

CLEAN FACES, STRONG EYES!

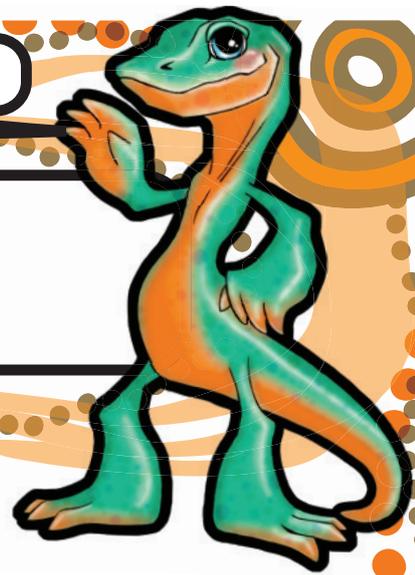
Hi, I'm Milpa the Trachoma Goanna  
I want to help you keep your eyes healthy  
and get rid of trachoma



# Trachoma Health Education for Primary School Children

## Teacher Book and Lesson Plans

**CLEAN FACES, STRONG EYES!**



## Introduction

### Why use these activity books and who are they for?

This Teacher Book and Lesson Plans and accompanying Student Workbook are resources developed for use in primary schools across Australia where trachoma remains a health issue in some remote Indigenous communities.

They were developed by Indigenous Eye Health at the University of Melbourne as part of a joint initiative between the Centre for Disease Control, Department of Health and Families, Northern Territory and the Katherine West Health Board. Updates were made in 2016 by the Northern Territory Department of Education.

The purpose of these lessons is to engage and educate children about the role of face washing and good personal hygiene in protecting themselves against trachoma and preventing the spread of the infection.

These lessons and activities have been designed to address the Australian Curriculum outcomes and fit within a health program through six lessons over two weeks. Activities and worksheets can also be used individually. These activity books are part of the Trachoma Story Kit; a kit of resources that includes: posters and colouring-in sheets, the 'Trachoma is Everyone's Business - School Flipchart', and multimedia resources.

For further information please visit [www.iehu.unimelb.edu.au](http://www.iehu.unimelb.edu.au).

### What is trachoma?

Trachoma is an infectious eye disease which if untreated can lead to blindness. It is a preventable and treatable disease. Trachoma disappeared from most parts of Australia by the 1930s as housing, hygiene and living conditions improved. Australia is the only developed country where trachoma is still found.

The highest rates of trachoma are found in young children. Trachoma occurs more commonly in dry, dusty conditions. It is associated with living conditions such as:

- Overcrowding
- Reduced availability and use of water for washing faces and hands, clothing and bedding
- Poor hygiene

### Why are clean faces important?

Clean faces prevent the infection from spreading from one child to another, plus children with clean faces are also less likely to have trachoma. The World Health Organisation strategy for the control of trachoma is SAFE (Surgery, Antibiotics, Facial cleanliness, Environmental improvements)<sup>1</sup>. Washing faces is easy and effective and something that children and families can do to protect themselves.

1. Mariotti SP, Pruss A. The SAFE Strategy - Preventing trachoma. Geneva: World Health Organisation; 2000

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## Alignment of the Australian Curriculum: Health and Physical Education and the Trachoma Health Education for Primary School Children Resource

The following information is provided to support the teaching and learning of eye health and the prevention of Trachoma in primary school children.

The Trachoma Health Education for Primary School Children resource consists of six lessons that are designed to run for 20 to 50 minutes over two weeks. The purpose of these lessons is to engage and educate children about the role of face washing and good personal hygiene to protect themselves from trachoma. Most of these activities are based around teaching students to assess their wellbeing and take actions for healthy living. Lessons and activities can also be used individually. There is an accompanying Student Workbook for Lessons One, Two, Three and Four. Additional copies of the Student Workbook are available online at [www.iehu.unimelb.edu.au](http://www.iehu.unimelb.edu.au). Any additional resources required are listed under each lesson.

