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Sehat-5: Class 5: Teacher's guide

Tashmin Kassam-Khamis

Aga Khan University, Institute for Educational Development, Karachi

Farah Shivji

Aga Khan University, Institute for Educational Development, Karachi

Sadia Muzaffar Bhutta

Aga Khan University, Institute for Educational Development, Karachi

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HEALTH ACTION SCHOOLS

CLASS - 5

SEHAT - 5

TEACHER'S GUIDE



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2008

**hmin Kassam-Khamis, Farah Shivji,
& Sadia Muzaffar Bhutta**

HEALTH ACTION SCHOOLS

The Aga Khan University, Institute for Educational Development

Save the Children, UK

Child-to-Child Trust

Sehat 5

Class 5

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SEHAT 5 — CLASS 5

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A Guide for Teachers and Health Workers

Introduction: Health Priorities

What is sehat (health)?

Sehat (health) is broadly defined to include the following:

Hygiene and disease prevention to enable children to improve their physical health, hygiene and nutrition.

Environmental and community health so children can improve the safety and cleanliness of their homes, schools and communities.

Family and social health to help children learn life skills and enhance their self esteem by promoting health messages to their families and others in society.

What health topics does this guide include?

You have lesson plans to teach the following six suggested health topics to children in class five:

Hygiene and Disease Prevention:	Polio Malaria
Environmental and Community Health:	Hygiene and Safe Stools Intestinal Worms
Family and Social Health:	HIV/AIDS Smoking – Think For Yourself

How will You Teach Health Topics?

You will teach a health topic in 4 to 6 lessons using the Four-Step Approach. The Four-Step Approach links learning in the school with taking action in the living place (home, community).

Four-Step Approach to teach a health topic		
	Approach	Lesson Plan Help
STEP 1	<p>UNDERSTAND</p> <p><i>In this step, you will help the children understand the health topic at school.</i></p>	Important health information to teach the children.
STEP 2	<p>FIND OUT MORE</p> <p><i>In this step, children will find out more about the health topic in their schools, homes or communities.</i></p>	<p>Example survey questions.</p> <p>Ideas on conducting a survey.</p>
STEP 3	<p>TAKE ACTION</p> <p><i>In this step, children will plan and take action in order to promote health at home, at school or in their community.</i></p>	<p>Questions to guide children in planning and taking action.</p> <p>Three examples of action for the teacher to help children.</p> <p>Each topic plan explains how to use a different active method to teach health or even other subjects.</p>
STEP 4	<p>EVALUATE</p> <p><i>In this step, children will evaluate the action they took at home, at school, or in their community.</i></p>	<p>Questions to guide children in evaluating their actions.</p> <p>Questions to guide teachers to reflect on their teaching.</p>

How to Help Children Plan and Conduct a Survey

What is a survey?

A survey, in this instance, is an active method to help children find out more about a health topic in their homes, schools and communities.

When do we conduct a survey?

Surveys can be conducted in Step 2 (Find Out More).

Who can conduct a survey?

Children should be the ones to conduct a survey. You can help them plan the survey question, especially for younger classes. Each lesson plan has a sample survey question that children can find out more about.

How should we conduct a survey?

1. You can give children one simple survey question that they will find out more about (e.g. How many times a day do your siblings brush their teeth?). Children can either observe or interview people to find out about the survey question. You should guide the children on who they should interview or observe and how many people to include. These are examples of who children can interview:

Family members

Children in the class

Children in other classes

Neighbours

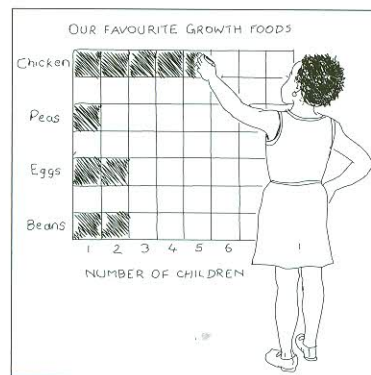
Teachers

Friends who go to different schools

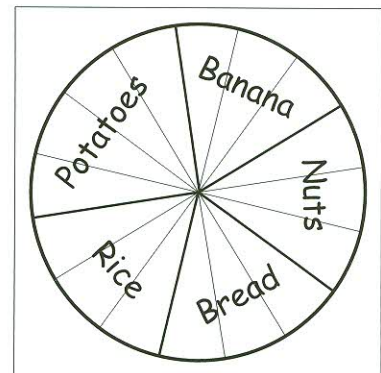
2. Children can record their survey results through drawing pictures or telling the class their results.

3. You can display the whole class's results on the blackboard and can use the following methods to do this:

Tick Chart



Pictogram



4. You can then ask children what the results of the survey show about the health issue. This should help children plan and take action for Step 3 (Take Action) using the questions found in each lesson plan.

When teaching your health lesson remember:

Teach a health topic in a series of 4 to 6 lessons. A health topic cannot be taught in one lesson.

Each health lesson should be at least 30 minutes long.

You must read the important health information given on the first page of each topic before teaching so that you teach accurate health content.

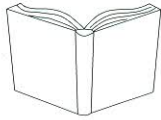
Children's active participation is important!

Teach health lessons in the language children understand best (e.g. Urdu, Sindhi, Pushto, Persian, etc.).

HYGIENE AND DISEASE PREVENTION

POLIO

IMPORTANT HEALTH INFORMATION



By the end of this topic what should your children KNOW?

1. 90,000 children fall victim to polio all over the world each year.
2. Polio is caused by a virus that can leave limbs (arms and legs) paralysed and cause muscles to shorten so that the joints cannot be straightened or bent. Polio leaves victims weak or disabled for life.
3. Polio is spread through stools, coughing and sneezing.
4. If a child has a fever or cold and becomes weak in the arms, legs and back, these are symptoms of polio. They should be taken to a health worker immediately.
5. Polio can be prevented through immunization by swallowing a few drops of liquid vaccine that must be kept cold. Trained health workers who know how to look after the vaccine should give it.
6. The polio vaccine should be given at birth, 6, 10 and 14 weeks. If the child suffers from diarrhoea, fever or a cold, the vaccine may not work so they should get an extra dose four weeks later.
7. Children who have had polio can still lead active lives at school and at home and should be included in all activities.

IMPORTANT HEALTH SKILLS



By the end of this topic what should your children DO?

1. Involve children in their schools, families or communities who have had polio in games and activities.
2. Ensure that their younger siblings are immunized with the polio vaccine.

IMPORTANT HEALTH ATTITUDES



By the end of this topic what should your children FEEL?

1. Responsible to spread messages about the importance of being immunized against polio to those at home and at school.
2. Concerned that those who had have polio are included in activities at home and at school.

Planning and Teaching My Topic

Remember:

- Read page 5 for the health content you will teach.
- The Four-Step Approach helps you plan and teach a health topic in a series of 4 to 6 lessons.
- Each lesson should be at least 30 minutes long.

STEP 1

In Step 1, you will help the children understand the health topic at school.

Do you need help planning and teaching Step 1 (Understand)?

