



skinTALK[★]

Healthy Skin • Healthy Heart • Healthy Community

YEARS 3–4 UNIT GUIDE

Aligned with Australian Curriculum Version 9.0.

Created in collaboration with First Nations cultural advisers.

Contents

Acknowledgment of Country	.03
About the program	.04
How to use this resource	.05
Lesson planning	.06
Module overview	.07
The role of the Health Corner.	.08
Healthy skin: our body's shield	.09
Skin conditions	.10
Skin health & bigger issues	.13
Healthy habits to keep your shield strong	.14
Supporting student wellbeing	.15
Cultural bush medicines.	.16
Module 01 – Hello skin.	.18
Module 01 – Activity sheets	.22
Module 02 – Skin talk and germ hunting.	.29
Module 02 – Activity sheets	.33
Module 03 – Healthy skin. Healthy heart.	.42
Module 03 – Activity sheets	.46
Module 04 – Strong me. Strong mob.	.51
Module 04 – Activity sheets	.55
Health Corner – Activity sheets	.59



Acknowledgment of Country

We acknowledge Aboriginal and Torres Strait Islander peoples as the Traditional Custodians of the lands, seas and waterways across Queensland. We pay our respects to Elders past and present, and acknowledge their ongoing role in sharing knowledge, culture and connection to Country.

We recognise our children as the next generation of storytellers, leaders and knowledge holders. We celebrate their strength, curiosity and connection to family, community and culture.

skinTALK has been created with respect for Aboriginal and Torres Strait Islander ways of knowing, being and doing, and supports children, families, schools and communities to keep skin strong, bodies healthy and futures bright.



About the program

skinTALK – Healthy Skin. Healthy Heart. Healthy Community has been developed to support Years 3-4 students to learn about healthy skin, healthy hearts and healthy communities through culturally grounded, strengths-based and engaging classroom learning experiences.

The program aligns with Version 9.0 of the Australian Curriculum and supports delivery of the Queensland Health and Physical Education (HPE) curriculum for Years 3-4, with additional links to Science, English and The Arts. Learning experiences support key curriculum outcomes related to health, safety, help-seeking, identity, relationships, movement and community wellbeing.

The program uses storytelling, movement, creativity, discussion and community connection to support students to understand skin health, prevention, help-seeking and how communities work together to stay healthy and strong.

How the program came together

skinTALK was developed through collaboration between Aboriginal and Torres Strait Islander communities, educators, health professionals, creatives and community representatives. Shaped through workshops, yarning and shared decision-making, development was led in partnership with community members, educators and health professionals from Townsville and Palm Island. While grounded in North Queensland partnerships, the program has been designed as a flexible Queensland resource that can be adapted and localised by communities to reflect local Country, cultures, languages, stories and ways of learning.

The working group and partners

Co-created and developed in partnership with:

- Townsville Hospital and Health Service – Public Health Unit
- Strategic Communications Branch, Queensland Health
- Queensland Department of Education
- Townsville Aboriginal and Islander Health Service (TAIHS)
- Palm Island Community Company (PICC)
- Educators, health workers and community members from Townsville and Palm Island
- Smoke Creative and cultural advisors, including Sean Choolburra.



How to use this resource

skinTALK is designed as a flexible and practical Years 3–4 classroom resource that supports Health and Physical Education, wellbeing, movement, storytelling and culturally responsive learning. Teachers are encouraged to adapt activities to suit their students, school context and local community.

Flexible toolkit approach

- Modules can be delivered individually or as a complete sequence.
- Activities can be adapted across Health and Physical Education, English, Science, The Arts and wellbeing learning.
- Teachers can select activities to suit time, student needs and classroom setting.

Suggested lesson timing

- Each module supports approximately 30–45 minutes of learning.
- Activities can be delivered in shorter or longer sessions, or across multiple lessons.
- Movement activities can also be used as energisers or **brain breaks**.

Using movement and storytelling

- Movement, rhythm, storytelling and yarning are key learning approaches throughout the program.
- Activities include games, role play, discussion, movement and creative learning experiences.

Trauma-aware and strengths-based practice

- The program uses strengths-based, non-shaming and supportive language.
- Teachers are encouraged to create safe learning environments that reinforce help-seeking, respect and community care.

Local community adaptation

- Teachers are encouraged to adapt examples and activities to reflect local Country, language, culture and community strengths.
- Opportunities for local community voice and place-based learning are encouraged throughout the program.

Culturally responsive teaching

- Aboriginal and Torres Strait Islander Histories and Cultures are embedded throughout the program rather than presented as an add-on.
- Activities support identity, belonging, respectful relationships and shared learning.

Optional community engagement opportunities

- Schools may choose to involve local Elders, health workers, organisations or community members where appropriate.
- Community engagement may include storytelling, health activities, local knowledge sharing or student presentations.



Lesson planning

The five stages below provide a familiar guide for planning **skinTALK** lessons, with the flexibility to meet your students where they are at. Each lesson module supports around 30–45 minutes of learning and can be taught individually, as part of the complete sequence, or adapted across lessons and learning areas. Choose and tailor movement, storytelling, yarning and creative activities to suit your students, timetable and classroom needs, while reflecting local Country, culture, language and community strengths.



Spark

Fun, engaging introduction to spark curiosity and introduce key ideas or learnings through conversation and video.

Watch



Yarn



Guest



Community



Connect

Short discussion or activity that relates the topic or concepts to students' lives, making it locally relevant.



Explore

Hands-on make and movement activities that unpack the key concepts and reinforce learnings.

Movement



Make



Reflect

Short review to reinforce the main messages & support retention.

Watch



Yarn



Share



Community



Extend

Take home tasks or community activities that continue the learning beyond the classroom.

Module overview

Wonder – – – → **Listen** – – – – → **Act** – – – – – → **Lead**

MODULE 01

Hello skin

Key Learning Intention

Students understand that healthy skin helps protect the body from germs, sickness and injury.

Core Messages

- Our skin is living and always changing. It grows with us, repairs itself and has amazing ways of healing after cuts, scratches and bites. Looking after our skin helps our body repair and keeps our skin shield strong.
- Our skin tells our story and connects us to who we are.
- Looking after our skin helps keep our body strong and healthy.
- Everyone's skin is worth caring for, and asking for help keeps us strong.

MODULE 02

Skin talk and germ hunting

Key Learning Intention

Students understand how germs can spread and how healthy habits and skin checking can help keep people healthy.

Core Messages

- Some germs can make us sick, especially when they get through cuts, scratches, bites or broken skin.
- Checking skin and acting early helps stop small sores becoming bigger problems.
- Washing hands and keeping clean helps remove dirt, poo and germs that can spread sickness.
- Cleaning and covering sores, washing with soap, keeping nails short, wearing shoes and covering sores helps protect our skin shield.
- Telling a trusted adult or health worker helps keep ourselves, families and communities healthy.

MODULE 03

Healthy skin. Healthy heart.

Key Learning Intention

Students understand that healthy skin helps protect important parts of the body, including the heart and kidneys.

Core Messages

- Healthy skin helps protect our whole body, including our heart and kidneys.
- Some germs can travel beyond the skin and cause bigger sickness if not treated early.
- Getting sores checked, swabbed and treated helps keep our bodies strong.
- Asking for help early protects our shield, our heart and our future health.

MODULE 04

Strong me. Strong mob.

Key Learning Intention

Students understand that everyone can help keep communities healthy and strong.

Core Messages

- Healthy habits help protect our family, friends and the people around us.
- Sharing knowledge and helping each other keeps communities strong.
- Healthy places – including safe washing spaces, clean homes, less rubbish and fewer pests – help protect skin health.
- Caring for the places where we live, learn and play helps keep our mob strong.

The role of the Health Corner

**Health
Corner**

The **Health Corner** is a dedicated space in your classroom for displaying **skinTALK** resources, student work and practical health items like tissues, hand sanitiser and band-aids. It's a place to keep key messages visible, revisit healthy habits between lessons and celebrate what students create. Once set up, the **Health Corner** doesn't have to end with **skinTALK** – keep it running all year to introduce new health topics as they come up, from sun safety to flu season.

Great for:

- **Reminding** students about how to stay healthy
- **Reviewing** knowledge at the end of each lesson
- **Extending** learning beyond the lessons
- **Personalising** classroom displays
- **Introducing** new locally relevant health messages throughout the year

Setting up the Health Corner

All you need to get started is a shelf, pinboard or table in a visible spot – somewhere students walk past often. Build it up gradually as the term progresses rather than trying to fill it all at once.

- **Showcase** student work created during activities.
- **Build learning opportunities** for resources to be used for **brain breaks** and further education throughout the year.
- **Add** new items at the end of each lesson, such as vocabulary word, student drawings, healthy skin messages or local language terms.

Activities

These simple activities help keep the **Health Corner** active, whether you're adding to it during **skinTALK** lessons, using it for a **brain break**, or introducing a new health topic later in the year.

- **Check It Plan – Poster or Zine (p.41)**
Students turn the five Check It actions into their own poster or zine.
- **My Healthy Skin Plan (p.60)**
Students create their own plan for everyday skin protection.
- **Check It Rap Action Printout (p.61)**
A printed set of the Check It Rap's actions for the Health Corner.
- **Build a Class Healthy Skin Kit (p.62)**
A practical collection of everyday health items kept in the Health Corner available for use all year-round.
- **Handwash Hero Healthy Habits (p.63)**
A simple weekly checklist where students track good hand-washing habits.
- **Health Hero Pledge (p.65)**
A personal pledge or promise where students name one healthy habit they commit to for the week.
- **Be Eye Aware (p.66)**
A face and eye hygiene habit-builder, where students track good habits.



Healthy skin: our body's shield

Healthy skin plays an important role in keeping our bodies strong and healthy. Skin helps protect the body from germs, infection, heat, sun, dirt and injury. It also helps regulate body temperature, supports healing and allows us to feel touch, pressure, heat and pain. Our bodies are home to lots of tiny living things called germs. Some help keep us healthy, while others can make us sick if they get past our skin shield. Throughout this program, students are encouraged to think about skin as the body's "shield", helping keep bad germs out and protecting important parts of the body inside.

Our skin is living and always changing. It grows with us, makes new skin and has amazing ways of healing when we get small cuts or scratches. Looking after our skin helps our body repair and keeps our shield strong.

Healthy skin usually looks clean, comfortable and free from sores, swelling or infection. Unhealthy skin may include sores, redness, swelling, itching, scabs, pus, pain or scratching. Small cuts, bites and sores can sometimes become infected if they are not cleaned, covered or treated early. Some skin infections can spread easily between people, particularly in homes, schools and community settings where people spend lots of time together.