The lessons are aligned to the Australian Curriculum: Health and Physical Education (AC: HPE) through the strand Personal, social and community health and the sub strands:

- Being healthy, safe and active
- Communicating and interacting for health and wellbeing
- Contributing to health and active communities

The AC: HPE Sequence of content document has been used to align the relevant health sub-strands and content descriptions with each of the Trachoma Health Education for Primary School Children lessons. Teachers will adapt and differentiate lessons according to the needs of their students.

The following suggestions are intended to extend learning, particularly for older students:

### Lesson 2

Access the Indigenous Eye Health website and view multimedia content.

Engage students in discussion regarding ways to promote eye health, and how the media and important people in the community can have influence on the eye health of young people.

### Lesson 3

Visit the local health clinic. Meet health workers and nurses to discuss eye health and practice strategies to maintain eye health and learn how to seek help.

### Lesson 4

Discuss, investigate, plan and put into practise actions they can take in their classroom or school to prevent trachoma and promote eye health.

### Lesson 5

Facilitate Year 5 and 6 students to lead the lesson for younger students. Older students may assist in painting, washing and checking the faces of younger children.

### Lesson 6

Make a movie about home, school and community resources that assist in eye health and ways to seek help when needed.

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## Australian Curriculum: Health and Physical Education – Sequence of Content

### Australian Curriculum: Health and Physical Education – Sequence of Content

STRAND: Personal, social and community health

SUB-STRAND: Being healthy, safe and active

Thread	Foundation	Years 1-2	Years 3-4	Years 5-6
Help-seeking	Identify people and demonstrate protective behaviours and other actions that help keep themselves safe and healthy (ACPPS003) Lesson 1, 2, 3, 4, 5	Practise strategies they can use when they feel uncomfortable, unsafe or need help with a task, problem or situation (ACPPS017) Lesson 1, 2, 3, 4	Describe and apply strategies that can be used in situations that make them feel uncomfortable or unsafe (ACPPS035) Lesson 1, 2, 3, 4	Investigate community resources and ways to seek help about health, safety and wellbeing (ACPPS053) Lesson 3, 6
Making healthy and safe choices		Recognise situations and opportunities to promote health, safety and wellbeing (ACPPS018) Lesson 1, 2, 4, 5	Identify and practise strategies to promote health, safety and wellbeing (ACPPS036) Lesson 2, 3, 4, 5	Plan and practise strategies to promote health, safety and wellbeing (ACPPS054) Lesson 2, 3, 4, 5, 6

STRAND: Personal, social and community health

SUB-STRAND: Communicating and interacting for health and wellbeing

Thread	Foundation	Years 1-2	Years 3-4	Years 5-6
Health literacy		Examine health messages and how they relate to health decisions and behaviours (ACPPS021) Lesson 2, 6	Discuss and interpret health information and messages in the media and internet (ACPPS039) Lesson 2, 6	Recognise how media and important people in the community influence personal attitudes, beliefs, decisions and behaviours (ACPPS057) Lesson 2, 6

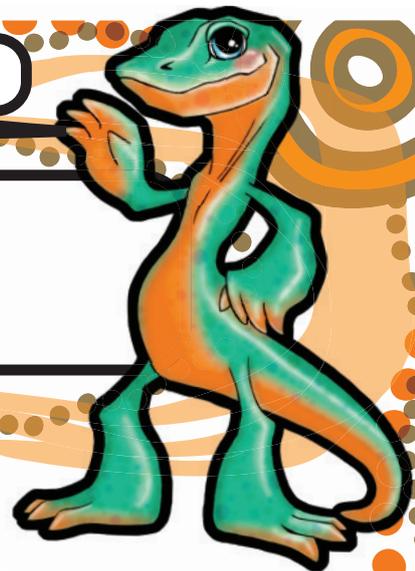
STRAND: Personal, social and community health

