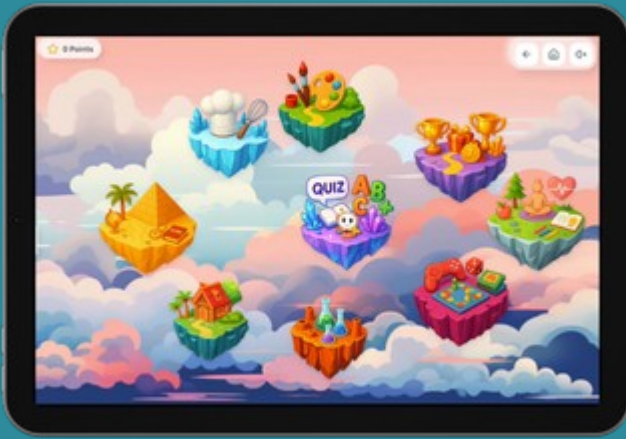


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## Healthy Helpers and Messages - Foundation

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# Unit overview

Healthy Helpers and Messages • Foundation

## Healthy Helpers and Messages • Foundation

Ten lessons of approximately 50 minutes. Teach Lessons 1–8 in order: eight core lessons (about 400 minutes), followed by two optional lessons (about 100 minutes).

### Big question

What signs, people and routines help us stay healthy and safe?

### Learning to look for

Children explain a health or safety symbol and choose a suitable action; recognise that an attractive picture or one person's story is not proof; state a problem and ask an approved adult for help, explaining a safe backup.

### Core route

Complete the unfamiliar assessment in Lesson 7, with focused reteaching and fresh evidence during Lesson 8. All essential learning and assessment finish within the core. Optional Lessons 9–10 add rehearsal and sharing, with no new required criteria.

### How to use this package

This PDF includes teacher plans, two colour displays, eight story cards, a three-page cooperative game, ten worksheets with adjacent answer pages, quiz guidance, a two-page assessment and a rubric. The ten lesson presentations and unit quiz are separate editable PowerPoint files.

# Presentation files • Lessons 1-5

Healthy Helpers and Messages • Foundation

## **Lesson 1: Symbols tell us something • Core**

Healthy Helpers and Messages – Foundation – Lesson 01 – Presentation.pptx

10 slides • about 50 minutes • worksheet W01

## **Lesson 2: Healthy community places • Core**

Healthy Helpers and Messages – Foundation – Lesson 02 – Presentation.pptx

10 slides • about 50 minutes • worksheet W02

## **Lesson 3: Safe actions • Core**

Healthy Helpers and Messages – Foundation – Lesson 03 – Presentation.pptx

10 slides • about 50 minutes • worksheet W03

## **Lesson 4: Who can help • Core**

Healthy Helpers and Messages – Foundation – Lesson 04 – Presentation.pptx

10 slides • about 50 minutes • worksheet W04

## **Lesson 5: Say what is needed • Core**

Healthy Helpers and Messages – Foundation – Lesson 05 – Presentation.pptx

10 slides • about 50 minutes • worksheet W05

# Presentation files · Lessons 6-10

Healthy Helpers and Messages · Foundation

## **Lesson 6: Messages and choices · Core**

Healthy Helpers and Messages – Foundation – Lesson 06 – Presentation.pptx

10 slides • about 50 minutes • worksheet W06

## **Lesson 7: Community-safety assessment · Core**

Healthy Helpers and Messages – Foundation – Lesson 07 – Presentation.pptx

10 slides • about 50 minutes • worksheet W07

## **Lesson 8: Class guide · Core**

Healthy Helpers and Messages – Foundation – Lesson 08 – Presentation.pptx

10 slides • about 50 minutes • worksheet W08

## **Lesson 9: A pretend symbol train · Optional**

Healthy Helpers and Messages – Foundation – Lesson 09 – Presentation.pptx

10 slides • about 50 minutes • worksheet W09

## **Lesson 10: A helper guide for our story town · Optional**

Healthy Helpers and Messages – Foundation – Lesson 10 – Presentation.pptx

10 slides • about 50 minutes • worksheet W10

# Before teaching

Healthy Helpers and Messages • Foundation

## Prepare a safe fictional context

Use the invented school and story park. That school has approved Teacher Lee and the office adult; the story park has Teacher Lee and an approved library adult. A badge, uniform or sign alone does not make a person trusted. Follow your school's safeguarding and help-seeking procedures.

## Communication and access

Read instructions aloud. Accept speech, picture selection, pointing, gestures, drawing, a communication board or device, and adult scribing. Offer two choices before a wider set when useful. Record the child's meaning and reasoning; do not grade eye contact, handwriting, voice volume or confidence. Provide seated participation and safe large counters or pointing.

## Protect privacy and wellbeing

No real-road practice, real top trouble emergency calls or compulsory personal stories. No pupil first name, health, family-network or address data is requested. Use puppets or pictures for help rehearsal, without touching one another. Respond to a real concern using school procedures.

## School routines and healthy messages

Check current hygiene, allergy, access and sun-protection policies. Shade and a hat are parts of a full routine. The fictional advert teaches evidence checking, not personal diet advice. Teachers may view the official Australian guide online; its figure is not reproduced.

# Lesson 1 • Symbols tell us something

Healthy Helpers and Messages • Foundation

## Purpose • Core

I can explain a symbol and the action it suggests.

## Prepare

D1, C1–C4 (first story-card page), W01 and its answer. Prepare water, handwashing and shade action choices.

## Teaching guidance

Use three large drawn or supplied symbols in context, not a colour-only guessing exercise. Model one match aloud, guide one and let each child explain another. Read wording aloud; offer two action pictures first, then the full set. Extend by moving the same symbol to a different setting and asking what still matters.

## Evidence to record

Records a symbol meaning and a suitable action; accepts a point plus explanation through speech, gesture, pictures or scribing.

## Support and extension

Use the response methods on the Before teaching page. Give a picture or two action choices without giving the reason. Ask the child to explain a choice. Extend through a different fictional location or an unavailable first helper, retaining the same safety expectations.

# Lesson 1 • 50-minute sequence

Healthy Helpers and Messages • Foundation

## 5 minutes • Recall and notice

Look at the drinking-water picture. What could it tell us? Say an idea before we check.

## 10 minutes • Explicit model

A symbol is a picture that carries a message. A message tells us an idea. The place around a symbol helps us understand it. A water symbol beside a drinking fountain tells us where drinking water is available. I can use my own bottle and ask a trusted adult if I am unsure. A first-aid sign shows where to find help. A sign helps us find a place; it cannot tell us that every person is safe.

## 15 minutes • Safe rehearsal

Use C1–C4 cards and W01. Match the water, handwashing and shade pictures to an action. Point, say, draw or ask an adult to write your reason.

## 10 minutes • Apply and explain

Why does the symbol suggest that action? Explain its meaning rather than naming only its colour.

## 5 minutes • Feedback

Listen for the learning evidence. Name a successful explanation and reteach a specific misunderstanding. A communication support is recorded separately from achievement.

## 5 minutes • Exit reflection

Choose one symbol. Tell or show what you would do and why.

# Lesson 2 • Healthy community places

Healthy Helpers and Messages • Foundation

## Purpose • Core

I can explain how a place can support a healthy routine.

## Prepare

D1, C1–C3, W02 and its answer. Use the supplied story-park picture; check school hygiene and sun-protection routines.

## Teaching guidance

Do a seated picture walk of W02. Model feature → routine → purpose. Guide an annotation, then invite each child to choose a different feature. Do not imply that shade alone is enough or that all water is drinkable. Check existing school hygiene and sun-protection policies. Extend with an access problem, without requiring disability or health disclosure.

## Evidence to record

Links one visible feature to a sensible health routine and explains its purpose.

## Support and extension

Use the response methods on the Before teaching page. Give a picture or two action choices without giving the reason. Ask the child to explain a choice. Extend through a different fictional location or an unavailable first helper, retaining the same safety expectations.

# Lesson 2 • 50-minute sequence

Healthy Helpers and Messages • Foundation

## 5 minutes • Recall and notice

In our story park, where could people find water, shade or a place to wash their hands?

## 10 minutes • Explicit model

Healthy means caring for our bodies and feelings. A routine is something we do regularly. A feature is something we can notice in a place. I notice a water tap. It can help people refill a bottle with drinking water. If a tap is unclear or hard to reach, I ask a trusted adult. I notice a shade shelter and a hand washing place. Shade is one part of sun protection. Washing hands helps keep them clean. Follow our school routines.

## 15 minutes • Safe rehearsal

Use W02 and C1–C3. Circle three helpful features in the fictional scene. Choose one and explain how it helps. Add a picture reminder.

# Lesson 2 • 50-minute sequence • continued 2

Healthy Helpers and Messages • Foundation

## 10 minutes • Apply and explain

Does every person reach the tap easily? Suggest a practical change, such as asking an adult for help or making a clearer picture sign.

## 5 minutes • Feedback

Listen for the learning evidence. Name a successful explanation and reteach a specific misunderstanding. A communication support is recorded separately from achievement.

## 5 minutes • Exit reflection

Say: This feature helps because \_\_\_\_\_. You may point or draw while an adult records your idea.

PREVIEW

# Lesson 3 • Safe actions

Healthy Helpers and Messages • Foundation

## Purpose • Core

I can choose a safe action with an adult.

## Prepare

C3–C4, W03 and its answer, plus puppets or picture pointers. Check school sun-protection procedures.

## Teaching guidance

Prepare two puppet scenes: child and carer waiting away from the road; child preparing for outdoor play. Model supervised action without leaving pupils near vehicles. No real-road rehearsal or sunscreen application is required. Follow school permission, allergy, sun-protection and access procedures. Use a familiar approved protective routine without promising complete protection.

## Evidence to record

Chooses supervised crossing and an appropriate sun-protection action, with an age-appropriate reason.

## Support and extension

Use the response methods on the Before teaching page. Give a picture or two action choices without giving the reason. Ask the child to explain a choice. Extend through a different fictional location or an unavailable first helper, retaining the same safety expectations.

# Lesson 3 • 50-minute sequence

Healthy Helpers and Messages • Foundation

## 5 minutes • Recall and notice

A story child reaches a road with their carer. What should they do before moving towards traffic?

## 10 minutes • Explicit model

Safety means actions that help protect us. Protective actions reduce a risk. A trusted adult is someone our family or school has identified to help us. Near traffic, the child stays with their carer and holds their hand. The adult checks the crossing and tells the child when to move. Practise with pictures only. For outdoor play, use the school sun-protection routine: covering clothing, sunscreen with adult help, a protective hat, shade and sunglasses as appropriate. Shade alone is not enough.

## 15 minutes • Safe rehearsal

Use W03 and C3–C4. Choose a safe action for the crossing scene and for the sunny-play scene. Rehearse with a puppet or picture; do not visit a road.

# Lesson 3 • 50-minute sequence • continued 2

Healthy Helpers and Messages • Foundation

## 10 minutes • Apply and explain

A crossing picture does not make traffic safe. Explain why the child still needs an adult. Explain why a hat and shade are useful parts of a larger routine.

## 5 minutes • Feedback

Listen for the learning evidence. Name a successful explanation and reteach a specific misunderstanding. A communication support is recorded separately from achievement.

## 5 minutes • Exit reflection

Name or show one protective action and who can help you practise it.