1. Start the lesson by using the picture and discussion questions on pages 7 and 8 to introduce this topic.
2. Remember to stress the following important health messages:

Polio can be prevented through immunization by swallowing a few drops of liquid vaccine.

The polio vaccine should be given at birth, 6, 10 and 14 weeks

Children who have had polio can still lead active lives at school and at home and should be included in all activities.

3. After the discussion, the children can make message cards about the importance of being immunized against polio.

What other ideas do you have to teach this lesson?

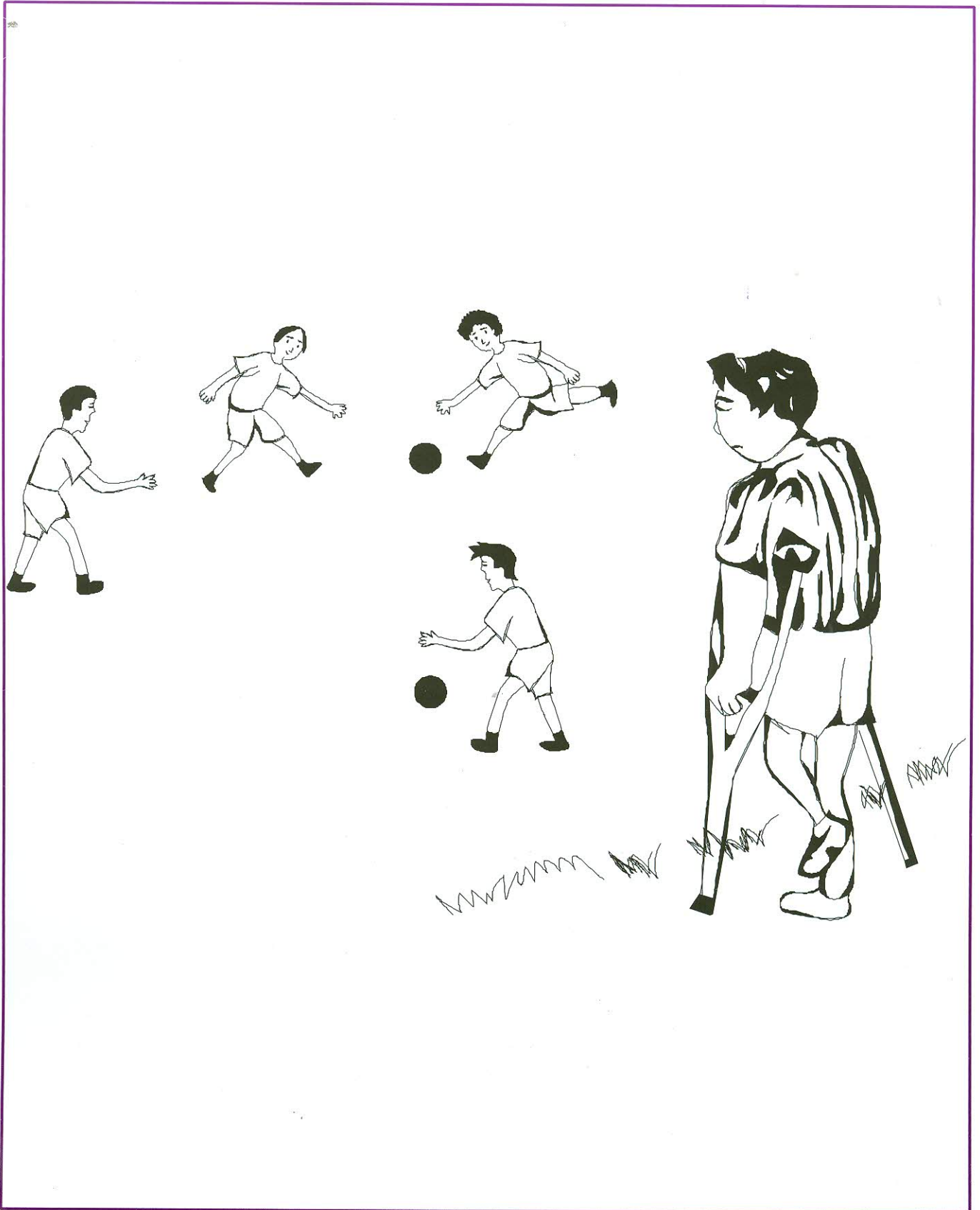
STEP 2

In Step 2, children will find out more about the health topic in their homes, schools or communities.

Do you need help planning and teaching Step 2 (Find Out More)?

1. Example Survey Question: Have our younger siblings been immunized against polio?
2. The children can interview their parents to find out how many children have not been immunized against polio. They can use a tally chart to record the results of their survey.
3. The children can report and display their survey results using a pictogram, tick charts and tally charts. The teacher will have to give them examples of tick charts, tally charts, and pictograms before they do these on their own (see page 4).

What other ideas do you have to teach this lesson?



Picture Discussion Questions: Polio

What do you see in this picture? (Answer: Child who has had polio is not included in play.)

How do you think the boy on the crutches feels in this picture?

What can you do to prevent polio? (Answer: Immunize at birth, 6, 10 and 14 weeks by polio drops.)

If you were in the picture what would you do?

NOTES TO THE TEACHER

When leading a discussion remember the following:

- Make sure every child has a chance to speak, especially those who do not always feel confident about speaking. Include the girls and the boys.
- Ask children questions and give them time to respond.
- Remind children to speak loudly, slowly and clearly so that they can be heard.
- Before discussing a topic, review with children simple rules such as listening politely to others and raising their hands when they want to speak.
- Encourage and praise children for participating in a discussion.

STEP 3

In Step 3, children will plan and take action in order to promote health at home, at school or in their community.

Do you need help planning and teaching Step 3 (Take Action)?

1. These are questions that you can use to help children plan and take action (Step 3) based on what they found out from the results of the survey.

What did you find out from the survey?

How will these results help us plan action?

Why is it important to take action?

What health messages are important to spread?

Who will we spread health messages to?

What action can be taken at HOME, SCHOOL or in your COMMUNITY?

2. These are examples of action to help you and the children with Step 3 (Take Action).

Idea 1: Songs

Children can write and perform songs to raise awareness about the importance of being immunized against polio. In one health promoting school these were performed at Polio Day to raise awareness in the community.

Idea 2: Action at School

The children at another health promoting school have taken action related to this topic by including a child who has had polio in play and school activities. The teachers have observed children spreading messages about including this boy in games to children who tease him.

Idea 3: Games

Children can plan games and simple races that involve using one leg for children in other classes to experience how life is for those who have had polio. After the game, children can discuss how they felt and spread messages about how to prevent polio through immunization.

What other ideas do you have to teach this lesson?

Step 3 – Active Method Idea: Songs

Songs are an effective and entertaining way to spread messages about the prevention of polio through immunization.

If children are going to take action through songs, the teacher should make sure of the following:

1. Children in class five can make up songs by using an easy or familiar tune and by making up simple words that convey a health message.
2. The songs should spread health messages that are easy to understand.
3. Children can write and sing songs individually, in pairs or in small groups.
4. They can write the words on the blackboard or on paper to teach the song to other children.
5. They can add clapping, actions or even walking around a circle when singing the song to make it fun.
6. Teachers should make sure that children can perform their songs in an assembly, at a Health Mela or for other classes.

