



# skin @ School

Teachers manual

Developed by Huid Nederland (Dutch Skin Coalition) in collaboration with dermatologists (NVDV), specialized nurses, skin therapists (NVH), representatives of patient associations, teachers, a school principal, and a didactic specialist.

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# Teacher's Manual

## Practical Instructions

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### The skin teaching material in class consists of:

- Teacher's Manual
- Website [www.skinatschool.com](http://www.skinatschool.com) (videos, additional information, and teaching materials)
- Worksheets with five lessons for children aged 4-6 and 6-8
- Lesson activities for five lessons for children aged 4-6 and 6-8
- Worksheets with five lessons for children aged 8-10
- Worksheets with five lessons for children aged 10-12
- Skin Passport (children aged 6-8 and 8-12)
- Additional worksheets on rare skin conditions and acne
- Tests (children aged 8-10)
- Answers to the worksheets and tests
- Tips for lesson activities
- Tips for processing assignments
- Reference to special children's books for children aged 4-8
- References to special skin Songs and video (not everything is still available in English)

### Printing

The worksheets, skin passport, and teacher's manual can be downloaded for free from the website [www.skinatschool.com](http://www.skinatschool.com)

### Worksheets

For the worksheets, we recommend printing them single-sided and placing a staple in the top left corner.

### Skin Passport

The skin passport consists of two pages. Print these double-sided. The folding instructions are on the back. This way, students can assemble their skin passport into a booklet. There are different skin passports for children aged 6-8 and 8-12.



# 1. Introduction

## Lack of Basic Knowledge about the Skin

Skin problems are often underestimated, even though research shows that the quality of life of people with chronic conditions declines and that the impact of bullying on children with a skin condition is significant. A lack of basic knowledge about the skin is an important factor. This basic knowledge about the largest organ is often missing among primary school students. To address this, the Skin at School teaching package was created by the Dutch Skin Coalition, the association of patients and patient organizations for skin and hair conditions. This was done in collaboration with dermatologists, specialist nurses, education experts, the Dutch Association of Skin Therapists, and patient representatives from patient associations for people with skin and hair conditions.

## Learning Objectives

With the teaching package, students develop their knowledge, understanding, skills, and attitudes regarding their own skin and that of other students, allowing them to prevent health risks and improve their own well-being and resilience.

### Students learn:

- about the structure and function of the skin,
- about similarities and differences between people's skin,
- about the importance of skin care,
- about temporary and chronic skin conditions and their consequences, and
- to handle information on the internet consciously and critically.

The teaching package aligns with the Dutch core objective 34 in primary education (version 2006) 'Students learn to take care of their physical and mental health and that of others'. The teaching package also aligns with the building blocks for the Dutch new core objectives of the cross-curricular theme Health for primary education and the learning area Digital Literacy (versions 2019).

## Flexible Structure

The teaching package is flexibly designed so that teachers can decide which teaching materials to use with their students. The lessons can be conducted in any order for children aged 4-12 (see next chapter).

## Safe Learning Environment

Depending on the teaching material, the teacher can give more or less attention to the students' skin in the classroom. This is not necessary, but it can be beneficial. A class discussion can yield positive results for all students, but a safe learning environment is an absolute prerequisite. Prior consultation with students and parents may be advisable.

Students with questions or concerns about their own skin can visit the Skin at School website ([www.skinatschool.com](http://www.skinatschool.com)) or contact their general practitioner. Questions about the teaching package are welcome at the email address below.

Contact persons Skin @ School: dr. Jolien van der Geugten and Karin Veldman  
E-mail: [jolienvandergeugten@huidnederland.com](mailto:jolienvandergeugten@huidnederland.com) and [karinveldman@huidnederland.com](mailto:karinveldman@huidnederland.com)  
E-mail: [secretariaat@huidnederland.com](mailto:secretariaat@huidnederland.com)

## 2. Instructions for the Teaching Materials

### General

#### Four Levels

The lesson series consists of five lessons for different age groups. Each lesson can be completed in 30 to 45 minutes. The five lessons cover the same topics but are tailored to the content and level appropriate for the target group.