PREVIEW

# Lesson 4 • Who can help

Healthy Helpers and Messages • Foundation

## Purpose • Core

I can choose a trusted adult and another option if they are unavailable.

## Prepare

C5–C6, W04 and its answer. State the two approved fictional helper roles before beginning.

## Teaching guidance

Define the fictional story-school roles as Teacher Lee and the office adult approved by that school. Translate to the school's own safeguarding guidance without asking children to disclose private family networks. Do not suggest that any stranger in uniform is trusted or that a child must obey unwanted contact. Read each case and invite safe alternatives; document their reasoning.

## Evidence to record

Identifies an appropriate approved helper and a safe backup; recognises a sign or uniform is not proof of personal safety.

## Support and extension

Use the response methods on the Before teaching page. Give a picture or two action choices without giving the reason. Ask the child to explain a choice. Extend through a different fictional location or an unavailable first helper, retaining the same safety expectations.

Original fictional school scenario; apply the school's approved help-seeking and safeguarding procedures.

# Lesson 4 • 50-minute sequence

Healthy Helpers and Messages • Foundation

## 5 minutes • Recall and notice

In our story school, a teacher is helping another class. A child needs help. What could the child do?

## 10 minutes • Explicit model

A helper can support us with a problem. Unavailable means unable to help right now. A uniform or badge alone does not prove someone is safe. Our story child asks their school-approved teacher. If that teacher cannot help now, they ask another adult from the school-approved help network. A net-id sign helps us locate support. The child stays in the supervised place and asks an approved adult; they do not follow an unknown person away.

## 15 minutes • Safe rehearsal

Use C5–C6 and W04. Draw or select two fictional school-approved adults. Show a first choice and a backup choice. Use story roles, not personal names.

## 10 minutes • Apply and explain

What if the first adult does not listen or is busy? Keep asking another trusted adult until useful help is available. Urgent danger needs immediate adult help.

## 5 minutes • Feedback

Listen for the learning evidence. Name a successful explanation and reteach a specific misunderstanding. A communication support is recorded separately from achievement.

## 5 minutes • Exit reflection

Show your next step when your first trusted adult is unavailable.

Original fictional school scenario; apply the school's approved help-seeking and safeguarding procedures.

# Lesson 5 • Say what is needed

Healthy Helpers and Messages • Foundation

## Purpose • Core

I can tell a trusted adult the problem and the help I need.

## Prepare

W05 and its answer, puppets and the school-approved story helper pictures.

Offer pictures for problem and help needed.

## Teaching guidance

Model a complete spoken request, then the same learning with picture selection. Partners take turns with puppets rather than touching or hugging. The adult role responds calmly and checks understanding. Include a second unavailable-adult turn; do not assess voice volume or eye contact or confidence. Extend by adding relevant location information without personal details.

## Evidence to record

Communicates both a problem and a suitable request to a trusted adult through a valid response mode.

## Support and extension

Use the response methods on the Before teaching page. Give a picture or two action choices without giving the reason. Ask the child to explain a choice. Extend through a different fictional location or an unavailable first helper, retaining the same safety expectations.

Original fictional rehearsal; follow the school's approved help-seeking procedures.

# Lesson 5 • 50-minute sequence

Healthy Helpers and Messages • Foundation

## 5 minutes • Recall and notice

A story child cannot reach a drinking-water tap. What message could help an adult understand?

## 10 minutes • Explicit model

A clear help request says the problem and asks for support. We can communicate with speech, pictures, a device or a gesture. Say or show: I cannot reach the water tap. Please help me fill my bottle. The adult can see the problem and the requested help. If words are difficult, point to the picture and the help symbol. Use your communication board or device. An adult can check: Do you need help filling your bottle?

## 15 minutes • Safe rehearsal

Use C6, W05 and a puppet. Choose a fictional problem. Show the problem, ask for help and practise a backup request if the first adult is unavailable.

Original fictional rehearsal; follow the school's approved help-seeking procedures.

# Lesson 5 • 50-minute sequence • continued 2

Healthy Helpers and Messages • Foundation

## 10 minutes • Apply and explain

Does the message tell the problem and what help is needed? An adult may check the meaning rather than guessing.

## 5 minutes • Feedback

Listen for the learning evidence. Name a successful explanation and reteach a specific misunderstanding. A communication support is recorded separately from achievement.

## 5 minutes • Exit reflection

Try your message again with one useful detail, phrase and communication method that works for you.

PREVIEW

Original fictional rehearsal; follow the school's approved help-seeking procedures.

# Lesson 6 • Messages and choices

Healthy Helpers and Messages • Foundation

## Purpose • Core

I can check a message and choose a sensible action.

## Prepare

D2, C7–C8, G1 rules, mat and challenge cards, W06 and its answer. Read the pretend claims aloud.

## Teaching guidance

Read invented claims aloud. Discuss the picture, claim, missing information and adult help. Do not judge pupil lunches, recommend products, teach calories or give dietary advice. Link the official Eat for Health guide for teachers; no restricted figure is reproduced. The cooperative game rewards explanations, not speed or disclosure.

## Evidence to record

Distinguishes appearance from useful evidence and names an appropriate person who can help check a message.

## Support and extension

Use the response methods on the Before teaching page. Give a picture or two action choices without giving the reason. Ask the child to explain a choice. Extend through a different fictional location or an unavailable first helper, retaining the same safety expectations.

# Lesson 6 • 50-minute sequence

Healthy Helpers and Messages • Foundation

## 5 minutes • Recall and notice

A pretend drink packet shows a superhero. Does the picture prove the drink keeps us healthy?

## 10 minutes • Explicit model

A claim says something is true. A source tells us where the claim came from. Evidence is useful information that helps us check a claim. The superhero picture shows an advert. It does not prove a health claim. We need useful information and help from a trusted adult to check it. A water sign gives a practical message in a place. A pretend advert tries to persuade. We can ask: Who made this message? What does it ask me to do?

## 15 minutes • Safe rehearsal

Use D2, C7–C8, G1 and W06. Match a symbol to an action, then compare it with the pretend advert. Ask a trusted adult to help check a confusing message.

# Lesson 6 • 50-minute sequence • continued 2

Healthy Helpers and Messages • Foundation

## 10 minutes • Apply and explain

Does one person's story prove an idea works for everyone? No. A story is one experience; it may not fit another person or situation.

## 5 minutes • Feedback

Listen for the learning evidence. Name a successful explanation and reteach a specific misunderstanding. A communication support is recorded separately from achievement.

## 5 minutes • Exit reflection

Show a message you would check with a trusted adult. Explain what you need to find out.

PREVIEW

# Lesson 7 • Community-safety assessment

Healthy Helpers and Messages • Foundation

## Purpose • Core

I can explain a symbol and show how to ask for help.

## Prepare

W07 and answer for rehearsal; A1's two pages and R1 for the new assessment story. State approved Teacher Lee and library adult roles.

## Teaching guidance

Use W07 as rehearsal and A1 as an unfamiliar assessment transfer. Read the scene without supplying its answers. Observe symbol meaning, action, problem-plus-request and backup reasoning. Record support used separately from achievement. Use R1's four observable achievements. Provide a brief conference; reteach a specific misunderstanding during core lesson 8 and record new evidence.

## Evidence to record

A1 captures both assessed contributions: interpreting health/safety messages and protective help-seeking.

## Support and extension

Use the response methods on the Before teaching page. Give a picture or two action choices without giving the reason. Ask the child to explain a choice. Extend through a different fictional location or an unavailable first helper, retaining the same safety expectations.

Original fictional school and story-park cases; follow school-approved help-seeking routines.

# Lesson 7 • 50-minute sequence

Healthy Helpers and Messages • Foundation

## 5 minutes • Recall and notice

In our story school, the first-aid office is closed. What does the sign mean, and who could help? This familiar scene is for practice.

## 10 minutes • Explicit model

Explain means giving a reason. Rehearse means practising safely. We use pictures and puppets, not real emergencies. The first-aid sign shows where to find help. The office is closed, so our story child stays supervised and asks Teacher Lee, an approved helper. A clear help message has two parts: the problem and the help needed. If the first adult is unavailable, choose a safe backup.

## 15 minutes • Safe rehearsal

Use W07 for rehearsal. Then use A1's new story-park scene with your teacher. Explain the water symbol, choose a safe action and show a help request.

# Lesson 7 • 50-minute sequence • continued

## 2

Healthy Helpers and Messages • Foundation

### **10 minutes • Apply and explain**

The teacher listens to your meaning and watches your safe strategy. You can speak, select pictures, gesture, draw, use a device or dictate. Read A1 without supplying answers; gather each child's meaning, action, request and backup.

### **5 minutes • Feedback**

Listen for the learning evidence. Name a successful explanation and reteach a specific misunderstanding. A communication support is recorded separately from achievement.

### **5 minutes • Exit reflection**

What helped you explain your choice? What would you do if the first approved adult was unavailable?

**PREVIEW**

# Lesson 8 • Class guide

Healthy Helpers and Messages • Foundation

## Purpose • Core

I can make a useful picture reminder for our story class.

## Prepare

W08 and answer, familiar story cards, R1 and any core assessment evidence needing a targeted follow-up. Unit Quiz file.

## Teaching guidance

Revisit any assessment gaps from lesson 7 with focused modelling before collecting fresh independent evidence. All essential assessment takes place in this lesson. Use a class guide made from already-taught reminders, with no personal contact details. Provide symbol stamps, or adult scribing and retain reasoning expectations. Make sharing optional; assess explanation rather than display quality.

## Evidence to record

Transfers a taught message into a practical reminder; finalises core evidence for both contributions.

## Support and extension

Use the response methods on the Before teaching page. Give a picture or two action choices without giving the reason. Ask the child to explain a choice. Extend through a different fictional location or an unavailable first helper, retaining the same safety expectations.

# Lesson 8 • 50-minute sequence

Healthy Helpers and Messages • Foundation

## 5 minutes • Recall and notice

Which familiar symbol would help our fictional class remember a healthy or safe routine?

## 10 minutes • Explicit model

A guide gives useful information. A reminder helps us remember. Keep personal names, addresses and contact details out of a class guide. A water symbol with the message Fill your bottle with drinking water gives a useful reminder. Check the place and ask an approved adult if unsure. A clear guide shows a picture, one safe action and a reason. It uses familiar learning; it does not promise that everyone's needs are the same.

## 15 minutes • Safe rehearsal

Use W08. Choose a symbol taught in lessons 1–7. Draw a reminder and dictate or write the action. Show in a pair, privately or with your teacher.

## 10 minutes • Apply and explain

Ask: Can someone understand the picture? Is the action sensible? Is an adult needed? Keep all private information out.

## 5 minutes • Feedback

Listen for the learning evidence. Name a successful explanation and reteach a specific misunderstanding. A communication support is recorded separately from achievement.

## 5 minutes • Exit reflection

Explain how your reminder could help a person in our story class.

# Lesson 9 • A pretend symbol trail

Healthy Helpers and Messages • Foundation

## **Purpose • Optional**

Optional: I can connect a familiar symbol to its purpose and action.

## **Prepare**

W09 and answer, familiar story cards and G1 mat. A tabletop or safe accessible classroom route; optional only.

## **Teaching guidance**

Optional reinforcement only; all required assessment is already complete. Reuse taught pictures on a safe tabletop or uncluttered accessible classroom route. Provide a seated pointing option, no race or chance only winner. Do not rehearse a real road crossing. Invite an extra reason or changed fictional location as extension.