STEP 4

In Step 4, children will evaluate the action they took at home, at school or in their community.

Do you need help planning and teaching Step 4 (Evaluate)?

Children can discuss these questions, using writing or pictures, to evaluate the action they took:

Was the health message about the prevention of polio through immunization understood?

Was the health message about including children who have had polio in all activities at school and home understood?

How do you know if the health message was understood?

What other ideas do you have to teach this lesson?

Teacher's Reflection

1. Did the children learn the following health messages?

Polio can be prevented through immunization by swallowing a few drops of liquid vaccine.

The polio vaccine should be given at birth, 6, 10 and 14 weeks.

Children who have had polio can still lead active lives at school and at home and should be included in all activities.

2. How do you feel after teaching this topic?

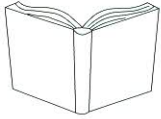
What are you happy about?

What will you do better next time?

HYGIENE AND DISEASE PREVENTION

MALARIA

IMPORTANT HEALTH INFORMATION



By the end of this topic what should your children KNOW?

1. Malaria is a killer disease! Worldwide, one million children die of malaria each year. Each year there are 300-500 million cases of malaria around the world.
2. The germ that causes malaria is carried by the female Anopheles mosquito. The malaria germ enters the blood of a person when an infected mosquito bites that person.
3. Malaria is very dangerous for pregnant women.
4. The more bites a person has, the more chance there is that one of them is a bite from a female Anopheles mosquito carrying the malaria germ.
5. It takes 12 days for malarial symptoms to appear after the bite.
6. When a person gets malaria they experience fever, sweating, shivering, headaches and diarrhoea. The fever passes but comes back until the malaria is treated with the correct medicine.
7. Treatment of malaria should begin immediately—a day's delay can be fatal.
8. Where malaria is common, a child with fever and shivering should immediately be taken to a health worker.
9. Children should not be covered with blankets while shivering but should be kept cool and given plenty of drinks.

Prevent mosquitoes from breeding by:

1. Filling up puddles of standing water around the house with earth and stones, especially after it rains.
2. Covering water pots and containers to protect them from mosquitoes.
3. Putting oil on the surface of small ponds, to stop mosquitoes breeding.

HYGIENE AND DISEASE PREVENTION

MALARIA

IMPORTANT HEALTH SKILLS



By the end of this topic what should your children DO?

1. Keep doors and windows and other openings in the house covered by nets (if possible) and drive mosquitoes away using mosquito coils or skin repellent.
2. Wear clothes that cover arms and legs at night.
3. Use bed nets at night as these are the best protection against malaria.
4. Encourage family members with malaria to go to the doctor/health workers.

IMPORTANT HEALTH ATTITUDES



By the end of this topic what should your children FEEL?

1. Proud of having a clean and safe environment.
2. Confident about spreading messages about preventive measures against malaria to those at home and at school.

Planning and Teaching My Topic

Remember:

- Read pages 11 and 12 for the health content you will teach.
- The Four-Step Approach helps you plan and teach a health topic in a series of 4 to 6 lessons.
- Each lesson should be at least 30 minutes long.

STEP 1

In Step 1, you will help the children understand the health topic at school.

Do you need help planning and teaching Step 1 (Understand)?

1. Start the lesson by telling the story Karima was Saved! on page 14 to introduce this topic.
2. Remember to stress the following important health messages:

Malaria is a killer disease!

Young children should be protected against mosquito bites especially at night using coils or mosquito repellent. Bed nets are the best protection against malaria.

Where malaria is common, a child with fever and shivering should immediately be taken to a health worker and given medicine.

3. After the story, the children can write a paragraph about 5 new facts they have learnt about malaria. Some children can present what they have written to the rest of the class.

What other ideas do you have to teach this lesson?

STEP 2

In Step 2, children will find out more about the health topic in their homes, schools or communities.

Do you need help planning and teaching Step 2 (Find Out More)?

1. Example Survey Question: How many people in your family have suffered from malaria? What are some ways your friends and family members use to prevent malaria?
2. The children can interview family members to find out who has suffered from malaria and the ways used to prevent malaria. They can use a tally chart to record the results of their survey.
3. The children can report and display their survey results using a pictogram, tick charts and tally charts. The teacher will have to give them examples of tick charts, tally charts, and pictograms before they do these on their own (see page 4).

What other ideas do you have to teach this lesson?

Step One Activity: Story

Topic: Malaria

Title: Karima was Saved!

When you are telling a story remember:

- Change the volume and speed of your voice.
- Always ask questions before, during and after a story. Questions are written in bold. Allow time for the children to respond.
- Draw pictures on the blackboard as you tell the story. Encourage children to help draw the pictures on the board.

Soonum is a female mosquito called an Anopheles. Like all mosquitoes Soonum loves to bite people, especially at night when they are sleeping. **Have you had mosquito bites before? How do you feel when you get bitten?** When Soonum bites a person, she infects them with a germ called Plasmodium which gives them malaria. **Do you know what malaria is? Have you or anyone you know had malaria before?** One night Soonum saw a girl named Karima sleeping. Her arms looked very juicy and there were no nets protecting her. Soonum took a bite of her skin. **What do you think happened to Karima?** Twelve days later, Karima had a fever and started to shiver and sweat. She also had diarrhoea and a very bad headache. **What should Karima's family do?** Her family took her to the health worker immediately and found out that she had malaria, which she got from a bite from an Anopheles mosquito. She was given medicine to help her get better. The health worker said Karima was very lucky. If her family had waited even a day to bring her to the clinic she could have died. **Can you guess how many children in the world die of malaria each year? (Answer: One million children each year).** Karima's brother Ahmed asked the doctor how we could help people like Karima who suffer from malaria. **How can we help those who suffer from shivering and fever related to malaria?** The health worker said that children who experience shivering due to malaria should not be covered with blankets but should be kept cool and given plenty of drinks. Ahmed also asked how he and his family could be protected from getting malaria. **What are some ways to prevent the spread of malaria?** The health worker gave the following advice:

- Use bed nets.
- Fill up puddles of standing water around the house with earth and stones, especially after it rains, to prevent mosquitoes like Soonum from breeding. Water pots and containers should be covered to protect them from Soonum and her mosquito friends.
- If there is a pond around Ahmed's house, they should put oil on the surface.
- Doors and windows and other openings in the house should be covered by nets (if possible). Mosquitoes can also be driven away using mosquito coils.
- Wear clothes that cover arms and legs especially at night when the Anopheles mosquito is most active.

Karima soon got better and made sure that she and her family members took action to prevent the spread of malaria by killing mosquitoes, sleeping with mosquito nets and wearing clothes that covered their arms and legs at night. In the end, Soonum never visited Karima or Ahmed's house but continued every night to look for other people to bite.

Step One Activity: Story (Contd.)

NOTES TO THE TEACHER

- ❑ After telling this story, the children can write a paragraph about what they have learnt about malaria. Some children can present what they have written to the rest of the class.
- ❑ If you do not want to tell this story, you can plan your own story using the following questions to help you.