Germs can spread through:

- uncovered sores or scratches
- dirty hands and faces
- coughing or sneezing
- sharing towels, bedding or clothing
- touching infected skin.

The program encourages students to learn practical ways to help stop germs spreading, including:

- washing hands regularly
- keeping face clean
- checking skin
- cleaning and covering sores
- telling a trusted adult if skin looks sore or infected
- keeping personal items clean.

Prevention and early treatment are important because some germs can lead to bigger health problems if left untreated. This program introduces students to the idea that healthy skin can help protect the whole body, including the heart and kidneys, in age-appropriate and strengths-based ways.

skinTALK uses positive, non-shaming language throughout. Some students may have personal, family or community experiences with skin infections, hospital visits or long-term health conditions. Teachers are encouraged to create safe and respectful learning environments where students feel comfortable asking questions, sharing ideas and seeking help. The program reinforces that there is "no shame" in speaking to a trusted adult, health worker or family member about skin problems or health concerns.

Skin Conditions



Skin Sores (Impetigo)

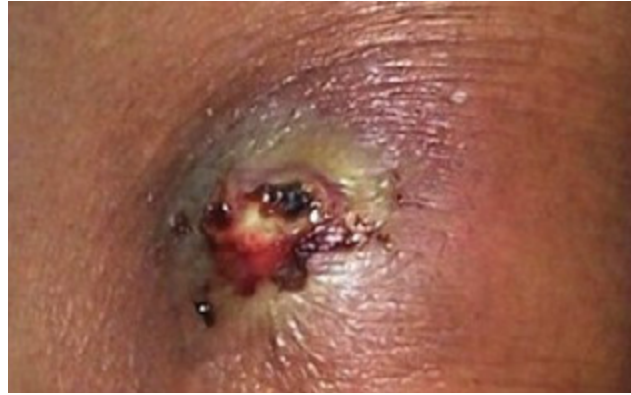
Sores with pus or yellow-brown scabs.
Sores getting better look flat and dry.

>Common signs

Sore, itchy or painful skin; pus or crusting.

>Prevention & care

Go to the doctor or clinic. Cover sores with a Band-aid or dressing and treat them with medicine straight away. Take all the medicine, even if the sore starts to look better. Avoid sharing towels, clothes or bedding while sores are present.



Boils

Red, swollen lumps, sometimes on the face, neck, armpits, shoulders or bottom.

>Common signs

Painful swollen areas; sometimes fever or pus.

>Prevention & care

Go to the doctor or clinic. Do not touch or squeeze the boil. Wash hands with soap often, shower or wash regularly, keep the boil covered and avoid sharing towels or clothes. Take all prescribed medicine until it is finished.



Ringworm or Tinea

Scaly, ring-shaped patches on the skin or scalp.

>Common signs

Itchy, dry, flaky or peeling skin.

>Prevention & care

Go to the doctor or clinic for antifungal treatment. Keep skin clean and dry and change socks and underwear each day. Do not share bedding, clothes, towels, hats, combs or brushes.

Skin Conditions



Scabies

A rash between fingers and toes or on wrists, elbows, knees, ankles and bottom. Children may have pimple-like bumps on their hands, feet or body.

>Common signs

Very itchy skin, often worse at night.

>Prevention & care

Go to the doctor or clinic. Everyone in the house may need treatment at the same time. Use the cream or tablets exactly as directed. Wash clothes, towels and bedding in hot water and clean places where people sit or sleep.



Infected scabies

Scabies rash or scratches that develop sores, pus and swelling.

>Common signs

Itching with sore, swollen or infected skin; the person may feel unwell.

>Prevention & care

Go to the doctor or clinic. Use the scabies treatment and antibiotics as directed and finish all the medicine. Cover sores to stop germs spreading. Do not share clothes, bedding or towels.



Crusted Scabies

Thickened, crusty or flaky patches, usually on the hands and feet but sometimes elsewhere.

>Common signs

Often not itchy; thick patches or crusts that spread easily.

>Prevention & care

Go to the doctor or clinic straight away.

Hospital treatment may be needed. Follow health worker advice about treating the person and cleaning the home. Wash clothes, towels and bedding in hot water and place mattresses in the sun where possible.

Skin Conditions



Hand, Foot and Mouth Disease

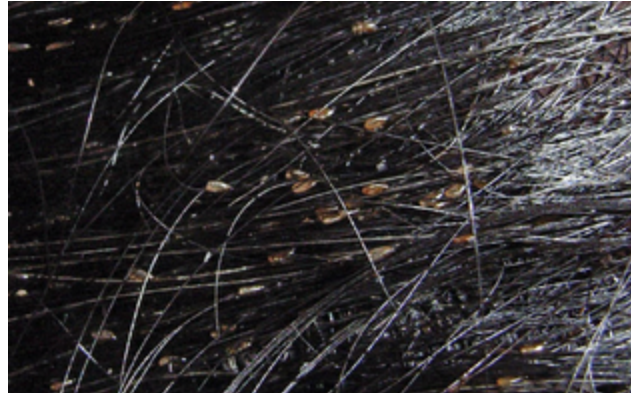
Sores in the mouth and a rash or blisters on the hands, feet and sometimes the bottom.

>Common signs

Fever, painful mouth sores and reduced drinking.

>Prevention & care

Go to the doctor or clinic. Wash hands often, keep face clean and do not share towels or bedding. Encourage the child to drink plenty of water. Return to the clinic if they are not drinking, have dry lips, are doing less wee or are very tired.



Head Lice

Cream or brown lice on the scalp and small yellow-white eggs close to the scalp.

>Common signs

Itchy or irritated head; scratching may cause sores or infection.

>Prevention & care

Treat the hair and check other people in the household. Wash pillowcases, sheets, combs and brushes in soap and hot water. Do not share hats, combs or brushes. Go to the clinic if scratching has caused sores that are infected or not healing.



Cuts, Scratches and Bites

Broken skin, redness, swelling, scratches or small scabs.

>Common signs

Pain, itching, redness or swelling; pus may mean infection.

>Prevention & care

Wash the area with clean water and cover it with a clean Band-aid or dressing. Try not to scratch. Tell a trusted adult and go to the clinic if it becomes sore, swollen, has pus or is not healing.

Skin health & bigger issues



Healthy skin helps protect the whole body. Some germs, including Strep A, can sometimes lead to bigger health problems if infections are not treated early. Healthy skin and early treatment can help protect important organs like the heart and kidneys, and looking after skin is part of looking after the whole body.

Aboriginal and Torres Strait Islander peoples experience higher rates of skin infections, Acute Rheumatic Fever (ARF), Rheumatic Heart Disease (RHD) and kidney disease due to the ongoing impacts of colonisation, overcrowded housing, reduced access to health care and other social and environmental health factors - not because of culture itself. To the right is background information to support age-appropriate and strengths-based classroom discussions about healthy skin, prevention and help-seeking.

Group A Strep

(also called Strep A, GAS, Group A Streptococcus, Strep germs)

A type of germ (bacteria) that can cause skin sores, throat infections and other illnesses.

Common signs & symptoms

Skin sores, sore throat, fever, swollen glands, redness, pain or pus around sores.

Treatment & care

Treatment may include antibiotics prescribed by a doctor or health worker, cleaning and covering sores, regular hand washing and completing all medication as directed.

Why It Matters

Some Strep A infections can lead to bigger health problems if left untreated.

Acute Rheumatic Fever (ARF)

A serious inflammatory sickness that can happen after some untreated Strep A infections.

Common signs & symptoms

Fever, painful or swollen joints, tiredness, chest pain, shortness of breath or unusual jerky body movements.

Treatment & care

Treatment may include hospital care, antibiotics, pain relief medication, rest and long-term penicillin injections to help prevent further infections.

Why It Matters

ARF can affect the heart, joints, brain and other parts of the body.

Rheumatic Heart Disease (RHD)

Long-term damage to the heart valves caused by repeated Acute Rheumatic Fever.

Common signs & symptoms

Tiredness, chest pain, shortness of breath, dizziness, swelling or difficulty exercising.

Treatment & care

Ongoing treatment may include regular penicillin injections, specialist heart care, medication, echocardiograms and sometimes heart surgery.

Why It Matters

RHD can make it harder for the heart to work properly and may require lifelong care.

Acute Post-Streptococcal Glomerulonephritis (APSGN)

A sickness that can affect the kidneys after some Strep A infections.

Common signs & symptoms

Swelling around the eyes, face or legs, dark or bloody urine, headaches, tiredness or high blood pressure.

Treatment & care

Treatment may include monitoring by doctors or health workers, rest, fluid management, blood pressure medication and follow-up kidney checks.

Why It Matters

APSGN can affect kidney function and may require ongoing medical monitoring.

Healthy habits to keep your shield strong

Healthy skin starts with everyday actions. Small habits can help keep bad germs away and stop small problems becoming bigger ones.



**Wash hands
with soap**



**Shower or
wash regularly
using your own towel**



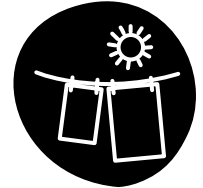
**Wash your face
and clean your teeth**



**Keep nails
short and clean**



**Wear
shoes outside**



**Wear clean clothes
and use clean bedding**



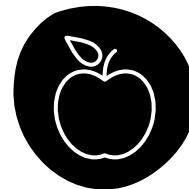
**Clean and cover
cuts, bites
and sores**



**Look after pets
and stay away
from sick animals**



Blow your nose



**Eat good tucker
and drink water**



**Tell a trusted adult
if skin feels sore,
itchy or infected**



**Get help early
from family,
health workers
or clinic**

Supporting student wellbeing



The **skinTALK** program uses strengths-based, supportive and non-shaming approaches to learning. Discussions about skin infections, hospitals, sickness or family experiences may sometimes prompt emotional responses or personal stories from students. Teachers are encouraged to approach these conversations with care, cultural sensitivity and trauma-informed practice.

Most classroom discussions will be positive and safe; however, some students may:

- share personal or family health experiences
- become upset or withdrawn
- disclose experiences of sickness, hospitalisation or loss
- express shame, worry or fear about skin conditions or health problems.

Teachers are not expected to provide counselling or clinical support. Their role is to respond calmly, respectfully and supportively, while following normal school wellbeing and child safety processes.

Trauma-Informed Response Principles

- Listen calmly and respectfully.
- Avoid shock, judgement or blame.
- Be mindful of your facial expressions and breathing / sighing.
- Thank the student for sharing.
- Do not pressure students to share personal experiences.
- Use supportive and non-shaming language.
- Reinforce that seeking help is positive and important.
- Respect privacy and confidentiality where appropriate.
- Follow school wellbeing, cultural support and mandatory reporting processes if concerns arise.