## **Evidence to record**

Optional formative feedback only; no new assessment requirement.

## **Support and extension**

Use the response methods on the Before teaching page. Give a picture or two action choices without giving the reason. Ask the child to explain a choice. Extend through a different fictional location or an unavailable first helper, retaining the same safety expectations.

Original fictional trail; based on NHMRC and SunSmart guidance already taught in the core.

# Lesson 9 • 50-minute sequence

Healthy Helpers and Messages • Foundation

## 5 minutes • Recall and notice

Recall the water, handwashing, shade and first-aid pictures. Which action belongs with each?

## 10 minutes • Explicit model

A trail is a route between places. This is a pretend classroom trail using ideas we already know. At the water picture, I say where drinking water is available and how to ask for help. I do not go to a real tap or road. At the shade picture, I recall our whole school sun-protection routine. At first aid, I ask an approved adult for help.

## 15 minutes • Safe rehearsal

Use W09 and G1's mat. Point through a tabletop trail, or walk between safe classroom cards with an adult. Match each symbol, purpose and action.

## 10 minutes • Apply and explain

Explain one match. If an action is unclear, ask your partner a respectful question or ask a trusted adult.

## 5 minutes • Feedback

Listen for the learning evidence. Name a successful explanation and reteach a specific misunderstanding. A communication support is recorded separately from achievement.

## 5 minutes • Exit reflection

Which familiar message helped you choose an action?

Original fictional trail; based on NHMRC and SunSmart guidance already taught in the core.

# Lesson 10 • A helper guide for our story town

Healthy Helpers and Messages • Foundation

## Purpose • Optional

Optional: I can explain how a helper or message supports our story town.

## Prepare

W10 and answer, familiar C1–C8 cards and approved fictional helper pictures.

Optional only; no new assessment.

## Teaching guidance

Optional reinforcement only, using no new essential concepts. Build a small shared picture guide with fictional roles. Children may contribute orally, with picture selection, a device, gesture or drawing. No homework or personal-family investigation is required. Discuss whether the guide is usable for someone who cannot read the words.

## Evidence to record

Optional application and sharing of already-assessed core learning.

## Support and extension

Use the response methods on the Before teaching page. Give a picture or two action choices without giving the reason. Ask the child to explain a choice. Extend through a different fictional location or an unavailable first helper, retaining the same safety expectations.

# Lesson 10 • 50-minute sequence

Healthy Helpers and Messages • Foundation

## 5 minutes • Recall and notice

Our pretend town needs a simple guide. Which familiar places and approved helpers could we show?

## 10 minutes • Explicit model

A community is a group of people and places. Our story town is invented; it contains no real addresses or personal contact details. A guide can show a water symbol, a shaded place and a school-approved helper. Explain how each helps people choose an action. If our story teacher is unreliable, the guide can show the approved office adult. A uniform alone does not prove trust.

## 15 minutes • Safe rehearsal

Use W10 and familiar C1–C8 cards. Draw two useful places or helper roles, add a symbol and explain an action. Share with a partner or teacher.

## 10 minutes • Apply and explain

Check that the guide is clear, useful and private. Can you explain a backup help option?

## 5 minutes • Feedback

Listen for the learning evidence. Name a successful explanation and reteach a specific misunderstanding. A communication support is recorded separately from achievement.

## 5 minutes • Exit reflection

Tell how your guide could support someone in the story town.

Original fictional story-town guide; apply school-approved safeguarding routines.

# Healthy Helpers and Messages

## Key ideas

### Message

Something that tells us an idea.



### Source

Where a message comes from.



### Healthy

Caring for our bodies and feelings.



### Choice

Deciding what to do.



### Helper

Someone we can ask for help.



### Safety

Actions that help protect us.



**Ask a trusted adult when you are unsure.**

# Checking a Message

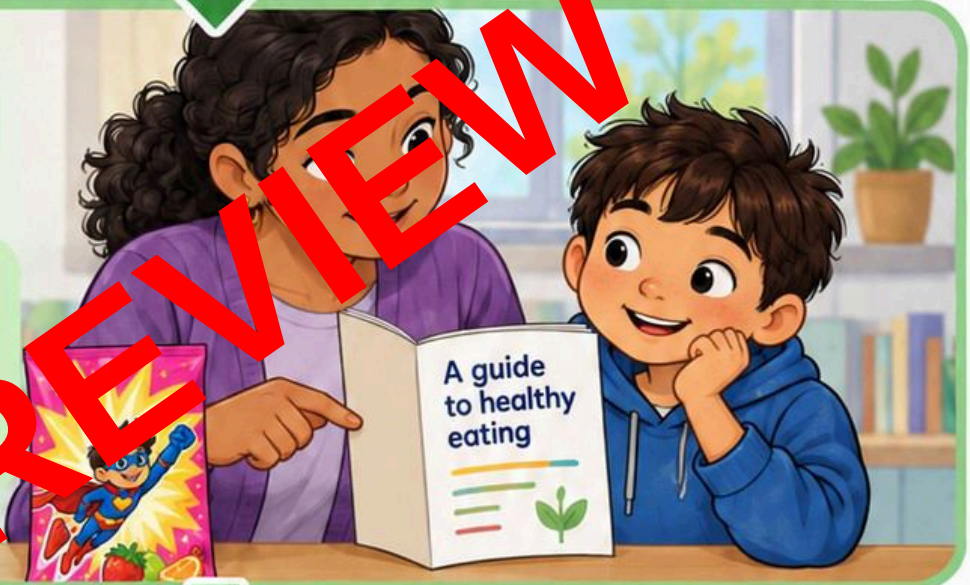
## 1 ASK

Does a colourful packet prove a drink keeps us healthy?



## 2 CHECK

The picture is all we can see. We need useful information.



## 3 EXPLAIN

A picture is not proof. Ask a trusted adult to help check the message.



# Story Cards 1–4

## C1 — Drinking water



The sign shows where drinking water is available. What could you do?

## C2 — Clean hands



The picture reminds us to wash our hands. Who could help at the sink?

## C3 — Sunny play



Use our whole school sun-protection routine. Shade alone is not enough.

## C4 — Near the road



Stay with your carer. What protective action can you explain?

# Story Cards 5-8

## C5 First aid



A sign helps us find support.  
Ask an adult approved by the school.

## C6 Another helper



Teacher Lee is unavailable.  
The school has also approved  
the office adult.

## C7 A pretend advert



A superhero picture does not prove  
a health claim.  
What information is missing?

## C8 Check together



An adult can help us check a message.  
A uniform alone does not prove trust.

# Choose, Explain and Check

## A cooperative picture game

### 1. Choose a challenge card.



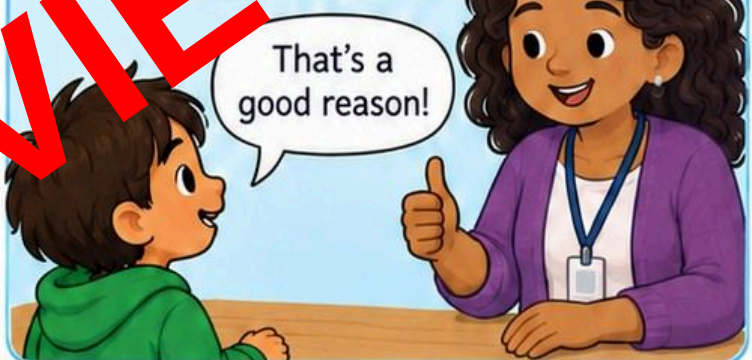
### 2. Say, point, draw or show your idea.



### 3. Ask one respectful question.



### 4. Check your reason with the teacher.



## A worked turn



I notice a water sign.  
It shows drinking water.  
I can ask an approved adult  
if I need help.



Play with 2–4 people.  
Use a large counter or point.  
Take turns; there is no race.  
You may play orally with a partner.

# Our Thinking Trail

1

**NOTICE**

2

**ASK**

3

**COMPARE**

6

**REFLECT**

5

**APPLY**

4

**EXPLAIN**

PREVIEW

Move by explaining your idea.  
Start again with a new card. Work together.

# Challenge Cards

Say, point, draw or show. Ask your teacher to help check the reason.

1. C1: What does the water sign tell us?



2. C2: Explain a helpful action at the sink.



3. C3: Why is shade only part of sun protection?



4. C4: Why must the child stay with a carer?



5. C5–C6: Who can help if the most approved adult is busy?



6. C7: Does a superhero picture prove a health claim?



7. C8: Who can help check a confusing message?



8. Explain a clear help request for a tap that is too high.



# Game • teacher guide

Healthy Helpers and Messages • Foundation

## Choose, Explain, Check

Use the rules page, thinking-trail mat and eight challenge cards with 2–4 children. Read the selected card. Notice, ask, compare, explain, apply and reflect together. Advance through reasoning, with a large safe counter or pointing. Complete one trail, then choose another card and start again. There is no race or chance-only winner.

### Challenge cards 1-4 • sample reasoning

1: The water symbol marks drinking water; ask an approved adult if unclear. 2: Wash hands using school routines. 3: Shade is one part of sun protection; also follow the covering clothing, sunscreen, hat and sunglasses routine. 4: Stay with the carer and hold their hand; the adult checks before crossing. Use pictures only.

### Challenge cards 5-8 • sample reasoning

5: Ask another school approved adult and stay supervised. 6: A superhero picture does not prove a drink is healthy; useful information and an appropriate adult are needed. 7: A trusted adult or appropriate health professional can help check a confusing message. 8: “I cannot reach the tap. Please help fill my bottle.” Other clear, safe requests are valid.

## Facilitation

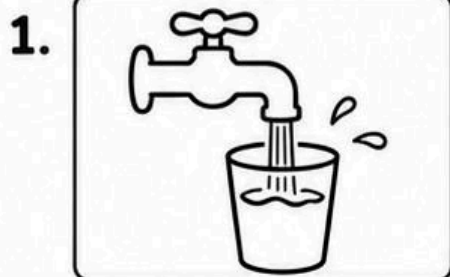
Accept different safe actions when the explanation fits the story. Ask “What tells you that?” and “Who could help check?” Partner listening and supported communication count as full participation. Do not score speed, reading fluency or personal disclosure.

Original fictional cases; based on NHMRC, Transport Victoria and SunSmart guidance cited in this unit.

Name: \_\_\_\_\_

# Symbols Tell Us Something

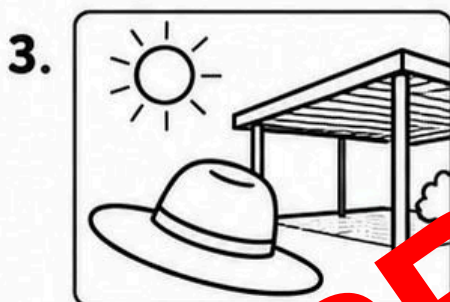
Match each picture to its action. Explain one match.



A. Use our sun-protection routine.



B. Find drinking water.



C. Wash our hands.

**My explanation**

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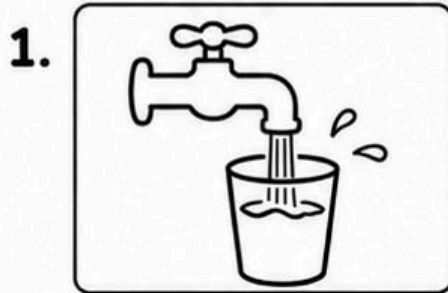
---

An adult may write my words.