Children aged 4-6 and 6-8 years	Children aged 8-10 years	Children aged 10-12 years
Lesson 1: What Does the Skin Look Like	Lesson 1: Your Skin	Lesson 1: The Functioning of the Skin
Lesson 2: Skin Care	Lesson 2: Care for Your Skin	Lesson 2: Skin Care
Lesson 3: Temporary Skin Problems	Lesson 3: Anyone Can Get It	Lesson 3: Temporary Conditions
Lesson 4: Protect Your Skin from the Sun	Lesson 4: Protect Your Skin	Lesson 4: Skin Protection
Lesson 5: Chronic Skin Problems	Lesson 5: Some People Have It	Lesson 5: Chronic Conditions

### Lesson Activities and Worksheets

For children aged 4-8 years, lesson activities are described for the teacher and worksheets are provided for the students. For children 8-12 years, only worksheets are provided for the students, and instructions for each lesson are included in the teacher's manual and this bundle.

### Extra Worksheets

The extra worksheets for children aged 8-12 years cover acne and rare skin conditions such as ichthyosis. These worksheets can be used when a student, or a sibling of a student, has this skin condition. If additional worksheets are needed, please contact the Dutch Skin Coalition.

### Various Learning Paths

If time does not allow covering all five lessons, it is possible to choose a few lessons. We always recommend starting with Lesson 1, as it covers basic concepts. The other lessons can then be followed in any order.

### Basic and in-depth material children aged 8-12

The lessons are designed to be light so that students can quickly grasp the basic material. Answers to fixed-answer assignments can be found in this manual. Important words (concepts) are highlighted in bold and provided with a description upon first use. Students test their knowledge of these words and descriptions with a crossword puzzle at the end. For deepening, each lesson concludes with an information assignment where students reflect on a short video, for example, on YouTube.

### Individual, Group or Classwork

Students can complete the assignments individually or with one or more classmates. If you print the answer sheets, students can check their work themselves. Some assignments are suitable for class discussion.

Each lesson begins with an assignment where the student records personal information in their skin passport. The passports can be stored at school until the next lesson from the series is conducted. To protect students' privacy, the passports should be handled carefully.

## Instructions per Lesson

Children aged 8-10

### **Lesson 1: Your skin**

#### Learning Objectives

##### **The student learns about:**

- Characteristics of their own skin and that of others
- The structure and function of the skin

##### **Points of Attention**

- The first two assignments are exploratory, ideally leading to interest in the topic and a positive classroom atmosphere. Skin colors are implicitly addressed.
- This is further explored in the information assignment and in subsequent lessons.
- After completing the assignments, you can easily discuss with students if they have ever seen someone with unique skin or know someone with a skin condition.

### **Lesson 2: Care for your skin**

#### Learning Objectives

##### **The student learns about:**

- Characteristics of skin types
- Hygiene and the importance of skin care
- The occurrence and care of a scrape world

##### **Points of Attention**

- The distinction between skin types seems sharper than it actually is. It is important for students to understand that there are gradients and mixtures.
- This also applies to any distinction in skin colors. Assignment 5 addresses a distinction made by a factory in a light-hearted manner.
- See Lesson 2 for children aged 10-12 for more information on this topic.

### **Lesson 3: Anyone Can get it**

#### Learning Objectives

##### **The student learns about:**

- Common skin conditions that everyone can get
- The contagiousness of skin conditions

##### **Points of Attention**

- The distinction between skin types made in Assignment 1 is functionally addressed in this and subsequent lessons.
- Following Assignment 2, students' personal experiences with temporary skin conditions can be discussed. Following Assignment 5, the importance of knowing if a skin condition is contagious can be discussed.
- See Lesson 3 for children aged 10-12 for more information on this topic.