Supportive Teacher Response Suggestions

"Thanks for sharing that with me."

"I'm really glad you yarned with me about that."

"That sounds like a lot to carry."

"You did the right thing telling someone."

"You don't have to hold that all on your own."

"Thanks for trusting me with that story."

"There's no shame in talking about this."

"We can work through this together."

If a Student Becomes Distressed

- Offer the student time and space if needed.
- Check in privately and calmly.
- Follow normal school wellbeing procedures.
- Seek support from appropriate school staff if required.

- Contact parents/carers in line with school processes where appropriate.
- Consider cultural support needs for Aboriginal and Torres Strait Islander students.

Cultural and Community Considerations

Some students and families may have lived experience of:

- Skin infections
- Rheumatic heart disease (RHD), acute rheumatic fever (ARF) or Acute Post-Streptococcal Glomerulonephritis (APSGN)
- Hospitalisation
- Painful injections or medical treatment
- Grief and/or loss or family

Teachers are encouraged to create emotionally safe learning environments that reinforce:

- No shame
- Respect
- Community care
- Help-seeking
- Strengths and resilience

The overall focus of **skinTALK** is prevention, empowerment, community strength and helping students feel confident talking about health and wellbeing in safe and supportive ways.

Cultural bush medicines

For thousands of years, Aboriginal and Torres Strait Islander peoples have used plants, leaves, bark, roots and natural medicines to support health, healing and wellbeing.

Bush medicine knowledge is deeply connected to Country, culture, family and community, with strong knowledge systems for caring for Country, body and spirit. Many people continue to use cultural bush medicines alongside clinic medicines today.

The plants shown here are examples used by some Aboriginal and Torres Strait Islander communities. Knowledge and uses vary between Countries and communities, so local guidance from Elders and Knowledge Holders is important. For skin infections, sores or bigger sickness, seeking health care early can help keep skin, hearts and communities strong.



Tea Tree

Antiseptic for cuts, sores, boils and fungal infections.

How to use:

Leaves crushed to extract oil or made into a wash.

Country / region:

Widely found across Australia.



Gumby Gumby

Skin conditions, wounds and immune support.

How to use:

Leaves or bark used in poultices or teas.

Country / region:

Central and northern Queensland.



Emu Bush

Antibacterial wash for sores, cuts and infections.

How to use:

Leaves boiled and used as a wash or poultice.

Country / region:

Central and desert regions of Australia.



Lemon Myrtle

Antibacterial and antifungal support.

How to use:

Leaves crushed or made into a balm or oil infusion.

Country / region:

Rainforest areas in Queensland.



Goat's Foot / Beach Morning Glory

Anti-inflammatory support for bites, stings and sores.

How to use:

Leaves heated and applied directly to skin.

Country / region:

Coastal regions in northern Australia.



Sandalwood Tree

Antiseptic support and skin healing.

How to use:

Ground nuts and bark used in poultices.

Country / region:

Western and Central Australia.

Cultural bush medicines



Kakadu Plum

Supports healing and skin health.

How to use:

Fruit pulp or extract used topically.

Country / region:

Top End and northern Australia.

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Old Man Weed

Helps soothe skin conditions, bites, sores and inflammation.

How to use:

Leaves may be crushed or prepared as a traditional wash or poultice.

Country / region:

All over Australia – wetlands, creek, banks and floodplains.



Eucalyptus (Gum Leaves)

Colds, skin healing, cleansing and antiseptic support.

How to use:

Leaves crushed, inhaled, steamed or used in washes.

Country / region:

All over Australia.



Bloodwood Gum

Ringworm and skin conditions.

How to use:

Gum or resin applied to affected skin.

Country / region:

Eastern Australia.



Paperbark (Melaleuca species)

Wound care and skin healing.

How to use:

Bark used as dressings or leaves used in washes.

Country / region:

Northern Australia and coastal regions.



Bitter Bark

General healing and infection support.

How to use:

Bark prepared for medicinal use.

Country / region:

Central Queensland and northern Australia.



Six O'Clock Plant

Ringworm and other skin conditions.

How to use:

Leaves crushed and applied to affected skin.

Country / region:

Non-native plant found in northern Australia – adopted for medicinal use by some communities in far north QLD.



Native Lemongrass

Insect repellent and soothing washes.

How to use:

Leaves crushed or infused in water.

Country / region:

Northern Australia and Torres Strait regions.

MODULE 01

Hello skin

Hello skin

What even is skin?

Core Purpose

Wonder

This module introduces students to the idea that skin is an important part of the body that helps protect us every day. Students explore what skin does, how it helps keep germs out, and why looking after skin is part of staying healthy and strong.

Key Learning Intention

Students understand that healthy skin helps protect the body from germs, sickness and injury.

Health Corner

TIP

Set up a Health Corner before the lesson. Get students to help with the setup!

Core Messages

- Our skin is living and always changing. It grows with us, repairs itself and has amazing ways of healing after cuts, scratches and bites. Looking after our skin helps our body repair and keeps our skin shield strong.
- Our skin tells our story and connects us to who we are.
- Looking after our skin helps keep our body strong and healthy.
- Everyone's skin is worth caring for, and asking for help keeps us strong.

Curriculum Anchor

- Health and Physical Education: Years 3–4 - **AC9HP4P10** - Investigate and apply behaviours that contribute to health, safety and wellbeing.
- Aboriginal and Torres Strait Islander Histories and Cultures
- Personal and Social Capability

Success Criteria

Students can:

- identify what skin does
- explain how skin protects the body
- describe healthy skin habits
- participate in movement and discussion activities
- identify trusted adults who can help

Student Language Focus

"Skin is my living shield."

"Healthy skin helps keep me strong."

"Check it before it gets crook."

"No shame. Strong skin. Proud me."

"My skin is deadly and worth looking after."

Hello skin

What even is skin?



Spark

- Create curiosity by asking:
“What would happen if we had no skin?”

- Yarn
before or after the video discuss:
the different jobs skin does
how skin protects us
how skin grows and heals
why healthy skin matters

- Watch



o Hello skin

Sean introduces the idea that our skin is a living shield that protects us every day.



Connect

- Yarn
Connect the learning to students, family and community experiences.
What makes your skin special?
What stories do scars, freckles or birthmarks tell?
How does your family care for skin?
What protects Country where we live?
What protects us?

• LOCAL CONNECTION

Encourage local language words and local examples where appropriate.



Explore

- Choose an activity (or create your own):

- **Skin Shield Catch & Sort** (20–25 MIN)
Pairs make their own **protect skin - damage skin** items, then play a catch-and-sort game, moving a different way each round. (M1_ACT_01)
- **Apple Experiment** (10 MIN + DAILY CHECK-INS)
Compares apples with and without skin over several days to show how skin protects what's inside. (M1_ACT_02)
- **Bark vs Skin** (15–20 MIN)
Compares nature's shields to our own skin. An exploration through touch and analysis. (M1_ACT_03)
- **Create Your Skin Shield** (20–25 MIN)
Each student designs and illustrates their own shield, drawing on family or Country-specific patterns. (M1_ACT_04)

• SEE FULL ACTIVITY SHEETS FOR MORE DETAIL

Hello skin



Reflect

- **Revisit** the Spark question:

“What would happen if we had no skin?”

- **Replay**

Watch sections or the full video again, highlighting or revisiting relevant messages.

- **Ask** students:

What is one new thing you learnt?

What is one job skin does?

What is one thing you can do to protect your shield?

Health Corner
TIP

Add one new word, picture or healthy skin message before finishing the lesson.



Extend

- **Choose** an optional extension activity (or create your own):

Health Corner

Add local language words, student work, healthy skin messages or cultural knowledge about skin and healing to the Health Corner.

Health Corner

Take it home

Share one healthy skin message with your family and ask how they cared for cuts, scratches or skin when they were growing up.

Community & Country

Explore how local plants, animals or Country protect and heal themselves and compare this to our skin as a living shield.

What even is skin?



Teacher tips

- **Replay, pause and unpack the video**

Pause at key moments to ask questions, explain new words and encourage students to **WONDER** and share their thinking.

- **Celebrate every skin story**

Reinforce that all skin is different. Scars, freckles, birthmarks and skin tones tell our stories.

- **Use local example**

Compare skin to things students know from their local Country, such as tree bark, animal skins, shells or other natural “protective layers”. Invite local language words where appropriate.

- **Create a Health Corner**

Finish the lesson by adding one new item to the Health Corner, such as a vocabulary word, student drawing, healthy skin message or local language term.

Health Corner

Skin Shield Catch & Sort



A make-and-catch game building understanding of what protects skin, and what can damage it.

Concept

Students design and make their own skin shield damage and protect items, including local, community-specific examples. Then they play a catch and sort game to put that knowledge into action.

What you need

- Scrap paper and drawing materials
- Sticky tape (to help paper balls hold shape)
- 2 hoops or crates per pair (IDEA: get students to label them)

Resources

- skinTALK icons (optional)

Safety & inclusive delivery

Gentle, underarm throws only. Alternative travel options (walking, wheeling) for any student who can't hop, shuffle or jump.

Local & cultural connection

Brainstorm damage/protector items as a class first, and encourage local examples and language before pairs start drawing.

How it works

1. Class brainstorms protect skin, damage skin ideas.
2. Teams of 2 to 4 draw and stick simple icons or images of things that can damage skin and things that can protect it onto crunched paper balls.
3. Teams set up and name skin protect and skin damage hoops or crates a few steps apart.
4. Student A underarm throws paper ball to student B. Swap roles once all balls have been thrown and sorted.
5. **Round 1:** Catch & Hop: throw, catch, call out the item, hop it to the correct hoop.
6. **Round 2:** Catch & Side-shuffle: repeat, travelling by side-shuffle.
7. **Round 3:** Catch & Jump (optional): repeat, travelling by jump.
8. Pairs check their own sorting and try to beat their own time.
9. Display or keep in the Health Corner as an ongoing personal reference or **brain break** activity.