Name: **ANSWERS**

# Symbols Tell Us Something

Match each picture to its action. Explain one match.



A. Use our sun-protection routine.

B. Find drinking water.

C. Wash our hands.

## My explanation

The water picture shows drinking water.

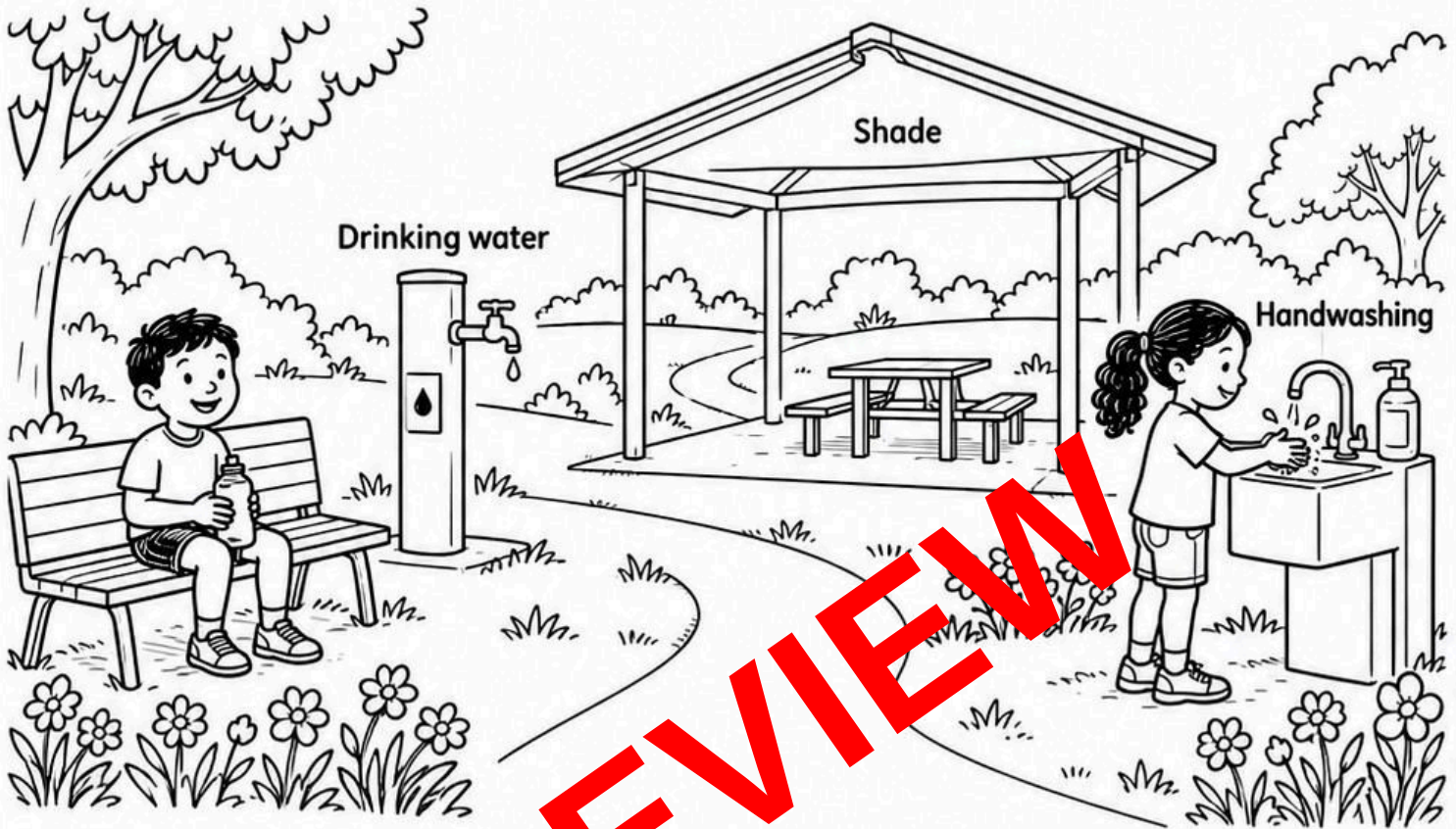
Other explained matches are valid.

An adult may write my words.

Name: \_\_\_\_\_

# Helpful Places in Our Story Park

Circle water, shade and handwashing. Explain one helpful feature.



This feature helps because...

---

---

---

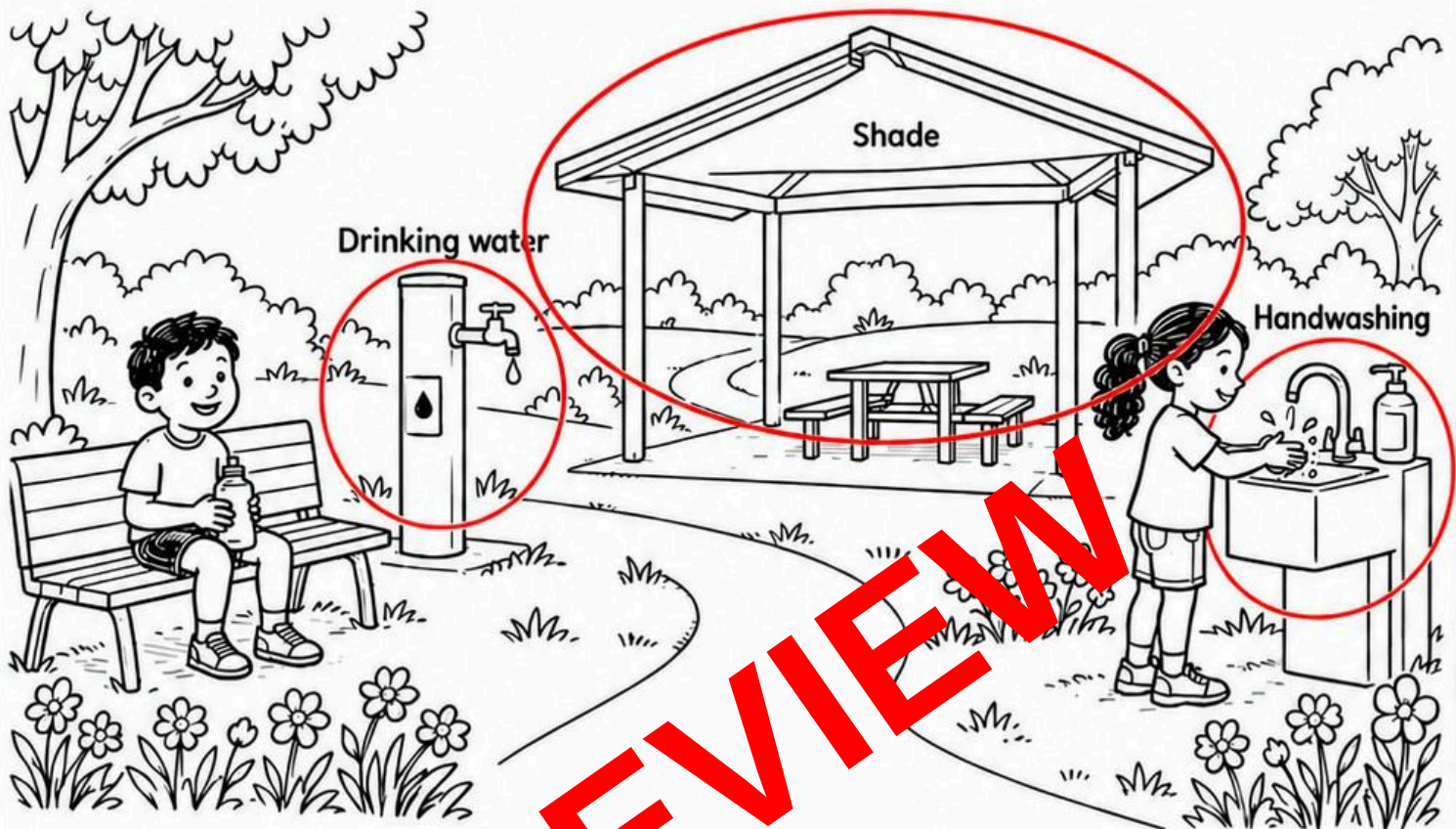
My picture reminder

Say, point, draw or ask an adult to write.

Name: **ANSWERS**

# Helpful Places in Our Story Park

Circle water, shade and handwashing. Explain one helpful feature.



This feature helps because...

**The tap lets people refill a bottle with drinking water.**

My picture reminder



**One possible reminder**

Say, point, draw or ask an adult to write.

Name: \_\_\_\_\_

## Choose a Safe Action

**C4: Near the road**



What should the child do with the carer?

---

---

---

**C3: Sunny play**



Name two parts of our school sun-protection routine.

---

---

---

Practise with pictures only. Explain to a trusted adult.

Based on Transport Victoria, Walking with children; SunSmart, Schools & early childhood.

Name: **ANSWERS**

## Choose a Safe Action

**C4: Near the road**



What should the child do with the carer?

**Stay with the carer and hold their hand. The adult checks before crossing.**

**C3: Sunny play**



Name two parts of our school sun-protection routine.

**Covering clothing and a protective hat.**

**Also: sunscreen with adult help, shade and sunglasses. Follow school policy.**

Practise with pictures only. Explain to a trusted adult.

Based on Transport Victoria, Walking with children; SunSmart, Schools & early childhood.

Name: \_\_\_\_\_

# Our Story-School Help Network

Teacher Lee is busy. The story school has approved Teacher Lee and the office adult to help.



First approved helper

Another approved helper



**My safe next step**

A uniform alone does not prove trust. Use the school-approved help network.

Name: **ANSWERS**

# Our Story-School Help Network

Teacher Lee is busy. The story school has approved Teacher Lee and the office adult to help.



First approved helper

**Teacher Lee**



Another approved helper

**Office adult**



## My safe next step

**Ask the approved office adult.**

**Stay in the supervised place.**

**Sample roles for this fictional school.**

A uniform alone does not prove trust. Use the school-approved help network.

Name: \_\_\_\_\_

# My Clear Help Message

A story child cannot reach the drinking-water tap.



**The problem**

---

---

---

**The help I need**

---

---

---

Show the message to an approved adult. What if that adult is unavailable?

---

---

Use speech, pictures, a device or a gesture. An adult may record your message.

Name: **ANSWERS**

# My Clear Help Message

A story child cannot reach the drinking-water tap.



**The problem**

**I cannot reach the tap.**

**The help I need**

**Please help fill my bottle.**

Show the message to an approved adult. What if that adult is unavailable?

**Ask another adult in the school-approved help network.**

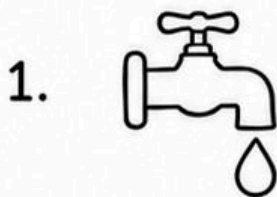
Use speech, pictures, a device or a gesture. An adult may record your message.

Name: \_\_\_\_\_

# Match and Check a Message

## Match

Show or tell an action for each symbol.



\_\_\_\_\_



\_\_\_\_\_



\_\_\_\_\_

## Check



Does the picture prove the claim?

☐

Yes

☐

No

Explain your answer.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Who could help check?