SUB-STRAND: Contributing to health and active communities

Thread	Foundation	Years 1-2	Years 3-4	Years 5-6
Community health promotion	Identify actions that promote health, safety and wellbeing (ACPPS006) Lesson 1, 2, 3, 4, 5, 6	Explore actions that help make the classroom a healthy, safe and active place (ACPPS022) Lesson 1, 2, 3, 4, 5, 6	Describe strategies to make the classroom and playground healthy, safe and active spaces (ACPPS040) Lesson 3, 4, 5, 6	Investigate the role of preventive health in promoting and maintaining health, safety and wellbeing for individuals and their communities (ACPPS058) Lesson 3, 4, 5, 6

Alignment of the Australian Curriculum: Health and Physical Education and the Trachoma Health Education for Primary School Children Resource was prepared by Fiona Campbell Health and Physical Education, Curriculum Consultant T-9.

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## Lesson One

### What do we use our eyes for?

#### Learning Focus

Sub-strand	Thread	Years
Being healthy, safe and active	Help-seeking	Foundation, 1, 2, 3, 4
	Making healthy and safe choices	1, 2
Contributing to health and active communities	Community health promotion	Foundation, 1, 2

#### Duration for the activities

40 minutes

#### Materials required

Student workbooks  
Blindfolds  
Pens and pencils for drawing and writing

#### Task description

In this activity students will learn about why eyes are important and what they use them for. Four activities are suggested: two discussions and recording of answers, the observation and drawing of an eye, and a blindfold activity.

#### Discussion Questions

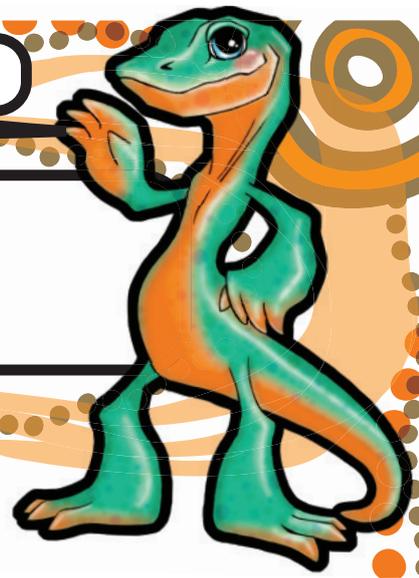
- Why is eyesight important?
- What are some of the ways our eyes can be damaged?
- What would it be like to be blind or have impaired vision?

#### Activities

Activity 1 Why are eyes important? (Student Workbook - Pages 2-3)

1. Brainstorm in a group to think of things the students use their eyes for
2. Ask the students to complete three sentences or draw three ways which they use their eyes on page 2-3 of their workbook
3. Ask students to think of how to say 'eye' in their local language, and say the word out loud to their partner

CLEAN FACES, STRONG EYES!



## Lesson One

### What do we use our eyes for?

Activity 2 Observe and draw a friend's eye, and/or Colour in the eyes  
(Student Workbook - Pages 4-5)

#### 1. Observe and draw a friend's eye

- Divide students into pairs, get the students to take turns looking into each other's eyes and draw what they see on page 4 of the Student Workbook

#### 2. Colour in the eyes

- Colour in the eyes on page 5 in the workbook to make one look healthy and the other one look sick

Activity 3 What is it like to be blind or vision impaired?

- Ask a person in the class to wear a blindfold. Ask them to walk around the room with a support person helping. Ask them what it is like to have no sight. Then give other children a chance to be blindfolded

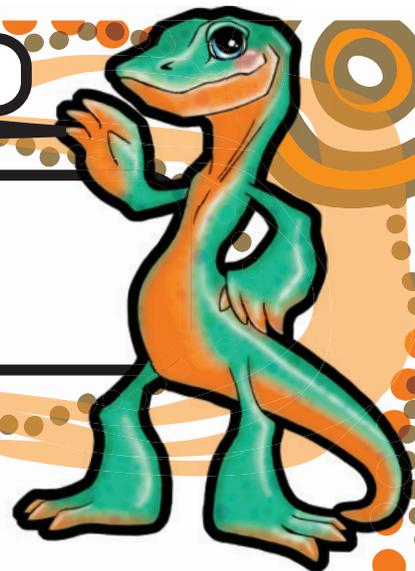
Activity 4 What are some of the ways our eyes can be damaged?