### **Lesson 4: Protect your skin**

#### Learning Objectives

##### **The student learns about:**

- Types of skin colors
- Sunburn and protection against it

##### **Points of Attention**

- In Assignment 3, you can discuss students' personal experiences and opinions about sunburn and protection against it.
- See Lesson 4 for children aged 10-12 for more information on this topic.

### **Lesson 5: Some People Have it**

#### Learning Objectives

##### **The student learns about:**

- Chronic skin conditions
- The impact of a chronic condition on people who have it
- How others deal with people with a chronic condition

##### **Points of Attention**

- In Assignment 5, you can discuss the different perspectives that come up with a chronic condition. Example questions: What opinions do students see in the video? Who do they agree with and why? Why do people have prejudices?
- How did students think about people with a skin condition before these lessons? It is important for students to understand that it is very human and normal to form an opinion about something based on limited knowledge, but that it is good for people to handle this cautiously in their actions. They can seek additional information and thereby revise their opinion.
- See Lesson 5 for children aged 10-12 for more information on this topic.

## Instructions per Lesson

Children aged 10-12

### **Lesson 1: The functioning of the skin**

#### Learning Objectives

##### **The student learns about:**

- Characteristics of their own skin and that of others
- The structure and functioning of the skin
- The protective function of the skin
- Possible advantages and disadvantages of handwashing with soap

##### **Points of Attention**

- The first two assignments are exploratory, ideally leading to interest in the topic and a positive classroom atmosphere.
- Skin colors are implicitly addressed. This is further explored in the information assignment and in subsequent lessons.

### **Lesson 2: Skin care**

#### Learning Objectives

##### **The student learns about:**

- Characteristics of skin types
- Hygiene and the importance of skin care
- The occurrence and care of a scrape wound

##### **Points of Attention**

- The distinction between skin types seems sharper than it actually is. It is important for students to understand that there are gradients and mixtures.
- This also applies to any distinction in skin colors. Assignment 5 addresses a distinction made by a factory in a light-hearted manner.

### **Lesson 3: Temporary Conditions**

#### Learning Objectives

##### **The student learns about:**

- Common skin conditions that everyone can get
- The contagiousness of skin conditions

##### **Points of Attention**

- The distinction between skin types made in Assignment 1 is functionally addressed in this and subsequent lessons.
- Following Assignment 2, students' personal experiences with temporary skin conditions can be discussed.

- Following Assignment 5, the importance of knowing if a skin condition is contagious can be discussed.

### **Lesson 4: Skin Protection**

#### Learning Objectives

##### **The student learns about:**

- Types of skin colors
- Sunburn and protection against it
- The relationship between the skin and vitamin D

##### **Points of Attention**

- Following Assignment 3, students' personal experiences and opinions about sunburn and protection against it can be discussed.
- Following Assignment 4, the importance of knowledge about the skin for personal health, as covered in these lessons, can be discussed.

### **Lesson 5: Chronic Conditions**

#### Learning Objectives

##### **The student learns about:**

- Chronic skin conditions
- The impact of a chronic condition on people who have it
- How others deal with people with a chronic condition

##### **Points of Attention**

- Following Assignment 5, different perspectives on chronic conditions can be discussed. Also see the text about role model Daan Boom in Lesson 5 for children aged 8-10.
- It is important for students to understand that it is very human and normal to form an opinion based on limited knowledge, but it is good for people to handle this cautiously in their actions. They can seek additional information and thereby revise their opinion.

### 3. Tips for Processing Assignments for children aged 8-12

For processing the lessons tests have been developed for each lesson for children aged 8-12 years. The answers are also available. The tests can be downloaded at [www.skinatschool.com](http://www.skinatschool.com).