\_\_\_\_\_

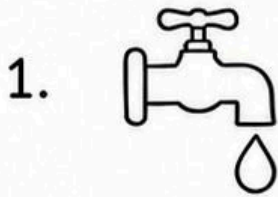
\_\_\_\_\_

Name: **ANSWERS**

# Match and Check a Message

## Match

Show or tell an action for each symbol.



**Find drinking water.**



**Wash our hands.**



**Ask an approved adult for help.**

## Check



Does the picture prove the claim?



Yes



No

Explain your answer.

**A picture is not proof. We need useful information.**

Who could help check?

**A trusted adult or appropriate health professional.**

Name: \_\_\_\_\_

# Practise Explaining and Asking

Practice scene: our story-school first-aid office is closed. A child needs help.



What does the sign mean?

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---

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My problem and help request

---

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My safe backup

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---

---

Use an adult from the school-approved help network.  
Speak, point, draw, gesture or use a device.

Name: **ANSWERS**

# Practise Explaining and Asking

Practice scene: our story-school first-aid office is closed. A child needs help.



What does the sign mean?

**The sign shows where first-aid help is usually found.**

My problem and help request

**The office is closed. Please help me find an approved adult.**

My safe backup

**Stay supervised. Ask another school-approved adult.**

**Sample response; other safe, explained requests are valid.**

Use an adult from the school-approved help network.

Speak, point, draw, gesture or use a device.

Name: \_\_\_\_\_



# A Reminder for Our Story Class



Choose a familiar symbol.  
Draw a useful reminder.

My picture reminder

**PREVIEW**

The safe or healthy action

Why it helps

☐

Clear picture

☐

Useful action

☐

No personal details

Explain to a partner or teacher. An adult may write your words.

Name: **ANSWERS**



# A Reminder for Our Story Class



Choose a familiar symbol.  
Draw a useful reminder.

My picture reminder

One possible reminder;  
other taught choices are valid.



The safe or healthy action

**Refill a bottle with drinking water.**

Why it helps

**The symbol helps people find drinking water.**

**Ask an approved adult if unsure.**



Clear picture



Useful action



No personal details

Explain to a partner or teacher. An adult may write your words.

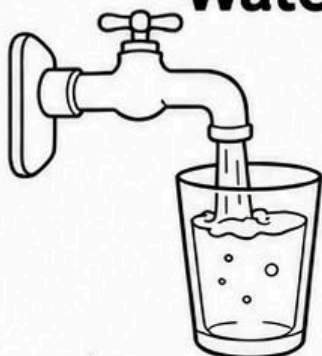
Name: \_\_\_\_\_

# Our Pretend Symbol Trail

Optional practice

Point through the classroom trail. Explain each action.

## Water



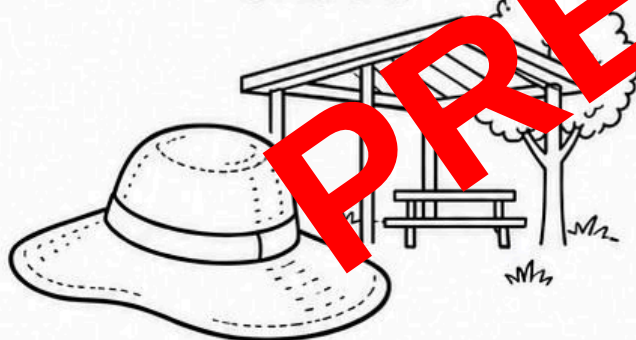
My action

## Handwashing



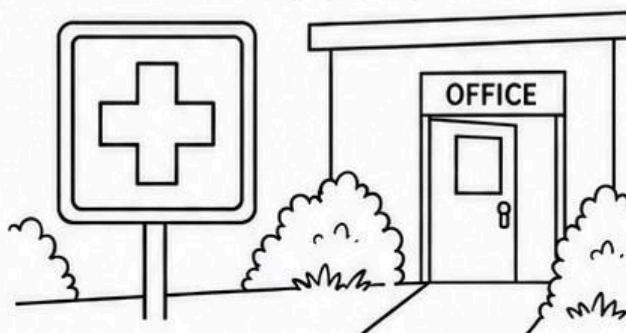
My action

## Shade



My action

## First aid



My action

One reason I can explain

Use a tabletop or safe classroom route. There is no race. Do not visit a road.

Based on NHMRC, Eat for Health; SunSmart, Schools & early childhood.

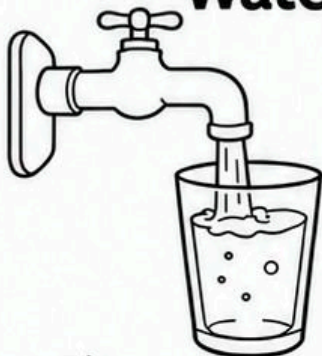
Name: **ANSWERS**

# Our Pretend Symbol Trail

Optional practice

Point through the classroom trail. Explain each action.

## Water



My action

**Find drinking water.**

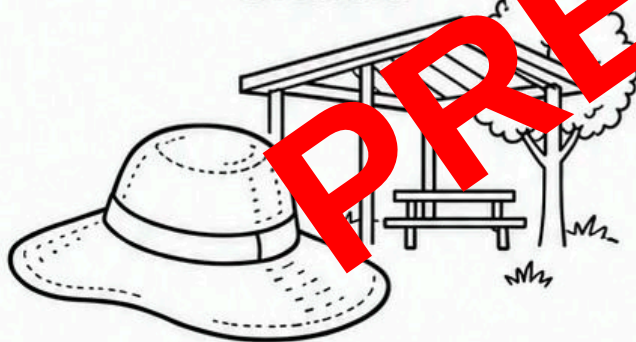
## Handwashing



My action

**Wash hands**

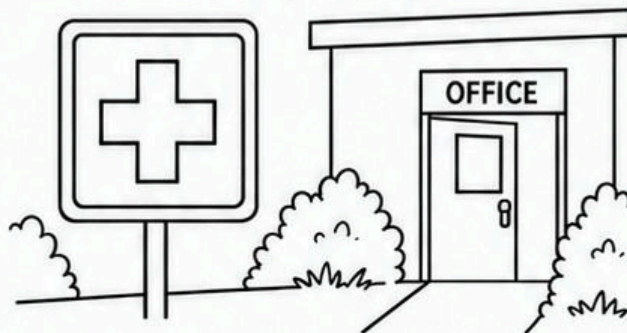
## Shade



My action

**Use the whole sun-protection routine.**

## First aid



My action

**Ask an approved adult for help.**

**One reason I can explain**

**The water picture tells us where drinking water is available.**

**Sample explained actions.**

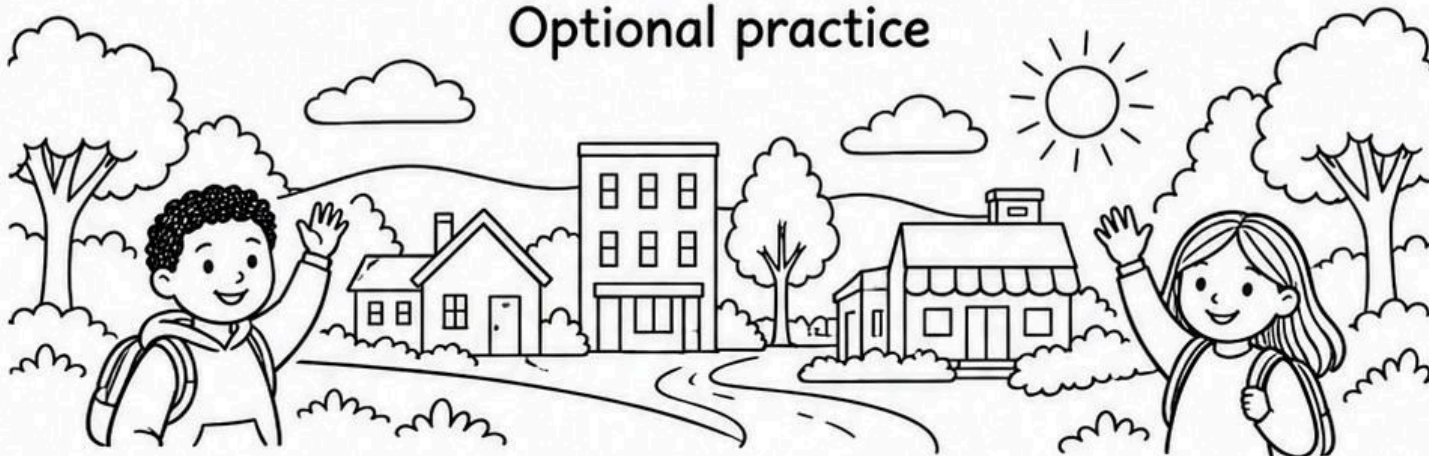
Use a tabletop or safe classroom route. There is no race. Do not visit a road.

Based on NHMRC, Eat for Health; SunSmart, Schools & early childhood.

Name: \_\_\_\_\_

# Our Story-Town Helper Guide

Optional practice



Draw two useful places and an approved helper.

Place 1

Place 2

Approved helper

If the first helper is unavailable...

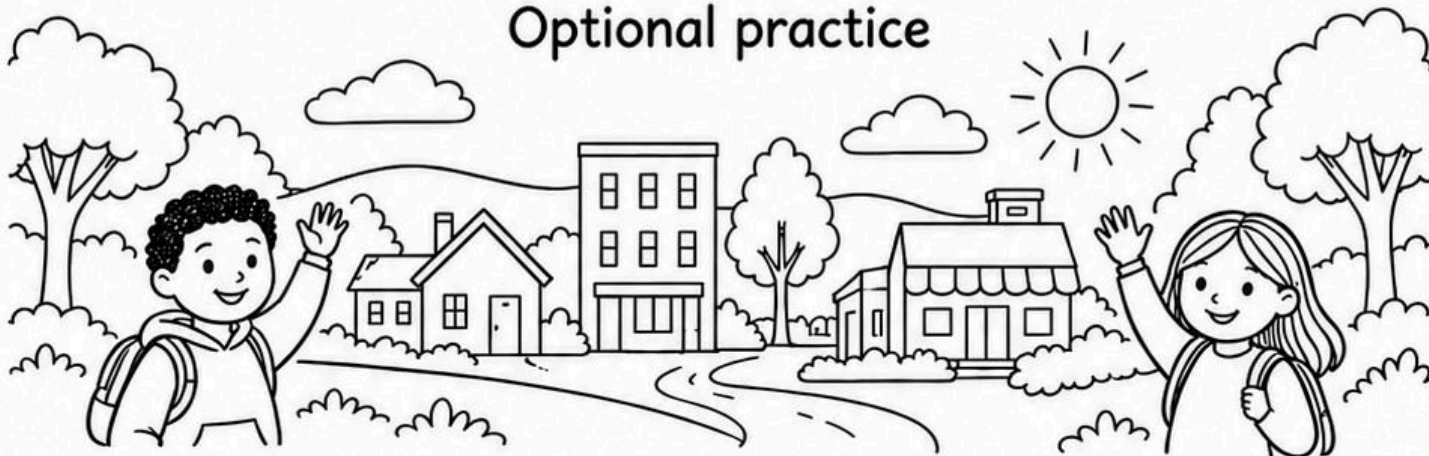
- ☐ Clear symbols
- ☐ Useful actions
- ☐ No real names, addresses or contact details

Share your meaning with a partner or teacher.

Name: **ANSWERS**

# Our Story-Town Helper Guide

Optional practice



Draw two useful places and an approved helper.