Teacher notes and tips

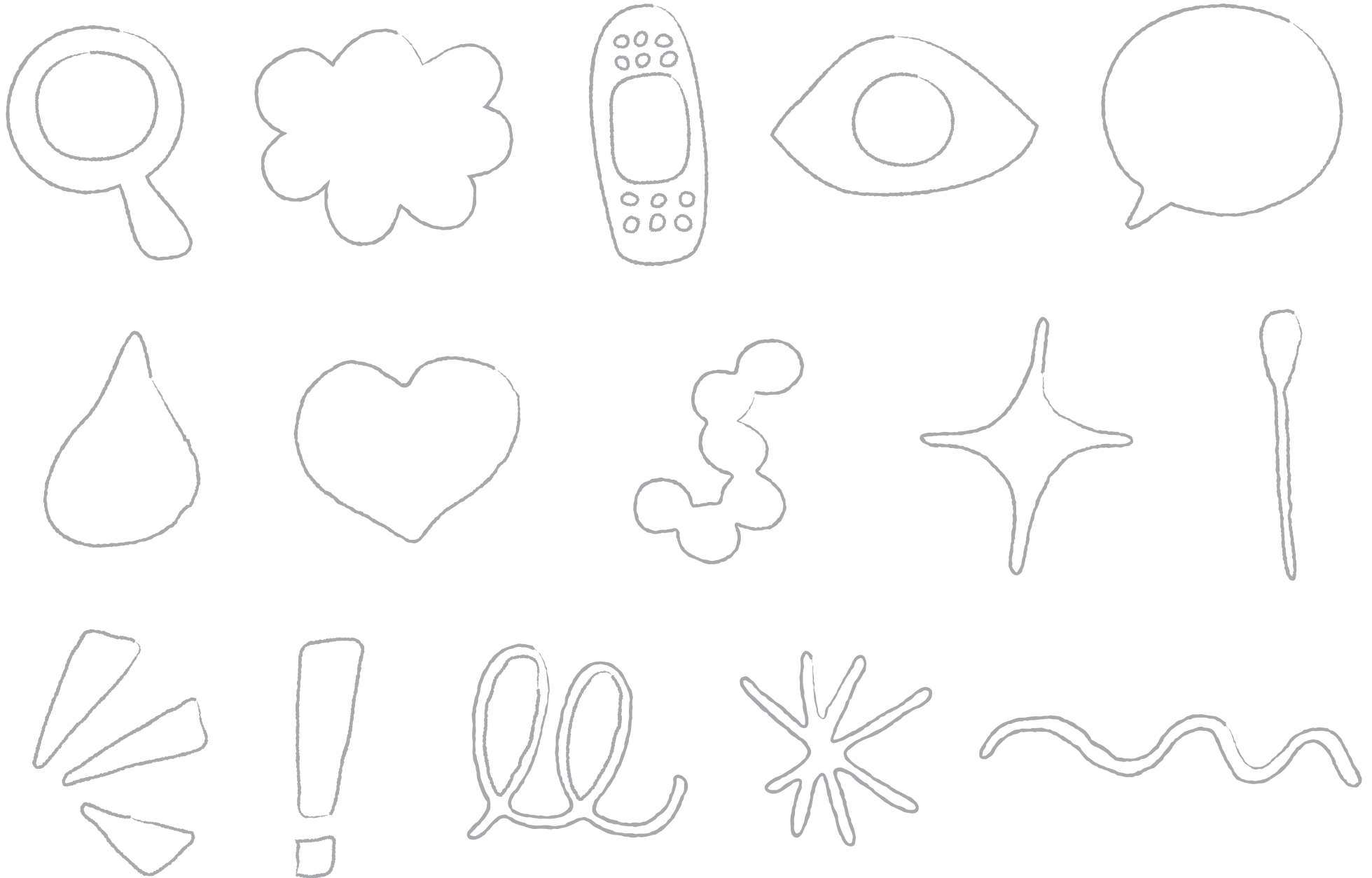
SUGGESTION: Keep scoring self-paced and non-competitive

Ideas for shield PROTECT items

- Soap
- Band-aid
- Water
- Washing hands
- Towel
- Toothbrush
- Shoes
- Hat
- Tissue
- Nail clippers
- Bandage
- Trusted adult

Ideas for shield DAMAGE items

- Cut
- Scratch
- Mozzie
- Sunburn
- Germ
- Mud or Dirt
- Runny nose
- Itchy skin
- Sore
- Rubbish
- Sharing towel



Apple Experiment



+ DAILY CHECK-INS

A simple visual demonstration of how skin protects what's inside.

Concept

Comparing apples with the skin on and skin removed, then observing over a few days how each changes, dries out, browns or spoils is a simple, visual way to show how our skin protects us.

What you need

- 2+ apples
(or a locally significant fruit/bush tucker item)
- A knife or peeler (teacher use only)
- Labelled plates or a shared observation tray.
- Observation/prediction sheet

Safety & inclusive delivery

Teacher handles all cutting. Observing and predicting doesn't require writing, drawing or verbal responses work just as well.

Local & cultural connection

Swap the apple for a locally significant fruit or bush tucker item for extra relevance to students' own Country and community.

How it works

1. Wash and dry both apples.
2. Leave Apple A completely intact.
3. For Apple B, have an adult remove several small patches of peel. Peeling entire apple also works, but patches make the comparison clearer.
4. Ask students to predict what each apple will look like over five days.
5. Place on labelled trays in the Health Corner as a shared observation station.
6. Keep them under the same conditions and observe without touching.
7. Quick daily check-in: Students can draw, photograph or describe changes each day. (Works well as a brain break).
8. After a few days, discuss as a class:

Which apple changed first, and why?

How is apple skin like human skin?

What happens when our skin is cut or damaged?

Why should cuts be cleaned and covered?

Link back to skin as a shield.

Notes:

Bark vs Skin



A touch extension comparing nature's skin, bark and animal coverings, to our own.

Concept

Students use touch (blindfolded, reaching into mystery box or bag) to compare nature's skin, e.g. tree bark, against animal coverings (fur, scales, feathers) and their own skin, describe each texture. Then they discuss how each covering protects, what it is protecting and how it responds to damage.

What you need

- Tree bark (rough, chunky pieces)
- Stand-ins for animal coverings. Faux fur, smooth faux leather, craft feathers and bubble wrap.
- Small boxes or bags, to hide each material
- A blindfold (or students can close their eyes)

Resources

- Texture & function comparison chart

Safety & inclusive delivery

Check any real bark for insects or allergens first. The activity is entirely discussion and touch-based, so it's accessible for all.

Local & cultural connection

The bark-vs-skin discussion opens naturally onto local trees, animals and Country-specific examples.

How it works

1. Ask for a student volunteer.
2. Blindfold the student (or have them close their eyes), then have them reach into a mystery box/bag and feel the hidden material, describing its texture in their own words. What animal or plant does it most feel like?
3. Show the object to the class and use it to open discussion (prompts below).
4. Encourage students to use the comparison chart to link each covering/skin back to what it protects and why.
5. Repeat with the remaining materials, inviting a new volunteer each round.

Notes:

Discussion prompts:

Bark vs scales: How is tree bark similar to a crocodile's scales? How is human skin similar to bark?

Environment: What happens to a tree without bark, or an animal without fur, in the cold, heat or rain?

Damage: What happens when we get a cut? What happens when bark gets damaged? (Sap covers a tree's wound, similar to how a scab covers ours; insects can get into a damaged tree the way germs get into damaged skin.)

Healthy skin: What would happen if we didn't have skin?

Bark vs Skin comparison chart EXAMPLE

Material / Covering	How it feels (texture)	Who/what has it?	Main job (survival function)
Human skin	Smooth, stretchy, soft	Humans	Feeling things, cooling down
Tree bark	Rough, hard, rigid, flaky	Trees, woody plants	Keeping water in, stopping insects
Fur / hair	Soft, thick, hairy, coarse	Bears, dogs, possums	Keeping warm, camouflage
Scales	Hard, bumpy, smooth, overlapping	Lizards, snakes, fish	Waterproofing, physical armor
Feathers	Light, fluffy, smooth, soft	Birds (emu, magpie)	Flying, staying warm and dry

Bark vs Skin comparison chart

Material / Covering	How it feels (texture)	Who/what has it?	Main job (survival function)

Bark vs Skin comparison chart

Material / Covering	How it feels (texture)	Who/what has it?	Main job (survival function)

Create Your Skin Shield



A personal, creative take on the 'skin as a shield' idea that draws on traditional shield making knowledge, family designs or Country specific patterns and colours.

Concept

Each student designs and illustrates their own wearable shield – drawing on traditional shield-making knowledge, family designs, or Country-specific patterns and colours (saltwater, rainforest, red earth).

What you need

- Cardboard (or thick, stiff paper) cut into traditional shield shapes
- Paper strips, to make arm loops so students can wear their shield
- Pencils, paint or felt-tip pens

Resources

- Shield template

Safety & inclusive delivery

Sharing the story behind a design is optional. Students can share as much or as little as they're comfortable with. No right or wrong design.

Local & cultural connection

Invite local Elders or community members to talk about important local images and symbols before students design their own shield.

How it works

1. Provide each student with a pre-cut cardboard shield template, or get them to draw/outline their own traditional shield shape.
2. Ask students to plan their design on paper first, outlining patterns and symbols that represent their personal strengths, courage, family and community.
3. Encourage students to explore ideas that represent their own story or connection to their local community, then transfer the design onto their shield.
4. Attach paper strip arm loops so students can wear their finished shield.
5. Invite students to share their shields with the class and talk about the story behind their design

Teacher notes and tips

- Option to invite local Elders or community members to speak about important local images and symbols before students begin designing.
- Arm loops turn the finished shield into something students can wear and carry, not just display.

Shield templates

M1_ACT_04



MODULE 02

Skin talk and germ hunting

Skin talk and germ hunting

How do you know when something's wrong?

Core Purpose

Listen

This module helps students understand how germs spread, why checking skin matters, and how early action can help stop infections becoming worse. Not all germs are bad – some tiny germs help our bodies stay healthy, while others can make us sick. Germ Hunters learn which germs we need to keep away from cuts, sores and our bodies.

Key Learning Intention

Students understand how germs can spread and how healthy habits and skin checking can help keep people healthy.

Core Messages

- Some germs can make us sick, especially when they get through cuts, scratches, bites or broken skin.
- Checking skin and acting early helps stop small sores becoming bigger problems.
- Washing hands and keeping clean helps remove dirt, poo and germs that can spread sickness.
- Cleaning and covering sores, washing with soap, keeping nails short, wearing shoes and covering sores helps protect our skin shield.
- Telling a trusted adult or health worker helps keep ourselves, families and communities healthy.

Curriculum Anchor

- Health and Physical Education: Years 3–4 - [AC9HP4P10](#) - Investigate and apply behaviours that contribute to health, safety and wellbeing.
- Aboriginal and Torres Strait Islander Histories and Cultures
- Critical and Creative Thinking

Success Criteria

Students can:

- identify how germs spread
- explain why skin checking matters
- describe healthy hygiene habits
- identify when to ask for help
- participate in movement and prevention activities.