WHO are the
characters
going to be?
(age, personality,
appearance)

WHERE is it
going to take
place?
(city, or country, or
imaginary place)

WHAT is the
health
message going
to be?

STEP 3

In Step 3, children will plan and take action in order to promote health at home, at school or in their community.

Do you need help planning and teaching Step 3 (Take Action)?

1. These are questions that you can use to help children plan and take action (Step 3) based on what they found out from the results of the survey.

What did you find out from the survey?

How will these results help us plan action?

Why is it important to take action?

What health messages are important to spread?

Who will we spread health messages to?

What action can be taken at HOME, SCHOOL or in your COMMUNITY?

2. These are examples of action to help you and the children with Step 3 (Take Action).

Idea 1: Action at Home

The children can spread messages about the importance of protecting their family members from malaria through using nets at night and inform them of the symptoms of malaria.

Idea 2: Posters

At one health promoting school, the children made posters about the causes and prevention of malaria and presented them to other classes.

Idea 3: Games

The children can make up questions about malaria to quiz children in other classes. After the quiz, the children can review accurate health messages about malaria with other children.

What other ideas do you have to teach this lesson?

Step 3 – Active Method Idea: Games

Games are a fun way children can spread health messages about the signs and prevention of malaria to other children at school and at home.

Here are two examples of games that can relate to malaria that have been used by class five Health Action School teachers:

1. The teacher can choose one child at a time to act out health messages using actions but no words, (e.g. child suffering from fever due to malaria). The other children in the class can guess the health message they are acting out. The person who correctly guesses the action then gets a turn to act out a health message related to malaria.
2. Children in class five can make up questions about the topic they are studying to quiz other children about the causes, symptoms and prevention of malaria. The quiz game can be played in teams too.

If children use games to take action, the teacher should remind them of the following:

- a) Make sure the instructions of the game are simple and easy.
- b) Always make sure that the health message is clear and understood by those playing the game by asking them questions about what they learnt from playing.
- c) The correct health information must be given after all quizzes.

STEP 4

In Step 4, children will evaluate the action they took at home, at school or in their community.

Do you need help planning and teaching Step 4 (Evaluate)?

Children can discuss these questions, using writing or pictures, to evaluate the action they took:

Was the health message about the prevention of malaria understood?

How do you know if the health message was understood?

Have any of the children suffered from malaria?

What other ideas do you have to teach this lesson?

Teacher's Reflection

1. Did the children learn the following health messages?

Malaria is a killer disease!

Young children should be protected against mosquito bites, especially at night, using a coil or mosquito repellent. Bed nets are the best protection against malaria.

Where malaria is common, a child with fever and shivering should immediately be taken to a health worker and given a course of anti-malarial tablets.

2. How do you feel after teaching this topic?

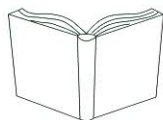
What are you happy about?

What will you do better next time?

ENVIRONMENTAL AND COMMUNITY HEALTH

HYGIENE AND SAFE STOOLS

IMPORTANT HEALTH INFORMATION



By the end of this topic what should your children KNOW?

1. Stools are not only dirty but germs in the stools are dangerous.
2. If we do not wash our hands with soap and water or dispose of stools safely, germs present in stools can be passed from one person to another on hands, in dust, in food and drinks.
3. Germs present in stools can cause the following diseases:
 - Diarrhoea
 - Worm Infestation
 - Cholera
 - Typhoid
 - Polio
4. A child's stools can have five or six times more germs than an adult's stools. The germs in children's diarrhoea are especially dangerous.
5. Germs can also be spread onto our hands when we are wiping a child's bottom. Therefore we must wash our hands afterwards with soap and water.
6. Everyone, including children, must wash their hands with soap after using the latrine, cleaning a child's bottom, and before eating, handling food or feeding young children.
7. It is important to use a latrine rather than defecate in the field or in a compound. When using the latrine, close the door after using it and cover the latrine hole to keep flies away.
8. If a latrine is not available, stools should be buried safely to avoid germs from being spread.

ENVIRONMENTAL AND COMMUNITY HEALTH

HYGIENE AND SAFE STOOLS

IMPORTANT HEALTH SKILLS



By the end of this topic what should your children DO?

1. Teach younger children to use a latrine or to bury stools safely if there is no latrine available.
2. Follow good hygiene habits such as washing hands with soap after defecating and before eating to prevent the spread of diseases caused by stools.
3. Check that the places that babies and young children play and crawl around are clean and free of stools.

IMPORTANT HEALTH ATTITUDES



By the end of this topic what should your children FEEL?

1. Proud about living in clean surroundings.
2. Concern for family and friends who do not follow proper hygiene rules in cleaning themselves and disposing of stools.

Planning and Teaching My Topic

Remember:

- Read pages 18 and 19 for the health content you will teach.
- The Four-Step Approach helps you plan and teach a health topic in a series of 4 to 6 lessons.
- Each lesson should be at least 30 minutes long.

STEP 1

In Step 1, you will help the children understand the health topic at school.

Do you need help planning and teaching Step 1 (Understand)?

1. Start the lesson by using the picture and discussion questions on pages 21 and 22 to introduce this topic.
2. Remember to stress the following important health messages:

Stools are not only dirty but germs in the stools are dangerous.

If we do not wash our hands or bury stools safely, germs from stools can be passed from one person to another on hands, in dust, and in food and drinks.

Everyone, including children, must wash their hands with soap after using the latrine, cleaning a child's bottom, and before eating, handling food or feeding younger children.

It is important to use a latrine rather than defecate in the field or in a compound. If a latrine is not available, faeces should be safely disposed of.

3. After the story, the children can visit their own school latrine to check how clean it is. They could also do short dramas based on Ali's picture to spread health messages about important hygiene practices such as using latrines, disposing of stools safely and washing their hands after defecating.

What other ideas do you have to teach this lesson?