Place 1



Find drinking water.

Place 2



Use sun protection.

Approved helper



Ask the approved teacher.

If the first helper is unavailable...

**Ask the approved office adult and stay supervised.**

- ☒ Clear symbols
- ☒ Useful actions
- ☒ No real names, addresses or contact details

**One possible fictional guide; other explained choices are valid.**

Share your meaning with a partner or teacher.

# Unit quiz • teacher guide I

Healthy Helpers and Messages • Foundation

## Use the separate 22-slide quiz

Read each question, collect a response before revealing its explanation, then discuss the reason. The quiz supports classroom evidence and does not replace the practical assessment. Accept all valid communication modes.

### Question 1

Does a colourful packet prove a product keeps us healthy?

Sample explanation: No. Appearance and advertising are not evidence. Ask a trusted adult to help check useful information.

### Question 2

Who can help check a confusing safety message?

Sample explanation: A trusted adult or an appropriate health professional can help. Use your school-approved help network.

PREVIEW

# Unit quiz • teacher guide 1 • continued 2

Healthy Helpers and Messages • Foundation

## Question 3

A water symbol is beside a drinking fountain. What does it tell us?

Sample explanation: It shows where drinking water is available. Ask an approved adult if the tap or message is unclear.

## Question 4

A story child is near a road. Is a crossing picture enough to make it safe?

Sample explanation: No. Stay with the carer and hold their hand. The adult checks the crossing. Practise with pictures only.

## Question 5

A story child needs help. Their first approved adult is busy. What can they do?

Sample explanation: Ask another adult from the school-approved help network. Keep asking until useful help is available. A uniform alone does not prove trust.

PREVIEW

# Unit quiz • teacher guide 2

Healthy Helpers and Messages • Foundation

## Use the separate 22-slide quiz

Read each question, collect a response before revealing its explanation, then discuss the reason. The quiz supports classroom evidence and does not replace the practical assessment. Accept all valid communication modes.

### Question 6

Which help message is clearer: Help! or I cannot reach the tap. Please help fill my bottle?

Sample explanation: The second message says the problem and the help needed. Speech, pictures, a device or gestures can communicate the same meaning.

PREVIEW

# Unit quiz · teacher guide 2 · continued 2

Healthy Helpers and Messages • Foundation

## Question 7

One person says a pretend product works. Does that prove it works for everyone?

Sample explanation: No. One person's experience is not proof for everyone. A trusted adult can help check the source and other information.

## Question 8

New scene: a water symbol is on a library tap, but the tap is too high. Explain a safe action and ask for help.

Sample explanation: The symbol shows drinking water. Ask the approved library adult or your carer for help. Sample: I cannot reach the tap. Please help fill my bottle.

## Question 9

New scene: a first-aid sign points towards a closed office. Your story teacher is unavailable. What could you do?

Sample explanation: Stay in the supervised place and ask another school-approved adult. Explain the problem and the help needed. Do not follow an unknown person away.

Name: \_\_\_\_\_

# Explain a Message

## Assessment • Story park



The water sign is beside a tap the child cannot reach.

**What does the symbol tell us?**

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**A sensible action**

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**Why this action helps**

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Say, point, draw, gesture, use a device or ask an adult to write. Do not climb or practise at a real tap.

Name: \_\_\_\_\_

# Show How to Ask for Help

## Assessment • Story park

The child cannot reach the drinking-water tap. Teacher Lee is supervising.  
The story park also has an approved library adult.



Tell or show the problem

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---

---



Ask for the help needed

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---

---



If Teacher Lee is unavailable...

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---

---

### Teacher conference

- ☐ Symbol and action explained?
- ☐ Problem and request clear?
- ☐ Safe backup explained?

Teacher notes:

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Support used is recorded separately. Any communication method may show the same learning.

# Healthy Helpers and Messages – Rubric

Assess meaning and safe action, not handwriting or confidence.



| Learning                   | Needs more teaching                    | Sound understanding                                             | Transfer to a new scene                                           |
|----------------------------|----------------------------------------|-----------------------------------------------------------------|-------------------------------------------------------------------|
| <b>Symbol meaning</b>      | Meaning is unclear.                    | Explains a symbol and a suitable action.                        | Explains the same symbol in a different scene.                    |
| <b>Useful evidence</b>     | Treats colour or an advert as proof.   | Says a picture is not proof; asks for useful information.       | Explains what is still unknown and who can help check.            |
| <b>Help request</b>        | Problem or requested help is unclear.  | Shows the problem and asks an approved adult for suitable help. | Adjusts the request to a new scene and explains a backup.         |
| <b>Safe responsibility</b> | Needs teaching about a safe next step. | Stays supervised and follows approved routines.                 | Explains a safe alternative when the first option is unavailable. |

Record support separately. Speech, pictures, gestures, a device, drawing or scribing can show any level. Use evidence from lessons 1–8; optional lessons are not required.



# Lesson 1

## Symbols tell us something



# Our learning

I can explain a symbol and the action it suggests.

PREVIEW

# Curiosity and wonder

the drinking-water picture. Who can tell us? Say an idea before we

**PREVIEW**

Name: \_\_\_\_\_

**Symbol Match Us Something**

Match each picture to a symbol. Explain one match.

1. 
2. 
3. 

A. Use our sun-protection resources.

B. Find drinking water.

C. Wash our hands.

**My explanation**

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

An adult may write my words.

Based on NHMRC, Eat for Health, SunSmart, Schools & early childhood.

nal ex... based on NHMRC, Australian guide to healthy eating (eatforhealth.gov.au).

# Curiosity and wonder

the drinking-water picture. Who can tell us? Say an idea before we

**PREVIEW**

Name: \_\_\_\_\_

**Symbol Match Us Something**

Match each picture to a symbol. Explain one match.

1. 
2. 
3. 

A. Use our sun-protection resources.

B. Find drinking water.

C. Wash our hands.

**My explanation**

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

An adult may write my words.

Based on NHMRC, Eat for Health, SunSmart, Schools & early childhood.

nal ex... based on NHMRC, Australian guide to healthy eating (eatforhealth.gov.au).

# Curiosity and wonder

the drinking-water picture. Who can tell us? Say an idea before we

**PREVIEW**

Name: \_\_\_\_\_

**Symbol Match Us Something**

Match each picture to a symbol. Explain one match.

1. 
2. 
3. 

A. Use our sun-protection resources.

B. Find drinking water.

C. Wash our hands.

**My explanation**

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

An adult may write my words.

Based on NHMRC, Eat for Health, SunSmart, Schools & early childhood.

nal ex... based on NHMRC, Australian guide to healthy eating (eatforhealth.gov.au).

# Curiosity and wonder

the drinking-water picture. Who  
tell us? Say an idea before we

**PREVIEW**

Name: \_\_\_\_\_

**Symbol Match Us Something**

Match each picture with a symbol. Explain one match.

1. 
2. 
3. 

A. Use our sun-protection resources.

B. Find drinking water.

C. Wash our hands.

**My explanation**

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

An adult may write my words.

Based on NHMRC, Eat for Health, SunSmart, Schools & early childhood.

nal ex... based on NHMRC, Australian guide to healthy eating (eatforhealth.gov.au).

# Words and meaning

A symbol is a picture that carries a message. A message tells us an idea. The place around a symbol helps us understand it.

PREVIEW

# Watch the model

A water symbol beside a drinking fountain  
tells us where drinking water is available. I  
can use my own bottle and ask a trusted  
adult if I am unsure.

**Symbol Match Us Something**

Match each picture with the correct action. Explain one match.

1.



A. Use our sun-protection routine.



B. Find drinking water.

3.



C. Wash our hands.

**My explanation**

An adult may write my words.

Based on NHHMRC, Eat for Health, SunSmart, Schools & early childhood.

Original fictional example based on NHMRC, Australian guide to healthy eating ([eatforhealth.gov.au](http://eatforhealth.gov.au)).

# Another useful step

A first-aid sign shows where to find help. A sign helps us find a place; it cannot tell us that every person is safe.

Original fictional example based on NHMRC, Australian guide to healthy eating ([eatforhealth.gov.au](http://eatforhealth.gov.au)).

# Try it together

Use C1–C4 cards and W01. Match the writer, handwriting and shade pictures to an action. Print, say, draw or ask an adult to write your reason.

PREVIEW

# Explain your choice

Why does the symbol suggest that action? Explain meaning rather than naming only its colour

PREVIEW

# Think back

Choose one symbol. Tell or show what you would do and why.

PREVIEW

Well done!

PREVIEW



**PREVIEW**

# Lesson 2

## Healthy community places



# Our learning

I can explain how a place can support a healthy routine.

PREVIEW

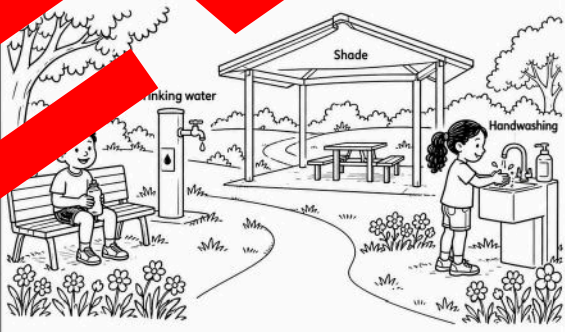
# Notice and wonder

In our story park, where could people find drinking water, shade or a place to wash their hands?

Name: \_\_\_\_\_

**Helpful Features in Our Story Park**

Find drinking water, shade or a place to wash your hands. Explain one helpful feature.



This feature helps because...

My picture reminder

Say, point, draw or ask an adult to write.

Based on NHMRC, Eat for Health; SunSmart, Schools & early childhood.

Based on NHMRC, Eat for Health; SunSmart, Schools & early childhood (eatforhealth.gov.au; sunsmart.com.au).

# Words and meaning

Healthy means caring for our bodies and feelings. A routine is something we do regularly. A feature is something we can notice in a place.

PREVIEW

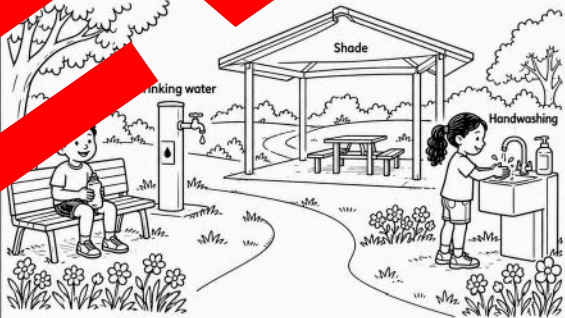
# Watch the model

I notice a water tap. It can help people refill a bottle with drinking water. If a tap is unclear or hard to reach, I ask a trusted adult.

Name: \_\_\_\_\_

**Helpful Features in Our Story Park**

Drinking water, shade, picnic table, handwashing. Explain one helpful feature.



This feature helps because...

My picture reminder

Say, point, draw or ask an adult to write.

Based on NHMRC, Eat for Health; SunSmart, Schools & early childhood.

Based on NHMRC, [eatforhealth.gov.au](http://eatforhealth.gov.au) guide to healthy eating; SunSmart, Schools & early childhood ([eatforhealth.gov.au](http://eatforhealth.gov.au); [sunsmart.com.au](http://sunsmart.com.au)).

# Another useful step

I notice a shade shelter and a handwashing place. Shade is one part of sun protection. Washing hands helps keep them clean. Follow our school routine.