It is also possible to have students process the lesson material in different ways by choosing a topic from one of the lessons, such as skin care, sunburn, or a specific skin condition. Here are some suggestions:

- Create a presentation (individually or in a group).
- Create a quiz for the whole class (on paper or using a program like Kahoot).
- Create a board game where students develop questions and statements and incorporate topics into the game (e.g., "You forgot to apply sunscreen, go back to start").
- Create a memory game where you match terms and definitions.
- Create a short, engaging video to inform peers on social media (e.g., TikTok, Snapchat, or Instagram) about a chosen topic from the lessons.

Each lesson also includes a short quiz in the online program Kahoot, which can be used (optionally) to process the lesson or to revisit the topic in a playful way at another time. More information about the Kahoot quiz can be found on the website [www.skinatschool.com](http://www.skinatschool.com)

#### Only for The Netherlands: Online game about Sunscreen

Fruit Friends is a fun, educational mobile game where children aged 6 and older learn about dangers in and around the house through play. One of the mini-games is about applying sunscreen and was developed in collaboration with the Dutch Skin Coalition. In the mini-game, players must apply sunscreen to their Fruit Friend to prevent it from burning. Apply regularly and thoroughly, because before you know it, your Fruit Friend is a baked banana!

More information: <https://www.unive.nl/fruit-friends> (free to download and play without ads)



## 4. Tips for Lesson Activities

### Chat Pot

Provide a pot or container where you can collect questions or statements. Ask students to each come up with a question and/or statement related to one or more lessons. Collect these and choose a few to discuss with the class. You can also answer and discuss the questions and statements at a later time, it doesn't have to be immediately after completing a worksheet.

### Discover your fifth sense: touch

The skin is our fifth sense. With your skin, you can feel things like:

- Pain (e.g., a wasp sting)
- Temperature (the difference between warm and cold)
- Pressure (e.g., when something or someone touches you)

The goal of this activity is to feel and think about feeling\*. This can be done with your hands by feeling different materials. Place the materials on tables or in bins. Students walk by to feel and look. It can be more challenging and exciting if students cannot see what it is and can only feel. Use a cloth to cover the materials or blindfold the students.

You can also feel with your feet. Create a 'Barefoot Path' to walk on. This can be done while looking, or make it harder: students walk blindfolded and guess what they are walking on. Does it feel warm, cold, soft, hard, bumpy, or smooth? Do you feel better with your toes or your heels?

Tips for Outdoor Materials	Tips for Indoor Materials
Stones	Marbles
Twigs	Water
Moss	Cotton wool
Sand/soil	Styrofoam
Mud	Shaving foam
Bamboo sticks	Bubble wrap
Wood chips	Feathers
Chestnuts	Ice cubes
Tree bark	(Scrubbing) sponges
Leaves	Bubble bath
Hay/straw	Wool
Corn kernels	Empty balloons
Bubble bath	Uncooked pasta, rice, etc.
Ice cubes	Corn kernels (uncooked)

\* This activity is inspired by the 'Skin' exhibition at the Bonnefanten Museum in Maastricht.





### Experiment: The Power of Soap

This experiment\*\* fits well with Lesson 3. It shows how bacteria and viruses react to soap.

#### Afterward, discuss:

1. What bacteria or the virus (the pepper) does when your finger comes near: The pepper particles should stick to your fingers if there is no soap. If there is soap on your finger, the pepper particles will all swim to the edge of the dish
2. What you learn from this experiment about handwashing: Viruses break apart from soap. That's why it's important to wash your hands with soap and not just water. If you soap your hands completely and then rinse with water, you wash away all the dirt along with the soap.

\*\*You need: two bowls (one small, about 10 cm wide, and one large, about 25 cm), a measuring cup or teacup, two teaspoons of ground pepper (used as 'virus/bacteria'), teaspoon, hand soap or dishwashing liquid, and water.

Instructions and explanation for students can be found at [www.skinatschool.com](http://www.skinatschool.com)

\*\*This experiment is based on a document from Rijksmuseum Boerhaave ([rijksmuseumboerhaave.nl/jong](http://rijksmuseumboerhaave.nl/jong))