- Have the students identify how the eyes can be damaged
- What are some of the ways we can look after our eyes?

### Gathering Information about Student Learning

- Students' contributions to discussions about staying safe from eye damage
- Students' contributions to discussions about assessing their wellbeing in terms of the importance of sight
- Students' completed worksheets

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## Lesson Two

### What is trachoma, how do you protect yourself?

#### Learning Focus

Sub-strand	Thread	Years
Being healthy, safe and active	Help-seeking	Foundation, 1, 2, 3, 4
	Making healthy and safe choices	1, 2, 3, 4, 5, 6
Communicating and interacting for health and wellbeing	Health literacy	1, 2, 3, 4, 5, 6
Contributing to health and active communities	Community health promotion	Foundation, 1, 2

#### Duration for the activities

20-50 minutes

#### Materials required

Trachoma is Everyone's Business - School Flipchart  
The 'Trachoma Story' Poster (optional)  
DVD (optional) Student Workbook

#### Task description

In this activity students will learn what trachoma is and be introduced to ways they can protect themselves.

#### Extended learning activity

##### Lesson 2

Access the Indigenous Eye Health website and view multimedia content.

Engage students in discussion regarding ways to promote eye health, and how the media and important people in the community can have influence on the eye health of young people.

#### Discussion Questions

- What is trachoma?
- How do you get trachoma?
- What actions can you take to stay healthy from trachoma?
- Clean faces are important in stopping the spread of trachoma.

#### Activities

1. Read the 'Trachoma is Everyone's Business - School Flipchart' and ask questions as prompted throughout the book to confirm understanding
2. Discuss the 'Trachoma Story' poster with the class
3. Colouring-in sheets (Student Workbook - Pages 6-8)

#### Gathering Information about Student Learning

- Students' completed worksheets

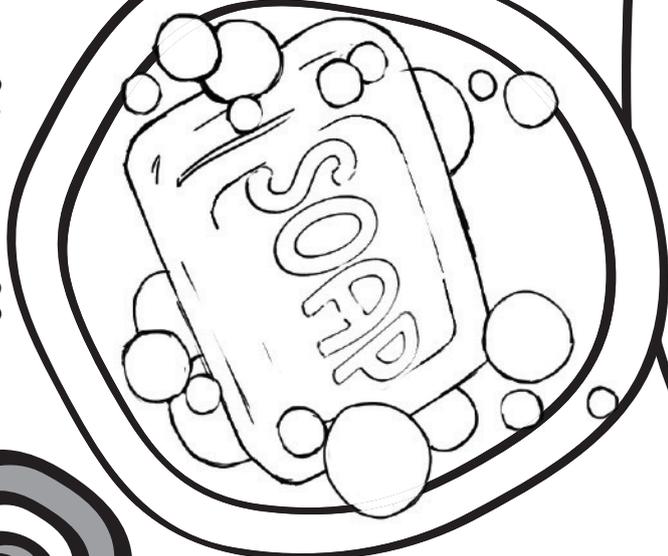
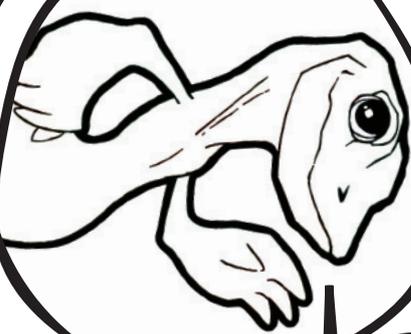
CLEAN FACES AND HANDS