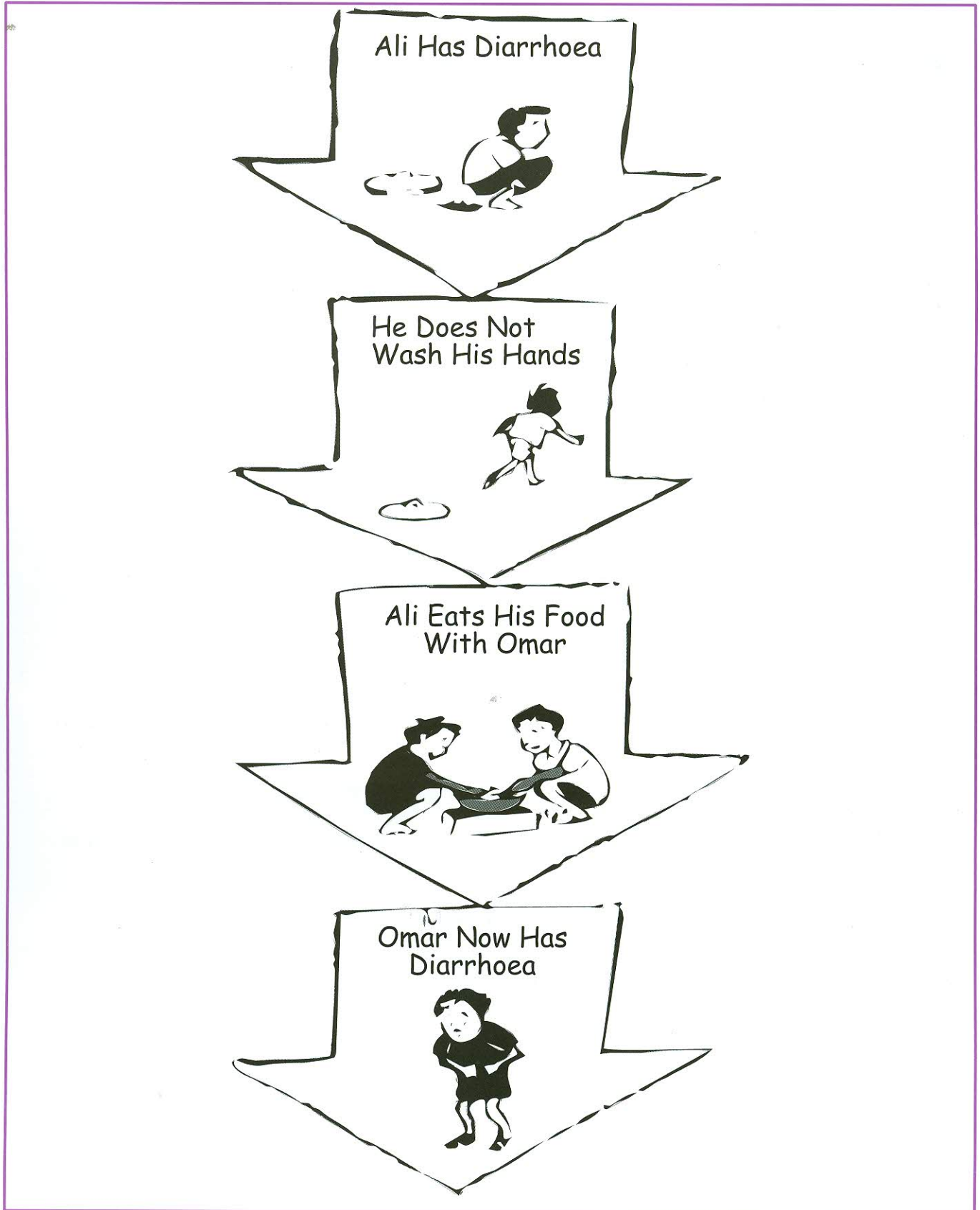
STEP 2

In Step 2, children will find out more about the health topic in their homes, schools or communities.

Do you need help planning and teaching Step 2 (Find Out More)?

1. Example Survey Question: How clean is your school's latrine?
2. The children can observe their school's latrine and either draw pictures of their observations or report what they observed to the class.

What other ideas do you have to teach this lesson?



Picture Discussion Questions: Hygiene and Safe Stools

Picture 1: What do you see Ali doing in this picture?

Picture 2: If you were Ali what would you do next? Why? (Answer: Clean hands with soap and water; cover or bury stools.)

Picture 3: What is happening in this picture? (Answer: Eating with dirty unwashed hands.) What do you think will happen next? Why? (Answer: Spread of germs from Ali to Omar. Omar will get diarrhoea.)

Picture 4: What did you learn from Ali's picture?

NOTES TO THE TEACHER

When leading a discussion remember the following:

- Make sure every child has a chance to speak, especially those who do not always feel confident about speaking. Include the girls and the boys.
- Ask children questions and give them time to respond.
- Remind children to speak loudly, slowly and clearly so that they can be heard.
- Before discussing a topic, review with children simple rules such as listening politely to others and raising their hands when they want to speak.
- Encourage and praise children for participating in a discussion.

STEP 3

In Step 3, children will plan and take action in order to promote health at home, at school or in their community.

Do you need help planning and teaching Step 3 (Take Action)?

1. These are questions that you can use to help children plan and take action (Step 3) based on what they found out from the results of the survey.

What did you find out from the survey?

How will these results help us plan action?

Why is it important to take action?

What health messages are important to spread?

Who will we spread health messages to?

What action can be taken at HOME, SCHOOL or in your COMMUNITY?

2. These are examples of action to help you and the children with Step 3 (Take Action).

Idea 1: Action at Home

The children can spread messages about the importance of washing hands after using the toilet and using a latrine or disposing of stools safely to their family members at home, particularly their younger siblings.

Idea 2: Posters

At one health promoting school, the children made posters about the importance of using latrines and washing hands after defecating. The posters were presented to other classes and were displayed around the school.

Idea 3: Puppets

Children at another health promoting school have started to monitor the cleanliness of their latrines and make sure there is soap and water available for children to wash their hands. Also, older children help younger children use the latrines as they were previously scared to use latrines by themselves.

What other ideas do you have to teach this lesson?

Step 3 – Active Method Idea: Posters

Posters are an effective way to spread messages about important hygiene rules to prevent the spread of diseases caused by germs in stools.

If children are going to take action through posters, the teacher should make sure of the following:

1. It is very important for children to write a health message on the poster so that it can spread health messages.
2. Children can draw posters individually, in pairs or in small groups.
3. Once the posters have been drawn, take the time during a lesson to allow children to show each other their poster and health message.
4. Arrange with other teachers in the school for the children to present their posters to one or more classes. Children can also show their posters to other teachers and children in an assembly too.

STEP 4

In Step 4, children will evaluate the action they took at home, at school or in their community.

Do you need help planning and teaching Step 4 (Evaluate)?

Children can discuss these questions, using writing or pictures, to evaluate the action they took:

Picture 1: Was the health message about the dangers of stools understood?

Picture 2: How do you know if the health message was understood?

Picture 3: Are more children using latrines and washing their hands with soap after going to the toilet?

What other ideas do you have to teach this lesson?

Teacher's Reflection

1. Did the children learn the following health messages?

Germs in stools are dangerous and can cause illnesses.

Washing our hands with soap and water after going to the toilet, or cleaning a child's bottom, and before touching or handling food, can prevent illness.

Using a toilet or latrine can prevent illnesses.

2. How do you feel after teaching this topic?

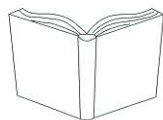
What are you happy about?

What will you do better next time?

ENVIRONMENTAL AND COMMUNITY HEALTH

INTESTINAL WORMS

IMPORTANT HEALTH INFORMATION



By the end of this topic what should your children KNOW?

1. Worms in the intestine live off us by taking food or sucking the blood inside us, which harms our growth and health.
2. The four types of common harmful worms are:
 - Threadworms
 - Hookworms
 - Tapeworms
 - Roundworms
3. Possible dangers/symptoms of these worms are:
 - Anaemia
 - Fatigue
 - Cannot think and do well in school
 - Lack of appetite and abdominal pain
4. Worms get into our bodies in four different ways:
 - By swallowing the eggs or larvae of worms like the roundworms.
 - Picking up infectious larvae of hookworm from the soil through the skin especially when we walk with bare feet.
 - By swallowing infectious larvae of worms such as the tapeworm found in under-cooked beef or on the skins of fruits and vegetables.
 - Spread by flies when they sit on our plates and food.