Based on NHMRC, Australian guide to healthy eating; SunSmart, Schools & early childhood ([eatforhealth.gov.au](http://eatforhealth.gov.au); [sunsmart.com.au](http://sunsmart.com.au)).

# Try it together

Use W02 and C1–C3. Circle three helpful features in the fictional scene. Choose one and explain how it helps. Add a picture reminder.

PREVIEW

# Explain your choice

Does every person reach the tap easily? Suggest a practical change, such as asking an adult for help or making a clearer picture sign.

PREVIEW

# Think back

Say: This feature helps because \_\_\_\_\_. You can point or draw while an adult records your idea.

PREVIEW

Well done!

PREVIEW



**PREVIEW**

## Lesson 3 Safe decisions



# Our learning

I can choose a safe action with an adult

PREVIEW

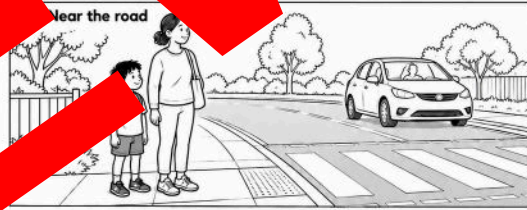
# Notice and wonder

A story child reaches a road with their carer. What should they do before moving towards traffic?

Name: \_\_\_\_\_

**Safe Action**

near the road



What should the child do with the carer?

\_\_\_\_\_

\_\_\_\_\_

**C3: Sunny play**



Name two parts of our school sun-protection routine.

\_\_\_\_\_

\_\_\_\_\_

Practise with pictures only. Explain to a trusted adult.  
Based on Transport Victoria, Walking with children; SunSmart, Schools & early childhood.

Based on Transport Victoria, Walking with children; SunSmart, Schools & early childhood (transport.vic.gov.au; sunsmart.com.au).

# Words and meaning

Safety means actions that help protect us. Protective actions reduce a risk. A trusted adult is someone from our family or school has identified to help us.

PREVIEW

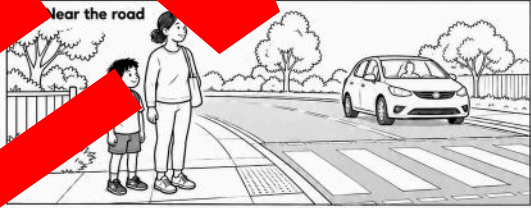
# Watch the model

Near traffic, the child stays with their carer and holds their hand. The adult checks the crossing and tells the child when to move. Practise with pictures only.

Name: \_\_\_\_\_

### Safe Action

Near the road



What should the child do with the carer?

\_\_\_\_\_

\_\_\_\_\_

### C3: Sunny play



Name two parts of our school sun-protection routine.

\_\_\_\_\_

\_\_\_\_\_

Practise with pictures only. Explain to a trusted adult.  
Based on Transport Victoria, Walking with children; SunSmart, Schools & early childhood.

Based on Transport Victoria, Walking with children; SunSmart, Schools & early childhood (transport.vic.gov.au; sunsmart.com.au).

# Another useful step

For outdoor play, use the school sun-protection routine: covering clothing, sunscreen with adequate SPF, a protective hat, shade and sunglasses as appropriate. Shade alone is not enough.

Based on Transport for Victoria walking with children; SunSmart, Schools & early childhood ([transport.vic.gov.au](http://transport.vic.gov.au); [sunsmart.com.au](http://sunsmart.com.au)).

# Try it together

Use W03 and C3–C4. Choose a safe action for the crossing scene and for the sunny-play scene. Remember to use with a puppet or picture; do not visit a road.

PREVIEW

# Explain your choice

A crossing picture does not make traffic safe. Explain why the child still needs an adult. Explain why a hand and a shade are useful parts of a larger routine.

PREVIEW

# Think back

Name or show one protective action and who can help you practise it.

PREVIEW

Well done!

PREVIEW



**PREVIEW**

## Lesson 4 Who can help



# Our learning

I can choose a trusted adult and another option if they are unavailable.

PREVIEW

# Notice and wonder

In our story school, a teacher is helping another class. A child needs help. What could the child do?

Name: \_\_\_\_\_

### Our School Help Network

Teacher Lee is busy. My school has approved Teacher Lee and the office adult to help.



| First approved helper | Another approved helper |
|-----------------------|-------------------------|
| <div></div>           | <div></div>             |
| _____                 | _____                   |

**My safe next step**

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

A uniform alone does not prove trust. Use the school-approved help network.

Original fictional scenario; apply the school's approved help-seeking and safeguarding procedures.

# Words and meaning

A helper can support us with a problem. **Unavailable** means unable to help right now. A uniform or badge does not prove someone is safe.

**PREVIEW**

# Watch the model

Our story child asks their school-approved teacher. If that teacher can't help now, they ask another adult from the school-approved help network.

Name: \_\_\_\_\_

### Our School Help Network

Teacher Lee is busy. My school has approved Teacher Lee and the office adult to help.



First approved helper

Another approved helper

My safe next step

A uniform alone does not prove trust. Use the school-approved help network.

Original fictional scenario; apply the school's approved help-seeking and safeguarding procedures.

# Another useful step

A first-aid sign helps us locate support. The child stays in the supervised place and asks an approved adult: they do not follow an unknown person away.

Original fictional scenario; apply the school's approved help-seeking and safeguarding procedures.

# Try it together

Use C5–C6 and W04. Draw or select two fictional school-approved adults. Show a first choice and a backup choice. Use story roles, not personal names.

PREVIEW

# Explain your choice

What if the first adult does not listen or is unsure? Keep asking another trusted adult until useful help is available. Urgent danger needs immediate adult help.

PREVIEW

# Think back

Show your next step when your first trusted adult is unavailable.

PREVIEW

Well done!

PREVIEW



# Lesson 5

## Say what is needed



# Our learning

I can tell a trusted adult the problem and the help I need.

PREVIEW

# Notice and wonder

A story child cannot reach a drinking-water tap. What message could help an adult understand?

Name: \_\_\_\_\_

## My Help Message

A story child cannot reach the drinking-water tap.



| The problem | The help I need |
|-------------|-----------------|
| _____       | _____           |
| _____       | _____           |
| _____       | _____           |

Show the message to an approved adult. What if that adult is unavailable?  
\_\_\_\_\_

Use speech, pictures, a device or a gesture. An adult may record your message.

Original fictional request to show the school's approved help-seeking procedures.

# Words and meaning

A clear help request says the problem and asks for support.

We can communicate with speech, pictures, a device or a gesture.

PREVIEW

# Watch the model

Say or show: I cannot reach the water tap.  
Please help me fill my bottle. The adult can  
see the problem and the requested help.

Name: \_\_\_\_\_

## My Help Message

A story child cannot reach the drinking-water tap.



| The problem | The help I need |
|-------------|-----------------|
| _____       | _____           |
| _____       | _____           |
| _____       | _____           |

Show the message to an approved adult. What if that adult is unavailable?  
\_\_\_\_\_

Use speech, pictures, a device or a gesture. An adult may record your message.

Original fictional request scenario shows the school's approved help-seeking procedures.

# Another useful step

If words are difficult, point to the tap picture and the help symbol. Use your communication board or device. An adult can check: Do you need help filling your bottle?

Original fictional resources show the school's approved help-seeking procedures.

# Try it together

Use C6, W05 and a puppet. Choose a fictional problem. Show the problem, ask for help and practise backup request if the first adult is unavailable.

PREVIEW

# Explain your choice

Does the message tell the problem and what help is needed?

An adult may check the meaning rather than guessing.

PREVIEW

# Think back

Try your message again with one useful detail. Choose any communication method that works for you.

PREVIEW

Well done!

PREVIEW



# Lesson 6

## Messages and choices



# Our learning

I can check a message and choose a sensible action.

PREVIEW

# Notice and wonder

A pretend drink packet shows a superhero. Does the picture prove the drink keeps us healthy?

Name: \_\_\_\_\_

### Match and Check a Message

Show the correct action for each symbol.

1.  \_\_\_\_\_
2.  \_\_\_\_\_
3.  \_\_\_\_\_

### Check

**Pretend advert**



Does the picture prove the claim?  
☐ Yes ☐ No

Explain your answer.  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Who could help check?  
\_\_\_\_\_  
\_\_\_\_\_

Original fictional advert; reference: NHMRC, Eat for Health (eatforhealth.gov.au).

Original fictional advertisement reference: NHMRC, Australian guide to healthy eating (eatforhealth.gov.au).

# Words and meaning

A claim says something is true. A source tells us where the claim came from. Evidence is useful information that helps us check a claim.

PREVIEW

# Watch the model

The superhero picture shows an advert.  
does not prove a health claim. We see  
useful information and help from a trusted  
adult to check it.

Name: \_\_\_\_\_

### Match and Check a Message

Show the correct action for each symbol.

1.  \_\_\_\_\_
2.  \_\_\_\_\_
3.  \_\_\_\_\_

#### Check

**Pretend advert**



Does the picture prove the claim?  
☐ Yes ☐ No

Explain your answer.  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Who could help check?  
\_\_\_\_\_  
\_\_\_\_\_

Original fictional advert; reference: NHMRC, Eat for Health (eatforhealth.gov.au).

Original fictional advert; reference: NHMRC, Australian guide to healthy eating (eatforhealth.gov.au).

# Another useful step

A water sign gives a practical message in a place. A pretend advert tries to persuade. We can ask: who made this message? What does it ask me to do?

Original fictional advertisement reference: NHMRC, Australian guide to healthy eating ([eatforhealth.gov.au](http://eatforhealth.gov.au)).

# Try it together

Use D2, C7–C8, G1 and W06. Match a symbol to an action, then compare it with the pretend adverb. Ask a trusted adult to help check a confusing message.

PREVIEW

# Explain your choice

Does one person's story prove an idea works for everyone?

No. A story is one experience; it may not fit another person or situation.

PREVIEW

# Think back

Show a message you would check with a trusted adult.

Explain what you need to find out.

PREVIEW

Well done!

PREVIEW



# Lesson 7

## Community-safety assessment



# Our learning

I can explain a symbol and show how to ask for help.

PREVIEW

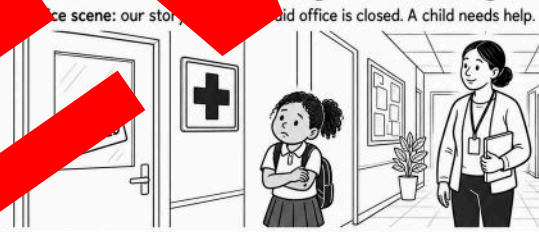
# Notice and wonder

In our story school, the first-aid office is closed. What does the sign mean, and who could help? This familiar scene is for practice.

Name: \_\_\_\_\_

**Practising Learning and Asking**

Scene: our story school's first-aid office is closed. A child needs help.



What does the sign mean?

\_\_\_\_\_

\_\_\_\_\_

My problem and help request

\_\_\_\_\_

\_\_\_\_\_

My safe backup

\_\_\_\_\_

Use an adult from the school-approved help network.  
Speak, point, draw, gesture or use a device.

Original fictional scenes and story-park cases; follow school-approved help-seeking routines.

# Words and meaning

Explain means giving a reason. Rehears means practising safely. We use pictures and puppets, not real emergencies.