Student Language Focus

"Check it. Clean it. Cover it. Watch it. Tell someone."

"Don't let germs sneak in. Small sores can become bigger problems."

"Healthy skin helps stop germs spreading."

"Tell a trusted adult."

Skin talk and germ hunting

How do you know when something's wrong?



Spark

- Create curiosity by asking:

“How does your skin tell you when something isn’t right?”

- Share

Encourage students to think about:

cuts and scratches

sore spots

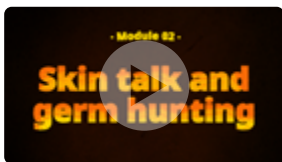
redness

bites

swelling

itchy skin

- Watch



📺 Skin talk and germ hunting

The video introduces the idea that our skin gives us clues about our health, and that not all germs are bad, some help keep us healthy while others can make us sick.

Sean demonstrates the healthy skin actions that help keep our shield strong and stop germs spreading.



Connect

- Yarn

Connect the learning to students, family and community experiences.

When to ask for help?

What does healthy skin look like?

What are some signs that skin needs help?

What do families do when someone has a cut, bite or sore?

What healthy skin habits are important in your community?

What local words are used for skin, sores or healing?

📍 LOCAL CONNECTION

Encourage local language words and local examples where appropriate.



Explore

- Choose an activity (or create your own):



The Check It Rap (20–25 MIN)

Whole class learns the Check It rap as a dance, then small groups create their own extension. (M2_ACT_01)



Germ Hunters Experiment (15–20 MIN)

Glitter/UV lotion investigation showing how germs spread from hands to shared surfaces. (M2_ACT_02 & M2_ACT_03)



Check It Plan – Poster or Zine (25–30 MIN)

Students turn the Check It steps into their own poster or zine, in their own words and local language. (M2_ACT_04)

Health Corner

Add the completed poster or zine to the Health Corner!

• SEE FULL ACTIVITY SHEETS FOR MORE DETAIL

Skin talk and germ hunting

How do you know when something's wrong?



Reflect

- **Revisit** the Spark question:

"How does your skin tell you when something isn't right?"

- **Replay**

Watch sections or the full video again, highlighting or revisiting relevant messages.

- **Ask** students:

What are some clues that skin needs help?

What should we do if we notice a sore or itchy spot?

What is one thing you can do to keep your skin shield strong?



Extend

- **Choose** an optional extension activity (or create your own):

Take it home

Share the Check It Rap and actions with your family, and ask how they cared for cuts, scratches or skin when they were growing up.

Teach it forward

Teach a younger family member or student the healthy skin actions: Check it. Clean it. Cover it. Watch it. Tell someone.

Community & Country

Look for local language words for skin, sores or healing to include in classroom displays.



Teacher tips

- **Replay, pause and unpack the video**

Pause at key moments to ask questions, explain new words like "germs" and "shield", and encourage students to **LISTEN** to the clues their skin gives them.

- **Lead with curiosity**

Frame germs and skin checking as detective work. Focus on problem-solving over fear or disgust, and reinforce that not all germs are bad.

- **Use local examples**

Adapt bites, scratches, insects and environments to reflect students' local Country, seasons and community experiences. Invite local language words where appropriate.

- **Build the Health Corner**

Finish the lesson by adding one new item to the Health Corner, such as a vocabulary word, completed poster, student drawing or healthy skin message.

Health Corner

TIP

Add one new word, picture or healthy skin message before finishing the lesson.

Health Corner

The Check It Rap



A whole-class chant and dance routine that students then make their own.

Concept

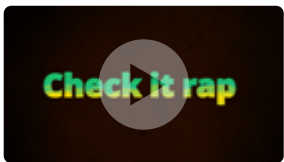
Students learn and perform the core skinTALK prevention message “Check it. Clean it. Cover it. Watch it. Tell Someone.” as a full-body dance, then extend it with their own moves or lyrics in small groups.

What you need

- Check It Rap lyrics and action cards
- Open space to move
- Optional backing track

Resources

- Check It Rap lyrics and action cards
- ‘Check It’ Audio track
- [Check it rap](#) video



Safety & inclusive delivery

Clear the space before starting.
Every action has a seated or modified version.

Local & cultural connection

Extension lyrics or moves are a natural place for local language, dance and community references.

How it works

1. Watch or replay the Check It video. Introduce the rap line by line.
2. Run through the full rap a few times, building pace and energy as confidence grows.
3. Now add in a new dance movement or step for each line. (e.g. freeze, side-shuffle, hop, tiny step, run-and-huddle, jump).
4. Whole-class practices the full rap together, start to finish, with everyone travelling through each action.
5. Extension: In small groups, give students time to add one new element to the rap – either a new line of lyrics (something they personally do to protect their skin) or a new action or dance sequence.
6. Showcase: Groups perform their extended version live for the class.

Teacher notes and tips

- Call and response: A leader (teacher, or later a small group) performs a line and its action; the rest of the class echoes it back.
- If a group gets stuck with the extension, offer an alternate verse like (“Soap up. Shoes on. Nails short. Shield strong!”) for inspiration.
- Use Check It Rap as an ongoing **brain break** activity.

CHECK IT Q

skinTALK



CLEAN IT



skinTALK



COVER IT



skinTALK



WATCH IT

skinTALK



TELL SOMEONE



skinTALK



Germ Hunters Experiment



Glitter Option: A low-cost, hands-on Germ Hunters Experiment showing how germs travel.

Concept

A volunteer's lotion-covered hand is dusted with glitter, then shakes hands and touches shared surfaces, showing the class exactly how "germs" spread from hand to hand and object to object, and that a paper towel alone won't remove them the way proper hand washing does.

What you need

- Glitter (different colours per group optional)
- Unscented hand lotion
- A bin or bucket to catch excess glitter
- Hand soap and water
- Paper towel

Safety & inclusive delivery

Check for glitter sensitivities beforehand. This is the low-cost option – no UV light or specialty products required.

Local & cultural connection

A natural link to discussions around how germs move around our classroom, homes and community.

How it works

1. Ask for a student volunteer. Put a drop of unscented lotion on their hands and have them rub it in evenly.
2. Over a bucket or bin, place a pinch of glitter in one palm, then ask the student to make a fist and spread their fingers.
Ask *"What do you notice?"*
3. Ask the glittered student to rub their hands together, then touch another student's hand. Repeat with other students or objects (e.g. pencil, ball)
4. Ask students to wipe their hands with a paper towel in front of the group.
Ask *"What do you notice?"*
5. Ask both students to wash their hands properly with soap and water.
Ask *"Did all the glitter come off?"*
6. Discuss as a class: the glitter spread hand to hand and didn't fully come off with a paper towel, only with proper hand washing. Explain that real germs behave the same way: too small to see, but just as easily spread, and just as effectively removed by washing hands the right way.

Teacher notes and tips:

- Makes an invisible process visible using only low-cost classroom materials.
- Direct, hands-on hook into why proper hand washing – not just wiping – matters.
- Runs easily in small groups or pairs, using a different glitter colour per group to show cross-contamination between groups.

Germ Hunters Experiment



Glo Germ Option: A UV-light version of Germ Hunters Experiment showing how germs travel.

Concept

A few students get a dab of Glo Germ lotion or powder on their hands, then go about a normal classroom task before the whole class uses a UV torch to “hunt” for where the germs travelled. This is a more visual, higher-impact version of the glitter activity.

What you need

- Glo Germ lotion or powder
- UV light or torch

Safety & inclusive delivery

Glo Germ product needs to be purchased ahead of time. Check product safety/allergy information before use, and finish with proper hand washing.

Local & cultural connection

The classroom hunt can use surfaces and objects specific to the students’ own room and daily routine, shared equipment, taps, or door handles they actually use.

How it works

1. Put a little Glo Germ lotion or powder on a few students’ hands.
2. Have those students shake hands with classmates or touch shared surfaces (desks, door handles) as part of a normal task.
3. Give the class a UV light and have them move around the room “hunting” for where the germs spread.
4. Ask: “What did you notice? How do germs move? How do we get rid of them?”
5. Discuss as a class: the Glo Germ spread wherever those students touched. Real germs are too small to see, but spread the same way. Explain why proper hand washing is what actually removes them.

Teacher notes and tips

- The UV “hunt” format adds visual impact and turns the lesson into an active search.
- Shows germs spread across the whole room, not just between two students.
- Reuses the same discussion questions and message as the glitter option, for teachers who want the higher-impact version.

Check It Plan – Poster or Zine



Personalising the five Check It actions in the student's own words.

Concept

Students turn the Check It steps into their own poster or zine, personalising the five actions and supporting what, why and how in their own words, images and local language.

What you need

- Paper/card (poster) or folded paper (zine)
- Drawing and writing materials
- Check It Rap action cards for reference

Resources

- Check It Rap action cards
- skinTALK icons (optional)

Safety & inclusive delivery

Zine format offers storytelling to share with more drawing, less writing.

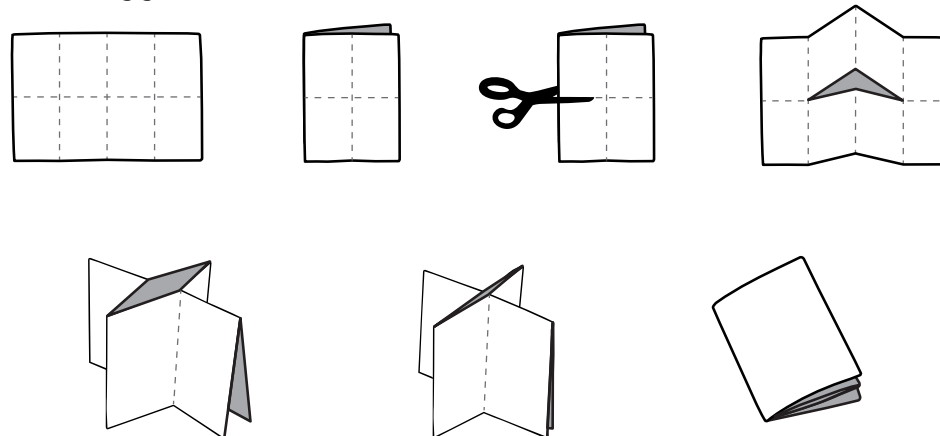
Local & cultural connection

Local language encouraged throughout; images can reflect the student's own environment.

How it works

1. Recap the five Check It actions (check it, clean it, cover it, watch it, tell someone).
2. Students choose a poster or zine format and plan their layout.
3. For each action, students illustrate or write what it looks like, why it matters and how to do it.
4. Encourage local language words alongside English.
5. Share and display finished posters/zines in the Health Corner.