ENVIRONMENTAL AND COMMUNITY HEALTH

INTESTINAL WORMS

IMPORTANT HEALTH SKILLS



By the end of this topic what should your children DO?

1. Wash their hands with soap before touching or preparing food, and before eating.
2. Make sure that food is cooked well and stored safely at home.
3. Help keep their homes and schools free of stools, flies and dirt.
4. Use latrines or dispose of stools carefully.
5. Cut fingernails and wear shoes.
6. Peel fresh fruits and vegetables before eating them.
7. Ensure that if one person in their family has worms, the whole family takes the medicine. One person who does not take the medicine can spread worms to hundreds.
8. After getting cured of worms they should eat lots of green and leafy vegetables and fruits.

IMPORTANT HEALTH ATTITUDES



By the end of this topic what should your children FEEL?

1. Concern for younger siblings and family members who suffer from worms.
2. Proud of having a worm-free family.

Planning and Teaching My Topic

Remember:

- Read pages 25 and 26 for the health content you will teach.
- The Four-Step Approach helps you plan and teach a health topic in a series of 4 to 6 lessons.
- Each lesson should be at least 30 minutes long.

STEP 1

In Step 1, you will help the children understand the health topic at school.

Do you need help planning and teaching Step 1 (Understand)?

1. Start the lesson by telling Saba's Story on page 28 to introduce this topic.
2. Remember to stress the following important health messages:

Worms in the intestine live off us by taking food or sucking the blood inside us, which harms our growth and health.

Worms in the intestine are caused by poor sanitation and hygiene.

Worms spread easily and quickly from one person to another.

We must wear shoes or slippers to avoid hookworm.

3. After the story, children in small groups can discuss the causes and ways to prevent the four common types of intestinal worms.

What other ideas do you have to teach this lesson?

STEP 2

In Step 2, children will find out more about the health topic in their homes, schools or communities.

Do you need help planning and teaching Step 2 (Find Out More)?

1. Example Survey Question: Do you know how worms are caused and prevented?
2. The children can interview their friends or family members to find out how much they know about worms and how they can be prevented. They can record their findings using a tick or tally chart (see page 4).
3. The children can report and display their survey results using a pictogram, tick charts and tally charts. The teacher will have to give them examples of tick charts, tally charts, and pictograms before they do these on their own (see page 4).

What other ideas do you have to teach this lesson?

Step One Activity: Story

Topic: Intestinal Worms

Title: Saba's Story

When you are telling a story remember:

- ❑ Change the volume and speed of your voice.
- ❑ Always ask questions before, during and after a story. Questions are written in bold. Allow time for the children to respond.
- ❑ Draw pictures on the blackboard as you tell the story. Encourage children to help draw the pictures on the board.

Saba was a 12-year-old girl who studied in class five. For the last six months she had not been doing well in her studies and was looking pale and feeling weak and tired all the time. **Do you know why Saba was feeling this way?** Her mother was worried about her and took her to see a health worker. **What do you think the health worker will say is wrong with Saba?** The health worker examined her and found that she was infected with hookworm. **What is a hookworm? Have any of you or people you know had hookworm before?** The health worker further explained to Saba that hookworms are very small worms that enter into the body through our skin. They are so small in size that one cannot see when they enter into the body. They hook onto the intestine and suck blood. Their eggs can get into bare feet when we walk without shoes, into hands, or into children's bare bottoms when they sit on the ground. The health worker also said that hookworms suck blood so Saba's blood was getting thin and that is why she was feeling weak and tired and was not doing as well in school. **Do you know what to do to prevent hookworms?** The health worker explained the following tips to Saba's family to prevent hookworms:

- Wear shoes.
- Dispose of stools carefully and always use a latrine.
- Make a clean place for small children to play and crawl.
- Wash hands before you eat and after defecation.

Saba asked the health worker what she could do to get better. **What do you think the health worker suggested?** The health worker gave medicine to Saba and recommended that everybody in her home take the medicines. One person with worms can infect hundreds of people very quickly. Saba soon started feeling better with the medicine and doing well in her studies.

Step One Activity: Story (Contd.)

NOTES TO THE TEACHER

- ❑ After telling this story, the children in small groups can write their own stories about the causes of and ways to prevent worms like hookworm.
- ❑ If you do not want to tell this story, you can plan your own story using the following questions to help you.

WHO are the
characters
going to be?
(age, personality,
appearance)

WHERE is it
going to take
place?
(city, or country, or
imaginary place)

WHAT is the
health
message going
to be?

STEP 3

In Step 3, children will plan and take action in order to promote health at home, at school or in their community.

Do you need help planning and teaching Step 3 (Take Action)?

1. These are questions that you can use to help children plan and take action (Step 3) based on what they found out from the results of the survey.

What did you find out from the survey?

How will these results help us plan action?

Why is it important to take action?

What health messages are important to spread?

Who will we spread health messages to?

What action can be taken at HOME, SCHOOL or in your COMMUNITY?

2. These are examples of action to help you and the children with Step 3 (Take Action).

Idea 1: Action at Home

The children can spread messages about the causes of, and ways to prevent, the four common types of worms to their family members at home, particularly their younger siblings.

Idea 2: Drama

At a health promoting school, children in class five performed a drama about hookworm for children in class two to create awareness about the causes and prevention of hookworms.

Idea 3: Stories

Children can write or tell stories to spread awareness about the causes of the four types of worms and ways to prevent infestation by worms.

What other ideas do you have to teach this lesson?

Step 3 – Active Method Idea: Drama

Drama is a fun and effective way for children to spread health messages about the prevention of intestinal worms to others at school, at home or in the community. If children choose to take action through drama, you should help them plan the drama and remind them of what they need to remember when performing it.

How can children plan a drama?

What health messages is the drama going to be about?

Who are the characters going to be?

Where is the story going to take place?

How will the story end?

What should children do when performing a drama?

Always practise before performing.

Speak loudly, slowly and clearly.

Never turn your back to the audience.

STEP 4

In Step 4, children will evaluate the action they took at home, at school or in their community.

Do you need help planning and teaching Step 4 (Evaluate)?

Children can discuss these questions, using writing or pictures, to evaluate the action they took:

Was the health message about the causes and prevention of the four types of worms understood?

How do you know if the health message was understood?

Are there fewer cases of worms among children and teachers in the school?

What other ideas do you have to teach this lesson?

Teacher's Reflection

1. Did the children learn the following health messages?

Worms in the intestine live off us by taking food or sucking the blood inside us to affect our growth and health.

Worms in the intestine are caused by poor sanitation and hygiene.

Worms spread easily and quickly from one person to another.

We should wear slippers or shoes to prevent hookworm.

2. How do you feel after teaching this topic?

What are you happy about?

What will you do better next time?

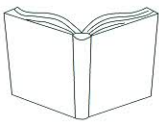
FAMILY AND SOCIAL HEALTH

HIV/AIDS

Note to the Teacher:

Whilst this might be a sensitive topic to teach, everyone including children is at risk from HIV/AIDS and hence they need educating about the topic. You will need to ask for support from the head teacher and parents to teach this topic. If possible, invite a health worker or NGO worker with special knowledge of HIV/AIDS to answer children's questions.