KEEP YOUR EYES STRONG

STOP TRACHOMA

I WASH EVERYDAY  
AND MY FACE  
HANDS

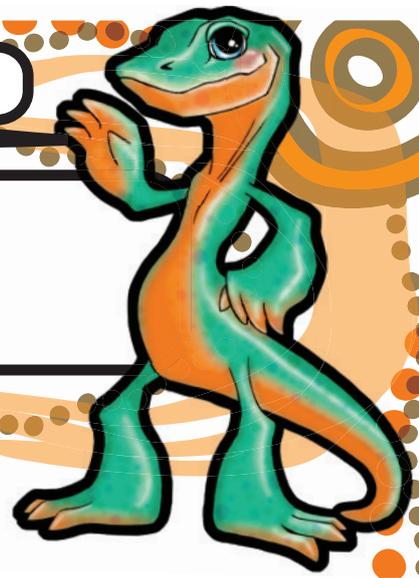


CLEAN FACES AND HANDS

KEEP YOUR EYES STRONG



CLEAN FACES, STRONG EYES!



## Lesson Three

### Who can help us stay well?

#### Learning Focus

Sub-strand	Thread	Years
Being healthy, safe and active	Help-seeking	Foundation, 1, 2, 3, 4, 5, 6
	Making healthy and safe choices	3, 4, 5, 6
Contributing to health and active communities	Community health promotion	Foundation 1, 2, 3, 4, 5, 6

#### Duration for the activities

20 minutes

#### Materials required

Student workbooks  
Pens and pencils for drawing and writing

#### Task description

In this activity students will discuss who can help them stay well and identify who they can go to for help when they are unwell.

#### Extended learning activity

##### Lesson 3

Visit the local health clinic. Meet health workers and nurses to discuss eye health and practice strategies to maintain eye health and learn how to seek help.

#### Discussion Questions

- Who are the people who can keep us safe and well?

#### Activities

##### Activity 1 Discussion

1. Why is it important to ask for help if you feel unwell? Who can help you stay safe and well?

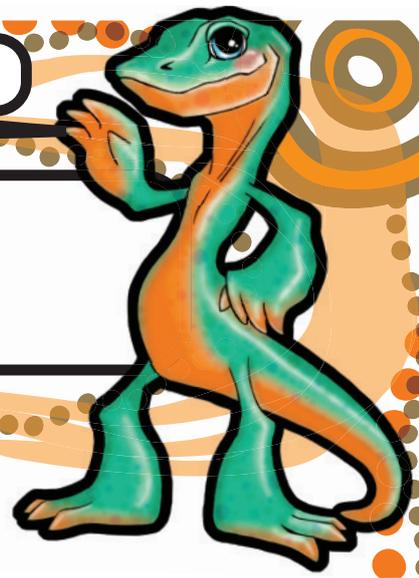
##### Activity 2 'Who can help us stay well' (Student Workbook - Pages 9-10)

1. Find the missing letters to complete the words
2. Finish the sentences and draw a picture

#### Gathering Information about Student Learning

- Students' answers to questions
- Students' worksheets

CLEAN FACES, STRONG EYES!



### Lesson Three

## Who can help us stay well?

Who can help you stay healthy.  
Find the missing letters to complete the words.  
Which word is the odd one out?

Fathe\_\_

Health wo\_\_ker

\_\_rand\_\_other

\_\_other

Aun\_\_y

Unc\_\_e

Broth\_\_r

Si\_\_ter

D\_\_g

\_\_ou\_\_in

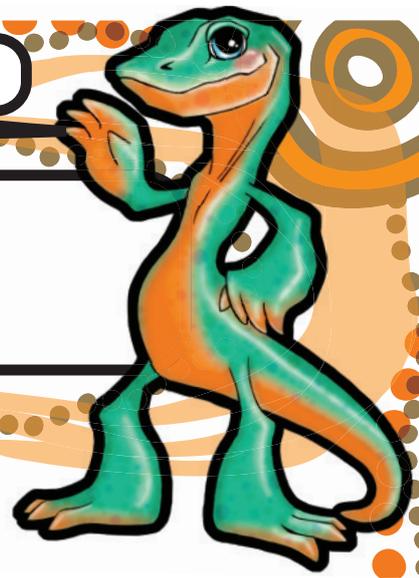
Grand\_\_ather

\_\_eache\_\_

Nur\_\_e

Docto\_\_

CLEAN FACES, STRONG EYES!