Zine folding guide:



Teacher notes and tips

- Personalises and reinforces the five-step message in the student's own words.
- Produces a ready-made Health Corner display item.

MODULE 03

**Healthy skin.
Healthy heart.**

Healthy skin. Healthy heart.

What happens if germs get inside your body?

Core Purpose

Act

This module introduces students to the connection between healthy skin and overall body health, including the heart and kidneys.

Key Learning Intention

Students understand that healthy skin helps protect important parts of the body, including the heart and kidneys.

Core Messages

- Healthy skin helps protect our whole body, including our heart and kidneys.
- Some germs can travel beyond the skin and cause bigger sickness if not treated early.
- Getting sores checked, swabbed and treated helps keep our bodies strong.
- Asking for help early protects our shield, our heart and our future health.

Curriculum Anchor

- Health and Physical Education Years 3–4: **AC9HP4P10** – Investigate and apply behaviours that contribute to health, safety and wellbeing.
- Aboriginal and Torres Strait Islander Histories and Cultures
- Intercultural Understanding

Success Criteria

Students can:

- explain how healthy skin helps the body
- identify that germs can affect the heart and kidneys
- describe why early treatment matters
- identify healthy help-seeking behaviours
- participate in storytelling and movement activities.

Student Language Focus

"Healthy skin, healthy heart."

"Skin is my living shield."

"Strong body, strong heart."

"Check it early."

"Swabs help find the germ."

"Antibiotics help fight infection."

"Health workers and doctors help keep us strong."

"ARF, RHD and APSGN are bigger sicknesses that can sometimes happen after Strep A infections."

Healthy skin. Healthy heart.

What happens if germs get inside your body?



Spark

- Create curiosity by asking:

“What do you think can happen if germs get past our skin shield?”

- Yarn

before or after the video discuss:

how germs can enter through cuts, scratches and sores

what happens when skin needs help

why getting help early matters

- Watch



Healthy skin. Healthy heart.

The video introduces the idea that sometimes germs can sneak through damaged skin and cause problems to other parts of the body.

Sean shows that healthy skin helps protect our whole bodies, including our hearts and kidneys.



Connect

- Yarn

Connect the learning to students, family and community experiences.

What happens if cuts, bites or sores are left untreated?

Why is it important to tell someone early?

Who are the helpers in our families and communities?

Who helps keep our mob healthy?

Where can we go for help in our community?

LOCAL CONNECTION

Encourage local language words and local examples where appropriate.



Explore

- Choose an activity (or create your own):



Habit Action Deck (25–30 MIN)

Turns the habits chart into a student-made deck of action cards and a whole-class recall game. (M3_ACT_01)



Outside In Germ Journey – Body Map (30–35 MIN)

Full-body trace mapping prevention, protection and what happens when germs get through. (M3_ACT_02)



Health Hero – Poster or Zine (25–30 MIN)

Students design a Health Hero poster or zine sharing their own health hero story. (M3_ACT_03)

SEE FULL ACTIVITY SHEETS FOR MORE DETAIL

Healthy skin. Healthy heart.

What happens if germs get inside your body?



Reflect

- **Revisit** the Spark question:

“What do you think can happen if germs get past our skin shield?”

- **Replay**

Watch sections or the full video again, highlighting or revisiting relevant messages.

- **Ask** students:

What did you learn about Strep A?

What do swabs and antibiotics do?

What important places does our skin help protect?

What is one thing you can do if your skin needs help?

Health Corner
TIP

Add one new word, picture or healthy skin message before finishing the lesson.



Extend

- **Choose** an optional extension activity (or create your own):

Health Corner

Add new vocabulary cards (germ, infection, swab, antibiotic, Strep A, ARF, RHD, APSGN) to the classroom display.

Take it home

Share one healthy skin message with your family and explain why getting help early matters.

Teach it forward

Teach someone at home what a swab does and why health workers use them.

Community & Country

Ask a family member or Elder who helped keep people healthy when they were growing up, and add local health services or helpers to the classroom display.



Teacher tips

- **Replay, pause and unpack the video**

Pause at key moments to ask questions, explain new words and encourage students to **ACT**.

- **Keep it simple and strengths-based**

Focus on prevention and protection rather than disease and avoid overwhelming students with details or statistics.

- **Frame health workers as helpers**

Swabbing, clinics and antibiotics are tools that help solve mysteries and keep bodies strong. Reinforce that early treatment works.

- **Respond calmly to personal stories**

Some students may have experience with injections, hospitals or heart disease. Stay calm and supportive.

- **Keep the whole-body message**

Reinforce that healthy skin is one of many ways we help keep our whole body strong.

Habit Action Deck



Turns a static reference chart into an active, reusable memory game.

Concept

The **skinTALK** “Keep Your Shield Strong” healthy habits chart becomes a student-made deck of illustrated action cards or posters, each paired with a movement the students created themselves.

What you need

- Printed healthy habits chart
- Scissors and glue
- Card/paper for mounting
- Drawing materials

Resources

- Printed healthy habits chart

Safety & inclusive delivery

Footwork actions can have seated or modified alternatives.

Local & cultural connection

Habit illustrations and actions can reflect local context, examples and language.

How it works

1. Divide the healthy habits from the chart amongst the class. Use printed resource or get students to write their habit on card or poster.
2. Groups illustrate or depict their healthy habit (words and icons work too), and invent a simple action to represent it. Encourage every action to include a footwork movement.
3. Each group shares their healthy habit card/poster and teaches their action to the whole class.
4. Class plays a shuffle-and-flip recall game: teacher holds up a card/poster, class calls out and performs the matching action.
5. EXTENSION: Add a quick “why does this help?” for each habit.
6. Keep in the Health Corner as an ongoing reminder or brain break activity.

Teacher notes and tips

- Turns a one-page reference chart into an active learning tool students help build themselves.
- Reusable all term/year as a ready-made, no-prep brain break.
- The “why” check keeps the game tied to understanding, not just repetition.

Outside In Germ Journey – Body Map



Mapping the whole prevention story onto themselves.

Concept

A full-body trace where students draw or stick on images across three zones: things that damage the skin, things that protect or prevent damage, and what can happen if germs get in and cause trouble.

What you need

- Large butcher's paper (for tracing) or a pre-printed body outline template
- Drawing/collage materials
- Picture cards or magazine cutouts for damage/protect/inside-body items

Resources

- Body outline template,
- Icons, picture cards

Safety & inclusive delivery

Keep technical labels (ARF/RHD/APSGN) optional and teacher-guided. Tracing can be done standing or lying, whichever suits.

Local & cultural connection

Scope to include local threats, protectors and language throughout all three zones.

How it works

1. In pairs, students trace around each other's body onto large paper (or use a pre-printed outline).
2. **Zone 1 – Outside:** draw or stick on things that can damage the skin (cut, sore, insects, germs).
3. **Zone 2 – Shield:** add things that protect the skin (shoes, Band-aids, water) along the body's surface.
4. **Zone 3 – Inside:** draw or stick on what can happen if germs get in and travel further (simple heart/kidney shapes, labelled ARF/RHD/APSGN where age-appropriate).
5. Groups share their body map and talk through the "journey" from outside to inside.

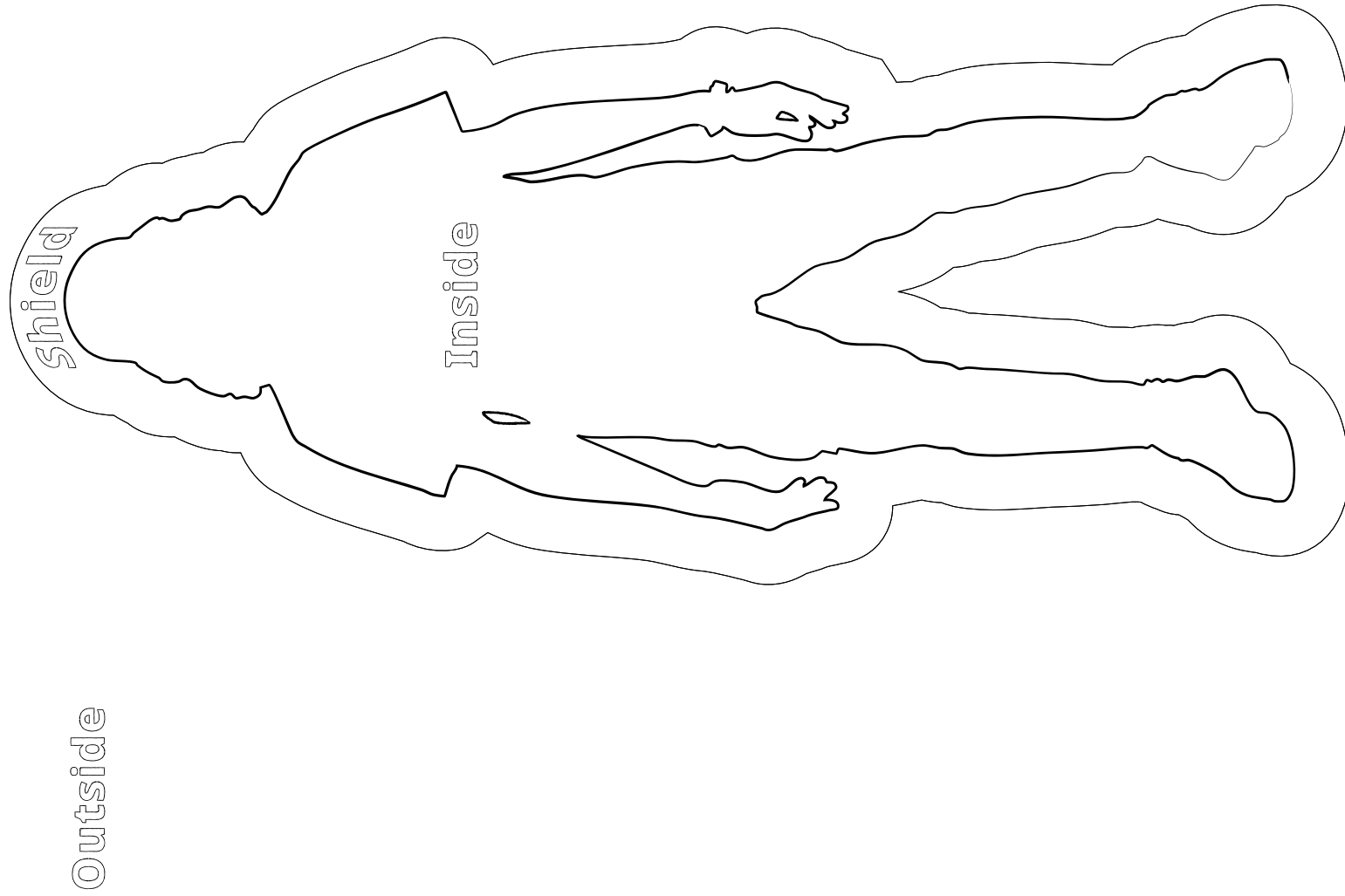
Teacher notes and tips

Ideas for PROTECT items

- Soap
- Band-aid
- Water
- Washing hands
- Towel
- Toothbrush
- Shoes
- Hat
- Tissue
- Nail clippers
- Bandage
- Trusted adult

Ideas for DAMAGE items

- Cut
- Scratch
- Mozzie
- Sunburn
- Germ
- Mud or Dirt
- Runny nose
- Itchy skin
- Sore
- Rubbish
- Sharing towel



Health Hero – Poster or Zine



A personal health story, ready to share beyond the classroom.