IMPORTANT HEALTH INFORMATION



By the end of this topic what should your children KNOW?

1. AIDS is an incurable disease caused by a germ, the HIV virus.
2. AIDS can be prevented.
3. AIDS kills because it attacks the immune system (which protects the body against disease) and makes it difficult for the body to fight against infections.
4. HIV is NOT spread by:
 - Handshakes
 - Work or school contact
 - Using telephones
 - Swimming pools
 - Sharing cups, glasses, plates, and utensils
 - Coughing or sneezing
 - Insect bites (mosquitoes and bed bugs)
 - Touching or hugging
 - Water or food
 - Kissing
 - Toilets or latrines
 - Caring for people with AIDS
 - Bedding and clothing
5. The HIV virus that causes AIDS is spread by:
 - Sexual contact with an infected person.
 - Getting infected blood from someone with HIV through a blood transfusion.
 - Sharing injection needles, or using unsterilized instruments that cut or inject skin.
 - From an HIV infected woman to her child during pregnancy, childbirth or breastfeeding.
6. In some cases no symptoms of the HIV virus are noted for up to 10 years. Any infected person, however, can infect others during this time.
7. Traditional values of not supporting sex outside of marriage prevents HIV/AIDS.

FAMILY AND SOCIAL HEALTH

HIV/AIDS

IMPORTANT HEALTH SKILLS



By the end of this topic what should your children DO?

1. Prevent themselves and others in their family from being infected by HIV.
2. Consult a health worker confidentially if they suspect they are infected with HIV.

IMPORTANT HEALTH ATTITUDES



By the end of this topic what should your children FEEL?

1. Confident about spreading messages about the prevention of HIV/AIDS to others at home and at school.
2. Compassion and care for those who suffer from HIV/AIDS in their schools and families.

Planning and Teaching My Topic

Remember:

- Read pages 32 and 33 for the health content you will teach.
- The Four-Step Approach helps you plan and teach a health topic in a series of 4 to 6 lessons.
- Each lesson should be at least 30 minutes long.

STEP 1

In Step 1, you will help the children understand the health topic at school.

Do you need help planning and teaching Step 1 (Understand)?

1. Start the lesson by giving children the quiz on HIV/AIDS on page 35 to check what they already know about this topic. After the quiz the teacher must review the questions with the class and introduce the health information on AIDS.
2. Remember to stress the following important health messages:

AIDS is an incurable disease that kills people because it damages the body's defences against disease.

AIDS can be spread through sexual intercourse with an infected person when not using a condom properly, a blood transfusion, sharing injection needles, or using unsterilized instruments that cut or inject skin.

AIDS is incurable but is preventable!

3. After the quiz, children can individually, in pairs, or in small groups create their own games or quizzes on HIV/AIDS.

What other ideas do you have to teach this lesson?

STEP 2

In Step 2, children will find out more about the health topic in their homes, schools or communities.

Do you need help planning and teaching Step 2 (Find Out More)?

1. Example Survey Question: How can the risks of getting HIV be reduced?
2. The children can interview a health worker or an NGO worker specialising in HIV/AIDS to find out more.
3. In small groups or as a class, the children can discuss what they found out.

What other ideas do you have to teach this lesson?

HIV/AIDS Quiz

Directions: Ask children whether each statement is **true** or **false**

- 1) HIV/AIDS can be prevented.
Answer: **True**
- 2) There is a cure for HIV/AIDS.
Answer: **False**
- 3) HIV/AIDS attacks the body's immune system (which protects it against disease).
Answer: **True**
- 4) You can always tell by looking whether a person is infected with HIV.
Answer: **False**
- 5) The most common way for HIV to be spread is through unprotected sex (not using a condom).
Answer: **True**
- 6) HIV can be prevented if two people remain faithful to each other for life.
Answer: **True**
- 7) HIV can be spread through sharing sharp instruments or injection needles and through transfusions of infected blood.
Answer: **True**
- 8) People living with HIV/AIDS should not be blamed but need support and compassion.
Answer: **True**
- 9) People with the HIV virus can look and feel healthy for many years before they become sick with AIDS.
Answer: **True**
- 10) Healthy-looking people cannot pass on HIV to others.
Answer: **False**
- 11) Traditional values which do not support sex outside of faithful marriage prevent HIV.
Answer: **True**

STEP 3

In Step 3, children will plan and take action in order to promote health at home, at school or in their community.

Do you need help planning and teaching Step 3 (Take Action)?

1. These are questions that you can use to help children plan and take action (Step 3) based on what they found out from the results of the survey.

What did you find out from the survey?

How will these results help us plan action?

Why is it important to take action?

What health messages are important to spread?

Who will we spread health messages to?

What action can be taken at HOME, SCHOOL or in your COMMUNITY?

2. These are examples of action to help you and the children with Step 3 (Take Action).

Idea 1: Drama

At one health promoting school, children performed a drama in the school assembly about a boy who got HIV/AIDS through using a contaminated needle, as he was using drugs. They stressed health messages about ways AIDS is and is not spread to help raise children's awareness about this disease. Although this was a very sensitive topic, the children took action to introduce this topic to other children and teachers in the school. They then discussed other ways HIV/AIDS is spread and how it might be prevented.

Idea 2: Health Quiz

Children can make up their own quizzes about ways HIV/AIDS is and is not spread for other children. It is important that children review the answers of the quiz to convey accurate information about the causes and prevention of AIDS to other children.

Idea 3: Stories

Children can write or tell stories to spread awareness about the causes of HIV/AIDS and ways to help those who have HIV/AIDS in their families or communities. (The Meena story about HIV/AIDS or video film from UNICEF might help you).

What other ideas do you have to teach this lesson?

Step 3 – Active Method Idea: Stories

Stories are an effective way to spread health messages about the causes and prevention of HIV/AIDS.

If children are going to take action through stories, the teacher should make sure of the following:

1. Teachers may have to help the children think of ideas for their story. These questions may help children plan their story:
Who will the story be about?
Where is the story going to happen?
What health message will we promote?
2. The children can plan and present their stories individually, in pairs or in small groups. They may also draw pictures on paper or on the blackboard as they tell the story.
3. The teacher should remind children who are telling stories to speak loudly, clearly and slowly so that everybody can hear them.
4. Children should first practise telling their stories to the class. Those children who are confident can tell their stories to children in other classes or to those at home.

STEP 4

In Step 4, children will evaluate the action they took at home, at school or in their community.

Do you need help planning and teaching Step 4 (Evaluate)?

Children can discuss these questions, using writing or pictures, to evaluate the action they took:

Was the health message about the causes and prevention of HIV/AIDS clear?

How do you know if the health message was understood?

What other ideas do you have to teach this lesson?

Teacher's Reflection

1. Did the children learn the following health messages?

AIDS is an incurable disease that kills people because it damages the body's defences against disease.

AIDS can be spread through sexual intercourse with an infected person when not using a condom properly, sharing injection needles, or using unsterilized instruments that cut or inject skin.