### Lesson Three Who can help us stay well?

Now fill in the gaps and answer the questions

If I have sore or itchy eyes, I can ask \_\_\_\_\_  
for help

\_\_\_\_\_ helps me stay well.

Did you find the odd word out?

If I have sore or itchy eyes, I do not ask a \_\_\_ \_\_\_ \_\_\_ for help

Draw a picture of someone who can keep you well

A large empty rectangular box for drawing.

CLEAN FACES, STRONG EYES!



## Lesson Four

### Self-care skills to protect our eyes

#### Learning Focus

Sub-strand	Thread	Years
Being healthy, safe and active	Help-seeking	Foundation, 1, 2, 3, 4
	Making healthy and safe choices	1, 2, 3, 4, 5, 6
Contributing to health and active communities	Community health promotion	Foundation, 1, 2, 3, 4, 5, 6

#### Duration for the activities

40 minutes

#### Materials required

Student workbooks  
Pens and pencils for drawing and writing

#### Task description

In this activity students will learn to describe the personal hygiene actions and products needed to protect themselves against trachoma.

#### Extended learning activity

##### Lesson 4

Discuss, investigate, plan and put into practise actions they can take in their classroom or school to prevent trachoma and promote eye health.

#### Discussion Questions

- How do we keep ourselves clean and healthy? For example, washing hands, washing faces, blowing noses, having showers, going swimming.
- Why is it important to wash our hands, face and blow our noses?
- How do you feel when you are clean?

#### Activities

Activity 1 Find a Word (Student Workbook - Page 11)

1. Find words related to personal hygiene and keeping clean

Activity 2 Join the dots (Student Workbook - Page 12)

Activity 3 Find the missing words (Student Workbook - Page 13)

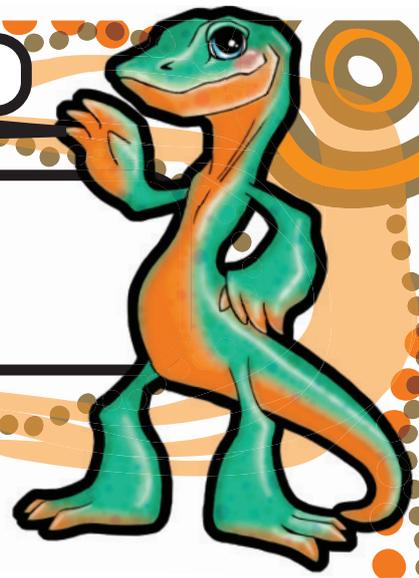
1. Find the missing word to identify products needed to stay clean and healthy

Activity 4 Chatterbox (Photocopy and make up Chatterbox) (Student Workbook - Pages 14-16)

#### Gathering Information about Student Learning

- Students' answers to questions
- Students' worksheets

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## Lesson Four Find a word

Can you find all the words about being clean and healthy?

A	R	T	P	A	U	S	E	A	L	A	Q	I
T	R	V	H	O	S	E	M	N	H	N	Y	Z
F	B	W	A	T	E	R	L	M	E	O	P	O
E	O	M	I	R	R	O	R	C	A	S	E	R
L	D	S	H	O	W	E	R	B	L	E	T	Y
O	Y	W	T	A	P	A	W	A	T	E	Y	W
H	R	I	I	C	O	F	S	T	H	R	A	P
R	S	M	S	J	O	A	E	H	Y	I	S	N
E	I	M	S	H	L	C	A	R	S	V	E	U
T	E	I	U	F	A	E	N	O	O	E	Y	G
A	D	N	E	V	U	N	O	O	A	R	E	D
W	I	G	B	A	T	H	D	M	P	B	N	J
I	O	P	T	O	W	E	L	S	A	O	L	K