Concept

Students design a Health Hero poster or zine capturing their own health hero story, using local language and images from their own community, to share what they've learned with younger or older students, family members and community.

What you need

- Paper/card or folded paper (zine)
- Drawing and writing materials

Safety & inclusive delivery

Zine format offers inclusive storytelling with more drawing, less writing. Sharing can stay in-class if a student prefers.

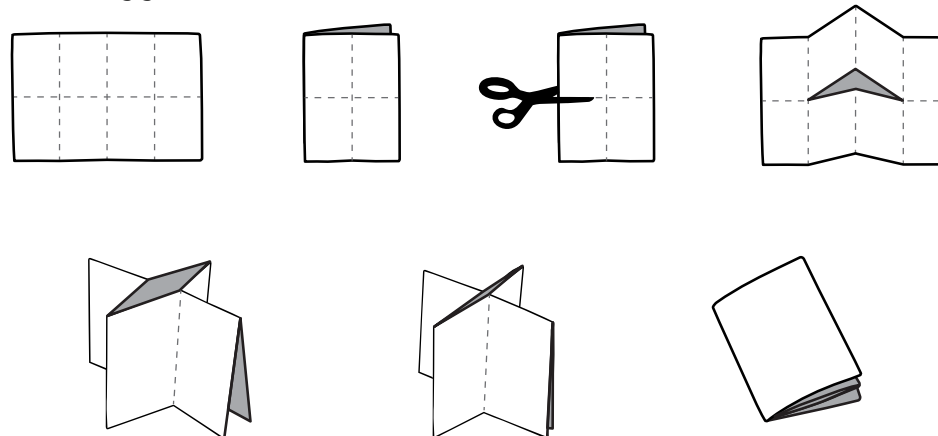
Local & cultural connection

Encourage stories to be built around local language and community-specific reference and images.

How it works

1. Recap the Health Hero idea - everyone has a healthy habit or message that helps keep their mob strong. (Rewatch relevant section in video)
2. Encourage students to explore their own Health Hero identity or story, a name, a healthy habit as a “power”, their own personal message to empower others.
3. Students design a poster or zine telling their Health Hero story, encourage visual storytelling and use of local language and community images to support.
4. Students use their Poster or Zine to share what they have learned with younger or older students, family, or community as appropriate.

Zine folding guide:



Teacher notes and tips

- Creates a ready-made resource perfect for the Health Corner or for sharing beyond the classroom.

MODULE 04

**Strong me.
Strong mob.**

Strong me. Strong mob.

What can kids do to help their mob?

Core Purpose

Lead

This module encourages students to think about healthy communities, teamwork and shared responsibility.

Key Learning Intention

Students understand that everyone can help keep communities healthy and strong.

Core Messages

- Healthy habits help protect our family, friends and the people around us.
- Sharing knowledge and helping each other keeps communities strong.
- Healthy places – including safe washing spaces, clean homes, less rubbish and fewer pests – help protect skin health.
- Caring for the places where we live, learn and play helps keep our mob strong.

Curriculum Anchor

- Health and Physical Education Years 3–4: [AC9HP4P05](#) – Practice strategies to seek help for themselves or others.
- Health and Physical Education Years 3–4: [AC9HP4M01](#) – Practice and refine fundamental movement skills.
- Aboriginal and Torres Strait Islander Histories and Cultures
- Personal and Social Capability

Success Criteria

Students can:

- identify ways communities stay healthy
- explain how to help others stay healthy
- participate in teamwork and movement activities
- share healthy skin messages
- identify trusted adults and community helpers.

Student Language Focus

“Strong places. Strong skin. Strong mob.”

*“We help keep our mob strong.
We look after each other.”*

“Healthy skin, healthy community.”

“No shame.”

**Health
Corner**

TIP

Personalise the Health Corner with local language or photos of health support network or local health clinics.

Strong me. Strong mob.

What can kids do to help their mob?



Spark

- Create curiosity by asking:

“Can kids help keep a community healthy?”

- Yarn

before or after the video discuss:

the different ways young people can help their families and communities

healthy habits that protect everyone

the importance of sharing knowledge

- Watch



Strong me Strong mob

Sean explores how sharing knowledge, looking after places and helping each other keeps communities strong.

Everyone can help keep families, schools and communities healthy, even you.



Connect

- Yarn

Connect the learning to students, family and community experiences.

What makes a strong community?

Who helps keep our community healthy?

How can everyone help stop germs spreading?

How do families share knowledge about health and wellbeing?

What places help keep our community healthy?

What can children do to help their mob stay strong?

LOCAL CONNECTION

Encourage local language words and local examples where appropriate.



Explore

- Choose an activity (or create your own):



Health Hero Trail (20–25 MIN)

Teams move through a four-station circuit recapping the whole program. (M4_ACT_01)



Strong Me. Strong Mob. Performance (20–25 MIN)

Groups build a 'Strong Me, Strong Mob' segment onto the Check It Rap and perform as one class piece. (M4_ACT_02)

SEE FULL ACTIVITY SHEETS FOR MORE DETAIL

Strong me. Strong mob.

What can kids do to help their mob?



Reflect

- **Revisit** the Spark question:

“Can kids help keep a community healthy?”

- **Replay**

Watch sections or the full video again, highlighting or revisiting relevant messages.

- **Ask** students:

What is one thing you can do to help your mob stay strong?

What healthy skin message would you share with others?

How can we keep learning going beyond the classroom?



Extend

- **Choose** an optional extension activity (or create your own):

Share it wider

Display classroom posters around the school or present healthy skin messages at assembly.

Take it home

Share the Check It Rap or a healthy skin message with family members.

Teach it forward

Share learning with another class or teach younger students what you've learned.

Community & Country

Invite local health workers, Elders or community members to view student work or join discussions.

Health Corner

TIP

Leave the Health Corner set up, you can keep using it for other health topics, or use activities as reminders or brain breaks throughout the year!



Teacher tips

- **Replay, pause and unpack the video**

Pause at key moments to ask questions, explain new words and encourage students to **LEAD**.

- **Focus on strengths**

Frame healthy communities as teamwork and shared responsibility, and celebrate students as leaders, helpers and health heroes in their homes, schools and communities.

- **Explore environmental health simply**

Introduce concepts like clean spaces, rubbish, pests and safe washing areas in age-appropriate, practical ways.

- **Use local examples**

Encourage local language, stories, healthy places and community leadership examples where appropriate.

- **Adapt to your context**

Tailor activities to reflect local environments, communities and strengths.

Health Hero Trail

A cooperative team circuit that recaps the whole program.

Concept

Teams of 4–6 students name their “Health Hero” team. Each team moves together through a four-station circuit, with each station connecting to a key concept from module learnings, teams finish with their health hero catch cry. e.g. “Strong Me. Strong Mob.”

What you need

- Cones or markers
- A hoop or rope circle
- Paper balls or soft beanbags (or similar)
- A bucket or crate
- Finish line marker
- Stopwatch or timer

Resources

- Station signage

Safety & inclusive delivery

Soft equipment only. Reconnect-and-continue rule if a chain breaks, rather than restarting. Alternative movements available.

Local & cultural connection

Team names and catch cries are a great opportunity for local language to be included.

How it works

1. Setup one or more circuits depending on available resources and class size.
 - > Station 1: Cones mark out short weaving ‘germ’ path.
 - > Station 2: Place 1 Hoop/rope circle per circuit.
 - > Station 3: Mark/label 3 Health Helper items and 3 Health Harm items (paper balls or soft bean bags) per circuit. Label buckets or crates.
 - > Station 4: Mark the finish line.
2. Students form teams (4-6) and choose a team name and catch cry.
3. **Station 1 – Keep the Shield Strong:** Teams link up in a chain (hands or elbows joined) and side-shuffle together through and around the germ cones without breaking contact. If the chain breaks, stop and reconnect before they keep going.
4. **Station 2 – Check It:** Team hops as a group to the hoop/rope circle. One at a time, each student hops into the centre and performs a different Check It Rap action (check it, clean it, cover it, watch it, tell someone).
5. **Station 3 – Catch things early:** Team splits - half throw, half catch/block Health Helper vs Health Harm items. Throwers call out the item name as they underarm throw the item. Catchers catch and sort into Healthy Body Bucket, and Catch and sort, or block Health Harm items.
6. **Station 4 – Strong Mob:** Team links arms and moving as a team, giant-steps together from Station 3 to the finish line (If link breaks. Pause, reconnect, before moving on).
7. Team calls their catch cry as they cross the finish line.
8. If time permits, teams run the circuit twice, aiming to beat their own first-lap time.

Teacher notes and tips

- Get students to create signs for each station
- Multiple teams can run at once with duplicate equipment, or stagger starts on a single circuit.
- Add a Skipping transition/section between each Station to extend activity.
- Reuse paper balls from Skin Shield Catch and Sort Activity for Station 3.

**Keep the
Shield Strong**

check it

**Catch things
early**

Strong Mob

Strong Me. Strong Mob. Performance



A build-and-share performance extending the Check It Rap.

Concept

The **skinTALK** closing performance – a chance for the whole class to turn everything they've learned into one shared piece. Small groups build their own “Strong Me. Strong Mob.” segment, answering what can we do to help our mob stay strong, turning individual learning into a collective statement that can be shared with another class, at assembly, or with community.

What you need

- Check It Rap lyrics/cards/video
- Artwork or posters (as optional props)

Safety & inclusive delivery

Students can contribute through lyrics, movement or props, no single mode is required of everyone.

Local & cultural connection

Performance style (song, dance, story or yarn) can reflect however the community shares knowledge best.

