they think create a healthy, well-balanced lunch box.
3. As a class, discuss the students food choices and lunch box designs.

http://easyscienceforkids.com/what-is-healthy-food-for-your-body/
HEALTHY LUNCH BOX
CRAFT ACTIVITY

http://easyscienceforkids.com/what-is-healthy-food-for-your-body/
GERM SING-A-LONG SONG

Need to remind your students to wash their hands properly?

Sing this song in class before every recess and lunch to remind them to wash their hands before eating, it’s so catchy they’ll never forget it!

SING TO THE TUNE: Row row, row your boat.

Scrub, Scrub
Scrub your hands,
Wash them nice and clean.
Rub them here,
Scrub them there,
Hands are nice and clean.
When sharing public spaces like classrooms, transport or bathrooms it is important for your students to understand how easily germs can spread. This activity visually shows students how far germs can spread and why proper hygiene habits, as simple as covering a sneeze, are so important!

**WHAT YOU WILL NEED:**

- Spray Water Bottle
- Green Food Dye
- A3 Paper
- Tissues

**CREATIVE METHOD**

1. Fill the spray bottle with water and one drop of green food dye and choose two students who are willing to volunteer.

2. Ask the students to stand next to each other, as close as they feel comfortable without intruding on each other’s personal space. Give one student the spray bottle and the other the A3 paper.

3. Instruct the student with the A3 paper to hold it up over their face. Now have the student with the spray bottle to pretend to sneeze and to spray the bottle as they do so.

4. Explain to students that the green dye that has just sprayed across the paper is an example of how germs spread from a sneeze.

5. Nominate two more students to conduct the experiment again. This time cover the spray bottle with a tissue and have one student spray it on the paper again, pretending to do a sneeze.

6. Explain how this time, the spread of germs was reduced because proper hygiene habits were done (i.e. covering your mouth).