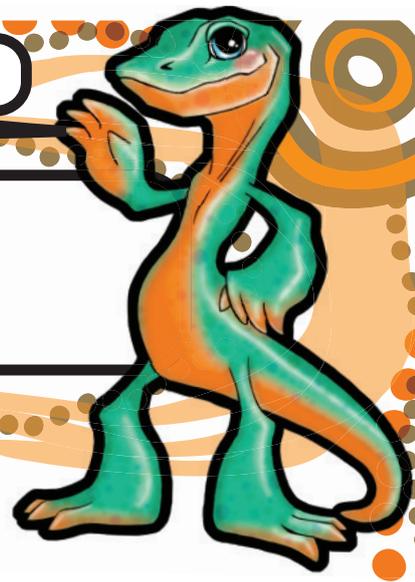
SHOWER  
SWIMMING  
TAP  
BATHROOM  
WASH  
POOL

OCEAN  
TISSUE  
CLEAN  
WATER  
MIRROR  
TOWEL

FACE  
HANDS  
BODY  
HOSE  
SOAP  
HEALTHY

RIVER  
WATERHOLE  
EYES  
NOSE  
BATH

CLEAN FACES, STRONG EYES!



# Lesson Four Join the dots

Can you answer the joke? Join the dots to get a hint!  
Question: How do you make a tissue dance?



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Lesson Four  
Find the missing words

What are the missing words in the sentences below?

Choose from the missing words at the bottom  
of the page

I wash my face with \_\_\_\_\_

I can look in the \_\_\_\_\_ to see if my face is clean

I wash my hands with \_\_\_\_\_

I blow my nose with a \_\_\_\_\_

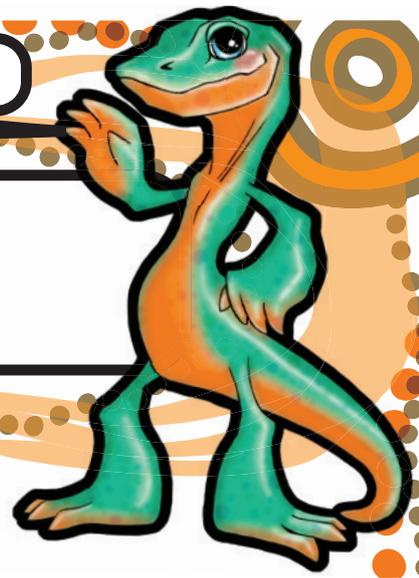
SOAP

TISSUE

WATER

MIRROR

CLEAN FACES, STRONG EYES!



## Lesson Four Make a Chatterbox

### Instructions

1. Photocopy Side A and Side B back-to-back and cut to size
2. Draw your own pictures or write your own words on Side B
3. Fold along the lines and it will form the Clean Faces Chatterbox Game

Side A (inside)

<b>Clean</b>	<b>Look</b> Rinse in the River	<b>Soap</b> Laugh with just your Eyes	<b>Eyes</b>
<b>Water</b> Sign with your Nose		<b>Bath</b> Do the Tissue Rapi!	
<b>Wash</b> Look in the Mirror & Smile	<b>Play under the Hose</b>	<b>Jump in the Pool</b>	<b>Towel</b>
<b>Faces</b>	<b>Shower</b>	<b>Hose</b> Make Soap Bubbles	<b>Strong</b>

Side B (outside)

**Sparkly  
Eyed Me!**

**Our  
Community Looks  
After Eyes!**

**Trachoma  
Is Easy to  
Stop!**

**Clean Faces  
=  
Strong Eyes!**



## Lesson Five Clean faces, strong eyes

### Learning Focus

Sub-strand	Thread	Years
Being healthy, safe and active	Help-seeking	Foundation
	Making healthy and safe choices	1, 2, 3, 4, 5, 6
Contributing to health and active communities	Community health promotion	Foundation, 1, 2, 3, 4, 5, 6

### Duration for the activities

40-50 minutes

### Materials required

Trachoma is Everyone's Business - School Flipchart  
 Face paints  
 Small containers or cups for face paints  
 Soft brushes for face painting  
 Access to bathrooms and mirrors  
 Camera for taking photos (if possible)  
 Additional hand held mirrors (if possible)

### Task description

In this activity students will learn about and demonstrate face washing, a personal hygiene action to protect themselves against trachoma.