How it works

1. Refresh the Check It Rap as a shared warm-up. Replay the Check It Rap video to help build energy.
2. Students form small groups to create a “Strong Me. Strong Mob.” segment/extension answering “what can we do to help our mob stay strong?” Encourage use of song, dance, story or yarn.
3. Groups can use their own artwork or posters from other activities as a backdrop or prop.
4. Class works on one shared “linking move” to bridge each segment together.
5. **Final performance:** The whole class performs the finale, with an optional share with another class, assembly, at community event, or a recording.

Teacher notes and tips

- A strong, active closing moment for the program.
- Extends the learning to include community.

HEALTH CORNER

Activity sheets



My Healthy Skin Plan

A personal, inclusive Healthy Skin plan to help build positive health habits.



Concept

A simple, inclusive plan (draw, cut-and-stick pictures, or a short written version) where students set out their own everyday actions for protecting their skin, with an option to talk it through with family or Elders.

What you need

- Drawing/writing materials
- Paper for plan

Safety & inclusive delivery

The draw, cut-and-stick option removes the writing barrier entirely.

Local & cultural connection

Option to talk it through with family or Elders builds a natural bridge to home and community.

How it works

1. Introduce the idea of a personal Healthy Skin Plan, simple everyday actions to protect your own skin.
2. Workshop different ideas for mapping out a plan, prompting with questions or ideas where relevant.
3. Students choose their format: cut-and-stick pictures, drawing, or short written sentences.
4. Students select or create 3–5 personal actions for their plan.
5. Optional: take home to talk through with family or Elders, and bring back any additions.
6. Display or keep in the Health Corner as an ongoing class reference.

Use the Check It steps to spark ideas:

*When could checking your skin become part of your day?
(After sport, before bed, after school?)*

What do you use to clean a cut or sore, and where do you find it at home?

What do you have at home to cover a cut or sore?

How would you know if a sore needed more help?

Who are your trusted adults, at home, at school and in your community?

Notes:

Check It Rap Action Printout



Keeping the Module 2 movement activity alive as a self-directed resource.

Concept

A printed set of the Check It Rap's actions for the Health Corner, so students can revisit and practise the actions any time. Local language can be used.

What you need

- Printed action cue cards/poster (one per Check It Rap line/action)
- Laminator, if available

Resources

- Check It Rap action cue cards

Safety & inclusive delivery

Visual cue cards support students who find images/actions easier to follow than written instructions alone.

Local & cultural connection

Captions can be added in local language.

How it works

1. Print and laminate a cue card for each Check It Rap action/line.
2. Display in the Health Corner at student height.
3. Students can revisit the cards any time to practise or lead the rap with a peer.
4. **Optional:** add local language captions to each card.

Teacher notes and tips

As an alternative students can create/draw their own Check It Rap action cards or posters.

Build a Class Healthy Skin Kit

A physical, year-round reminder of what keeps skin strong.



Concept

A class collection of everyday health items
– Band-aids, soap, tissues, hand sanitiser, moisturiser – kept in the Health Corner available for use all year-round.

What you need

- Real or illustrated everyday health items (Band-aids, soap, tissues, hand sanitiser, moisturiser)

Safety & inclusive delivery

Real items should be teacher-checked for appropriateness/safety before display. Illustrated versions work just as well where real items aren't practical.

Local & cultural connection

Scope for locally relevant items and bush medicine knowledge, contributed by community if they choose.

How it works

1. As a class, brainstorm what belongs in a “healthy skin kit”.
2. Students/teacher brings in, draws, or labels items to add to the kit.
3. Set up the kit as a labelled display in the Health Corner.
4. **Optional:** invite a community member to share locally relevant items or bush medicine knowledge to add.
5. Revisit and add to the kit across the term as new items or ideas come up.

Notes:

Handwash Hero Healthy Habits



A simple, low-prep habit tracker for the Health Corner.

Concept

A simple tracking checklist where students tick off good hand-washing habits over the week – habit names can be written in local language alongside English.

What you need

- Printed checklist (one per student)
- Pen, pencil or stickers for ticking off

Resources

- Handwash Hero Healthy Habits template

Safety & inclusive delivery

Self-directed and low-pressure, no student is singled out for missed days.

Local & cultural connection

Habit names can be written in local language alongside English.

How it works

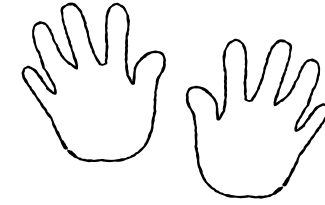
1. Introduce the checklist and the hand-washing habits it tracks.
2. Students personalise it (name, decoration) and keep it in the Health Corner or take it home.
3. Tick off each successful handwash day.
4. Quick celebration or reflection at the end of the week.

Teacher notes and tips

Use the habit tracker or create your own

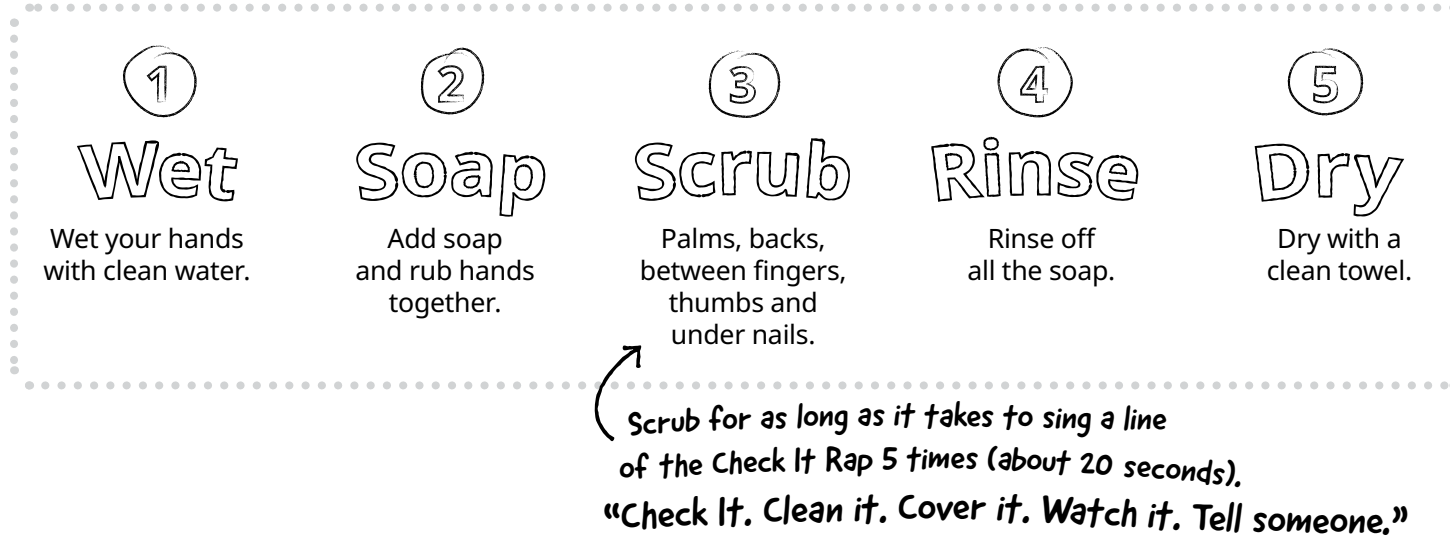
Handwash Hero Healthy Habits

Wash it right, wash it often – build your handwashing habits one day at a time.



Wash it right

Wet it. Soap it. Scrub it. Rinse it. Dry it.



Wash hands...

- ☐ Before eating
- ☐ After using the toilet
- ☐ After playing outside
- ☐ After touching a pet or animal
- ☐ After coughing, sneezing or blowing your nose
- ☐ After touching a cut, sore or Band-aid
- ☐ Whenever your hands feel dirty or sticky.

My Healthy Habits Tracker

Record your healthy habits wins

Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday

This week I got better at: _____

Health Hero Pledge



A personal commitment, tied to a tangible keepsake.



Concept

A short personal pledge or promise where each student names one healthy habit they commit to for the week and can share with family, tying the Health Hero identity to a real, individual and community commitment. Drawn or written on a hand-trace or skin-shield cut-out, with a simple reward for achievement.

What you need

- Paper for a hand-trace or shield-trace
- Drawing/writing materials
- Scissors
- Optional simple reward (sticker, etc.)

Safety & inclusive delivery

Drawing option removes the writing barrier. Any reward should be simple, achievable and non-competitive.

Local & cultural connection

Can be shared with family as a home-school link.

How it works

1. Students trace around their own hand, or use the Create Your Skin Shield artwork, as the base shape for their pledge.
2. On it, students write or draw one healthy habit they commit to for the week.
3. Cut out the trace and display it in the Health Corner, or take it home to share with family.
4. At the end of the week, check in on the pledge. Consider a simple reward or acknowledgement for follow-through.

Notes:

Be Eye Aware



A face and eye hygiene habit-builder.

Concept

A face and eye hygiene habit-builder, similar in style to the Handwash Hero checklist, encouraging students to keep their face and eyes clean as a simple, everyday habit. Extend the activity by inviting local health worker in to have a yarn about eye health.

What you need

- Printed checklist

Resources

- Clean Face, Strong Eyes, Healthy Habits template

Safety & inclusive delivery

Ticks, not writing. Self-directed and low-pressure.

Local & cultural connection

Space for local health worker input, if the community wishes.

How it works

1. Introduce the checklist and the face/eye hygiene habits it tracks (e.g. washing face, not sharing towels).
2. Students personalise it and keep it in the Health Corner or take it home.
3. Tick off each successful day.
4. **Optional:** invite a local health worker in to share why keeping face and eyes clean matters for the community.

Notes:

Clean Face, Strong Eyes, Healthy Habits

Wash your face right Wet it. Wash it. Wipe it. Rinse it. Dry it.

①

Wet

Wet your own clean cloth or your hands with clean water.

②

Wash

Gently wash your whole face, especially around eyes and nose.

③

Wipe

Wipe away any sleep, discharge or dirt from your eyes.

④

Rinse

Rinse your face with clean water.

⑤

Dry

Dry with your own clean towel.

Always use your own towel.



Wash your face...

- ☐ When you wake up
- ☐ Before you eat
- ☐ After playing outside
- ☐ If you have a runny or itchy nose
- ☐ If your eyes feel sticky, itchy or sore
- ☐ Before bed.

Watch for, and tell someone if your eyes are:

- ☐ Red
- ☐ Sticky or crusty
- ☐ Itchy
- ☐ Sore or swollen.

My Healthy Habits Tracker Record your healthy habits wins

Monday

Tuesday

Wednesday

Thursday

Friday

Saturday

Sunday

This week I got better at: _____



skinTALK[★]

Healthy Skin • Healthy Heart • Healthy Community