PREVIEW

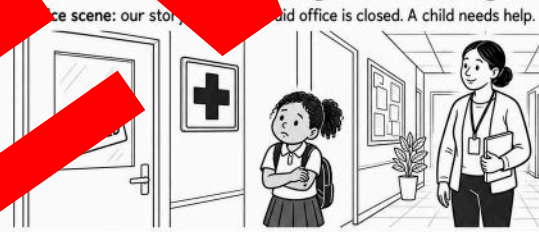
# Watch the model

The first-aid sign shows where to find help. The office is closed, so our story child stays supervised and asks Teacher Dee, an approved helper.

Name: \_\_\_\_\_

**Practising Learning and Asking**

Scene: our story-aid office is closed. A child needs help.



What does the sign mean?

\_\_\_\_\_

\_\_\_\_\_

My problem and help request

\_\_\_\_\_

\_\_\_\_\_

My safe backup

\_\_\_\_\_

Use an adult from the school-approved help network.  
Speak, point, draw, gesture or use a device.

Original fictional scenarios and story-park cases; follow school-approved help-seeking routines.

# Another useful step

A clear help message has two parts: the problem and the help needed. If the first adult is unavailable, choose a safe backup.

Original fictional scenarios; story-park cases; follow school-approved help-seeking routines.

# Try it together

Use W07 for rehearsal. Then use AI's new story-part scene with your teacher. Explain the water symbol and choose a safe action and show a help request.

PREVIEW

# Explain your choice

The teacher listens to your meaning and watches your safe strategy. You can speak, select pictures, gesture, draw, use a device or dictate.

PREVIEW

# Think back

What helped you explain your choice? What would you do if the first approved adult was unavailable?

PREVIEW

Well done!

PREVIEW



**PREVIEW**

# Lesson 8 class guide



# Our learning

I can make a useful picture reminder for our story class.

PREVIEW

# Notice and wonder

Which familiar symbol would help our fictional class remember a healthy or safe routine?

Name: \_\_\_\_\_

**A Notice and Wonder for Our Fictional Class**

Choose a familiar symbol.  
Draw a useful reminder.

My reminder

The safe or healthy action

Why it helps

☐ Clear picture   ☐ Useful action   ☐ No personal details

Explain to a partner or teacher. An adult may write your words.

Based on NHMRC, Eat for Health (eatforhealth.gov.au).

Original fictional guide based on NHMRC, Australian guide to healthy eating and school-approved safety routines.

# Words and meaning

A guide gives useful information. A reminder helps to remember. Keep personal names, addresses and contact details out of a class guide

PREVIEW

# Watch the model

A water symbol with the message Fill your bottle with drinking water gives a useful reminder. Check the place and ask an approved adult if unsure.

Name: \_\_\_\_\_

**A Reminder for Our Library Class**

Choose a familiar symbol.  
Draw a useful reminder.

My reminder

The safe or healthy action

Why it helps

☐ Clear picture ☐ Useful action ☐ No personal details

Explain to a partner or teacher. An adult may write your words.

Based on NHMRC, Eat for Health (eatforhealth.gov.au).

Original fictional guide based on NHMRC, Australian guide to healthy eating and school-approved safety routines.

# Another useful step

A clear guide shows a picture, one safe action and a reason. It uses familiar learning; it does not promise that everyone's needs are the same.

Original fictional guide based on NHMRC, Australian guide to healthy eating and school-approved safety routines.

# Try it together

Use W08. Choose a symbol taught in lessons 1-7. Draw a reminder and dictate or write the article. Share in a pair, privately or with your teacher.

PREVIEW

# Explain your choice

Ask: Can someone understand the picture? Is the action sensible? Is an adult needed? Keep all private information out.

PREVIEW

# Think back

Explain how your reminder could help a person in a story class.

PREVIEW

Well done!

PREVIEW



# Lesson 1

## A pretend symbol trail

### Optional



# Our learning

Optional: I can connect a familiar symbol to its purpose and action.

PREVIEW

# Notice and wonder

Recall the water, handwashing, shade and first-aid pictures. Which action belongs with each?

Name: \_\_\_\_\_

## Our Symbol Trail

Practice

Point through the classroom trail. Explain each action.

|                                                                                                                        |   |                                                                                                                              |
|------------------------------------------------------------------------------------------------------------------------|---|------------------------------------------------------------------------------------------------------------------------------|
| <b>Water</b><br><br>My action _____ | → | <b>Handwashing</b><br><br>My action _____ |
| <b>Shade</b><br><br>My action _____ | ← | <b>First aid</b><br><br>My action _____   |

One reason I can explain \_\_\_\_\_

Use a tabletop or safe classroom route. There is no race. Do not visit a road.  
Based on NHMRC, Eat for Health, SunSmart, Schools & early childhood.

Original fictional trail based on NHMRC and SunSmart guidance already taught in the core.

# Words and meaning

A trail is a route between places. This is a pretend classroom trail using ideas we already know.

PREVIEW

# Watch the model

At the water picture, I say where drinking  
water is available and how to ask for help.  
I do not go to a real tap or road.

Name: \_\_\_\_\_

## Our Classroom Symbol Trail

Practice

Point through the classroom trail. Explain each action.

|                                                                                                                                    |   |                                                                                                                                          |
|------------------------------------------------------------------------------------------------------------------------------------|---|------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Water</b><br><br>My action<br>_____<br>_____ | → | <b>Handwashing</b><br><br>My action<br>_____<br>_____ |
| <b>Shade</b><br><br>My action<br>_____<br>_____ | ← | <b>First aid</b><br><br>My action<br>_____<br>_____   |

One reason I can explain  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Use a tabletop or safe classroom route. There is no race. Do not visit a road.  
Based on NHMRC, Eat for Health, SunSmart, Schools & early childhood.

Original fictional trail based on NHMRC and SunSmart guidance already taught in the core.

# Another useful step

At the shade picture, I recall our whole school sun-protection routine. At first aid, I ask an approved adult for help.

Original fictional text based on NHMRC and SunSmart guidance already taught in the core.

# Try it together

Use W09 and G1's mat. Point through a symbol or walk between safe classroom cards with an object. Match each symbol, purpose and action.

PREVIEW

# Explain your choice

Explain one match. If an action is unclear, ask your partner a respectful question or ask a trusted adult.

PREVIEW

# Think back

Which familiar message helped you choose an activity?

PREVIEW

Well done!

PREVIEW



**Lesson 10**  
**A helper guide for**  
**our story town**  
**Optional**



# Our learning

Optional: I can explain how a helper or message supports our story town.

PREVIEW

# Notice and wonder

Our pretend town needs a simple guide.

Which familiar places and approved

helpers could we show?

Name: \_\_\_\_\_

## Our Storybook Helper Guide

Visual practice



Draw two useful places and an approved helper.

| Place 1              | Place 2              | Approved helper      |
|----------------------|----------------------|----------------------|
| <br><br><br><br><br> | <br><br><br><br><br> | <br><br><br><br><br> |

\_\_\_\_\_

If the first helper is unavailable...

\_\_\_\_\_

\_\_\_\_\_

☐ Clear symbols  
☐ Useful actions  
☐ No real names, addresses or contact details

Share your meaning with a partner or teacher.

Original fictional storybook guide; apply school-approved safeguarding routines.

# Words and meaning

A community is a group of people and places. Our story town is invented; it contains no real addresses or personal contact details.

PREVIEW

# Watch the model

A guide can show a water symbol, a shaded place and a school-approved helper. Explain how each helps, people choose an action.

Name: \_\_\_\_\_

## Our Storybook Helper Guide

...al practice



Draw two useful places and an approved helper.

| Place 1              | Place 2              | Approved helper      |
|----------------------|----------------------|----------------------|
| <br><br><br><br><br> | <br><br><br><br><br> | <br><br><br><br><br> |

\_\_\_\_\_

If the first helper is unavailable...

\_\_\_\_\_

\_\_\_\_\_

☐ Clear symbols  
☐ Useful actions  
☐ No real names, addresses or contact details

Share your meaning with a partner or teacher.

Original fictional storybook guide; apply school-approved safeguarding routines.

# Another useful step

If our story teacher is unavailable, the grade can show the approved office adult. A uniform alone does not prove trust.

Original fictional story for guide; apply school-approved safeguarding routines.

# Try it together

Use W10 and familiar C1–C8 cards. Draw two useful places or helper roles, add a symbol and explain an action. Share with a partner or teacher.

PREVIEW

# Explain your choice

Check that the guide is clear, useful and private. Can you explain a backup help option?

PREVIEW

# Think back

Tell how your guide could support someone in the story town.

PREVIEW

Well done!

PREVIEW



# Healthy Helpers and Messages Unit Quiz



# How to respond

Listen to each question. Think, then speak, point, draw, gesture or use your communication board or device. An adult may write your answer. Give a reason when asked.

PREVIEW

# Question 1

Does a colourful packet prove a product keeps us healthy?

PREVIEW

# Question 1: explanation

No. Appearance and advertising are not evidence. Ask a trusted adult to help check useful information.

PREVIEW

# Question 2

Who can help check a confusing safety message?

PREVIEW

# Question 2: explanation

A trusted adult or an appropriate health professional can help. Use your school-approved help network.

PREVIEW

# Question 3

A water symbol is beside a drinking fountain. What does it tell us?

PREVIEW

# Question 3: explanation

It shows where drinking water is available. Aslan can be approved  
adult if the tap or message is unclear.

Original fictional example reference: NHMRC, Eat for Health ([eatforhealth.gov.au](http://eatforhealth.gov.au)).

# Question 4

A story child is near a road. Is a crossing picture enough to make it safe?

PREVIEW

# Question 4: explanation

No. Stay with the carer and hold their hand. The adult checks the crossing. Practise with pictures only.

Based on Transport Victoria walking with children ([transport.vic.gov.au](https://transport.vic.gov.au)).

# Question 5

A story child needs help. Their first approved adult is busy.  
What can they do?

PREVIEW

# Question 5: explanation

Ask another adult from the school-approved help network.

Keep asking until useful help is available. A uniform alone does not prove trust.

PREVIEW

# Question 6

Which help message is clearer: Help! or I cannot reach the tap.  
Please help fill my bottle?

PREVIEW

# Question 6: explanation

The second message says the problem and the help needed. Speech, pictures, a device or gestures can communicate the same meaning.

PREVIEW

# Question 7

One person says a pretend product works. Does this prove it works for everyone?

PREVIEW

# Question 7: explanation

No. One person's experience is not proof for everyone. A trusted adult can help check the source and other information.

Original fictional example reference: NHMRC, Eat for Health ([eatforhealth.gov.au](http://eatforhealth.gov.au)).

# Question 8

New scene: a water symbol is on a library tap but the tap is too high. Explain a safe action and ask for help.

PREVIEW

# Question 8: explanation

The symbol shows drinking water. Ask the approved library adult or your carer for help. Sample: I cannot reach the tap. Please help fill my bottle.

PREVIEW

# Question 9

New scene: a first-aid sign points towards a closed office. Your story teacher is unavailable. What could you do?

PREVIEW

# Question 9: explanation

Stay in the supervised place and ask another school approved adult. Explain the problem and the help needed. Do not follow an unknown person away.

PREVIEW

# Reflect

Choose one message you can explain and one safe way to seek help. The quiz supports learning; your teacher also checks your practical rehearsal.

PREVIEW

Well done!

PREVIEW