### Gathering Information about Student Learning

- Students' answers to questions
- Students' worksheets

### Extended learning activity

#### Lesson 5

Facilitate Year 5 and 6 students to lead the lesson for younger students. Older students may assist in painting, washing and checking the faces of younger children.

### Discussion Questions

- Why is it important for us to have a clean face?
- Where can you wash your face?

### Activities

1. Set up face paints before lesson or have someone else set them up while you are explaining the activity
2. Trachoma is Everyone's Business - School Flipchart. Explain that it is important for us to wash our faces to prevent trachoma and keep our eyes healthy
3. Divide the students into pairs and get them to paint each others faces
4. Once students have painted each others faces and photos have been taken, remind them of the importance of face washing to keep healthy
5. Take students to bathrooms and get them to clean off the face paint and wash their faces thoroughly
6. Get the students to inspect their own and each others faces and decide on the 'clean face champions'

CLEAN FACES, STRONG EYES!



## Lesson Six Health promotion - Spread the message not the germs!

### Learning Focus

Sub-strand	Thread	Years
Being healthy, safe and active	Help-seeking	5, 6
	Making healthy and safe choices	5, 6
Communicating and interacting for health and wellbeing	Health literacy	1, 2, 3, 4, 5, 6
Contributing to health and active communities	Community health promotion	Foundation, 1, 2, 3, 4, 5, 6

### Duration for the activities

40-50 minutes

### Materials required

Trachoma is Everyone's Business - School Flipchart  
Computers with Powerpoint program  
or  
Approx. 5 large sheets of cardboard  
Pens, pencils and/ or paints for making posters  
Magazines and coloured paper to cut out  
Glue  
Scissors

### Task description

In this activity students will demonstrate and describe the knowledge and skills that they have learned about health and hygiene. Activities to choose from are an ICT activity or a poster making activity.

### Gathering Information about Student Learning

- Students' responses to discussion questions

### Extended learning activity

#### Lesson 6

Make a movie about home, school and community resources that assist in eye health and ways to seek help when needed.

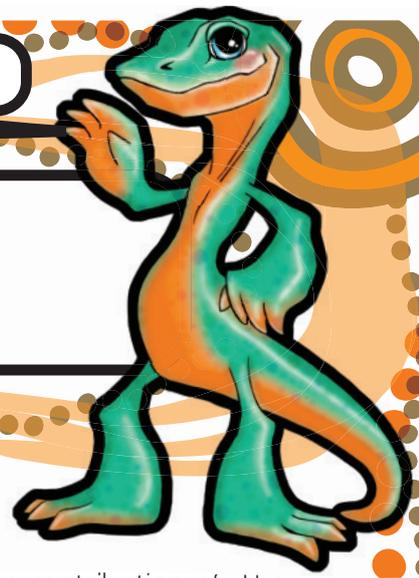
### Discussion Questions

- Why is it important to have a clean face?
- Where can you wash your face at home, at school and around the community?

### Activities

1. Re-read Trachoma is Everyone's Business - School Flipchart and remind students about the importance of washing their face and hands
2. Divide the students into groups of 3 to 5  
Have the students develop a poster or Power Point presentation promoting actions such as face washing, hand washing, nose blowing or washing
3. Ask the students to present their posters or presentations to the class

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## Acknowledgements

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The artwork is by Lily McDonnell. The goanna is used with permission from the Centre for Eye Research Australia.

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A 2016 update was completed by Fiona Campbell, Health and Physical Education, Curriculum Consultant T-9, Northern Territory Department of Education to align the lessons to the Australian Curriculum developed in 2015.

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