AIDS is incurable but preventable.

2. How do you feel after teaching this topic?

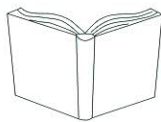
What are you happy about?

What will you do better next time?

FAMILY AND SOCIAL HEALTH

SMOKING — THINK FOR YOURSELF

IMPORTANT HEALTH INFORMATION



By the end of this topic what should your children KNOW?

1. Smoking causes diseases such as bronchitis, lung cancer, throat cancer and heart disease as cigarettes are poisonous and addictive.
2. A lighted cigarette is made of tar, nicotine, carbon monoxide and other poisonous gases, which injure a smoker's body.
3. Those who do not smoke are usually healthier and fitter than those who smoke.
4. Smoking is an expensive habit.
5. Smoke from cigarettes can damage the health of those who do not smoke but are around cigarette smoke.
6. It is easy to start smoking but difficult to stop, because the body gets hungry for cigarettes.
7. Children between the ages of 10 and 14 may be persuaded to smoke by cigarette advertising, noticing others who smoke, and peer pressure.
8. Initially it is hard for people to stop smoking but once they stop they soon feel better.

IMPORTANT HEALTH SKILLS



By the end of this topic what should your children DO?

1. Spread messages about the harmful effects of smoking to anyone who smokes in their family.
2. Discourage smokers from smoking in and around their home and school.

IMPORTANT HEALTH ATTITUDES



By the end of this topic what should your children FEEL?

1. Pride in having smoke-free schools and homes.
2. Concern for family or friends who are smokers.

Planning and Teaching My Topic

Remember:

- Read page 38 for the health content you will teach.
- The Four-Step Approach helps you plan and teach a health topic in a series of 4 to 6 lessons.
- Each lesson should be at least 30 minutes long.

STEP 1

In Step 1, you will help the children understand the health topic at school.

Do you need help planning and teaching Step I (Understand)?

1. Start the lesson by using the picture and discussion questions on pages 40 and 41 to introduce this topic to the children.
2. Remember to stress the following important health messages:

Smoking causes diseases such as bronchitis, lung cancer, throat cancer and heart disease as cigarettes are poisonous.

Smoke from cigarettes can hurt the health of those who do not smoke but are around cigarette smoke.

Smoking is an addictive and expensive habit.

3. After the discussion, the children can solve the following problem in small groups to reinforce the health message that smoking is a very costly habit:

Rahim smokes 15 cigarettes a day. Each cigarette costs 1 Rupee.

How much does it cost Rahim to smoke

- a) every day? (Answer: 15 Rupees)*
- b) each week? (Answer: 105 Rupees)*
- c) each month? (Answer: 420 Rupees)*
- d) each year? (Answer: 5040 Rupees)*
- e) How else could Rahim spend the money that he spends on this habit?*

What other ideas do you have to teach this lesson?

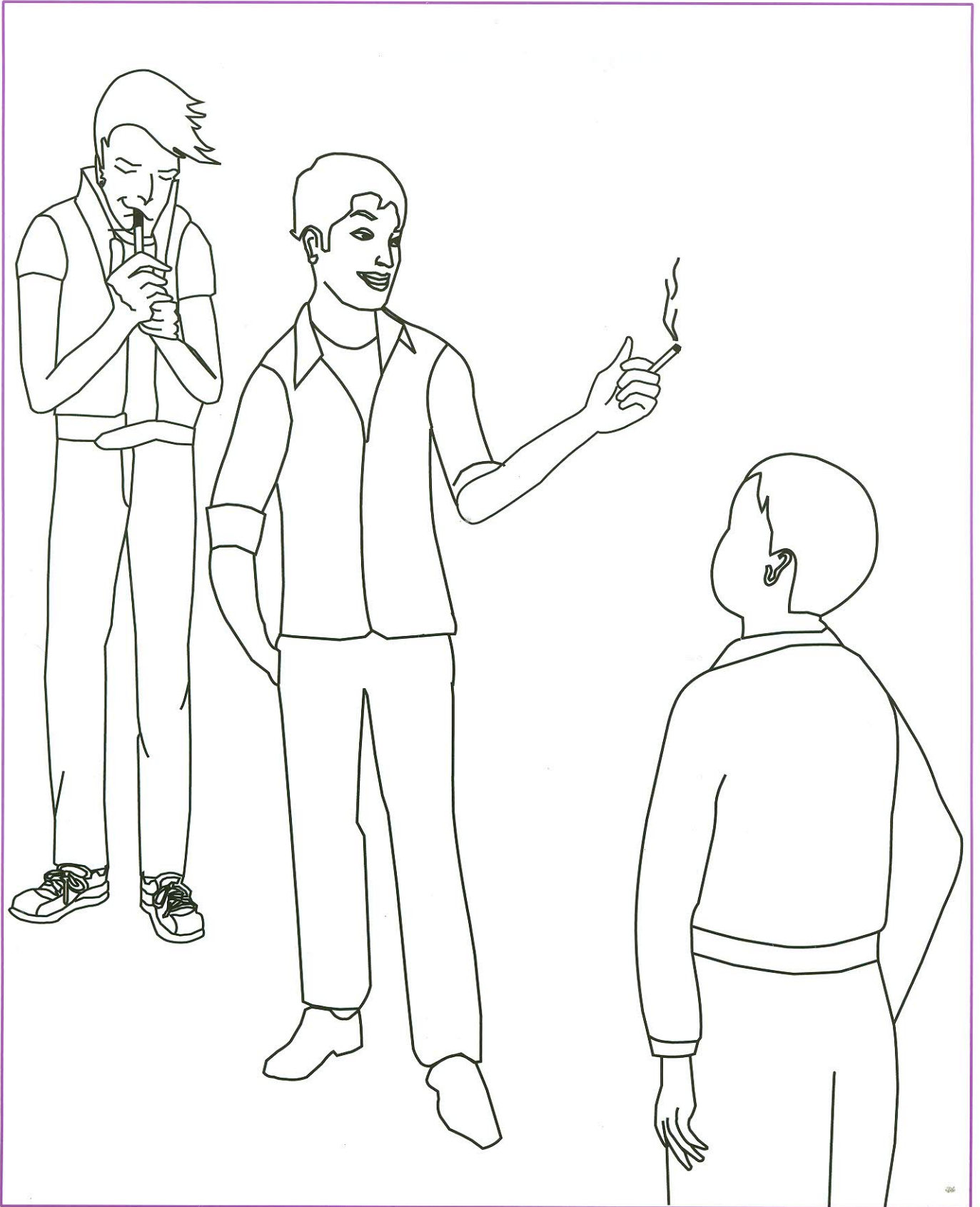
STEP 2

In Step 2, children will find out more about the health topic in their homes, schools or communities.

Do you need help planning and teaching Step 2 (Find Out More)?

1. Example Survey Question: How many people in your family smoke and how many cigarettes do they smoke a day?
2. The children can interview smokers in their family to find out how many cigarettes they smoke daily and record the information using tally charts.
3. The children can report and display their survey results using a pictogram, tick charts and tally charts. The teacher will have to give them examples of tick charts, tally charts, and pictograms before they do these on their own (see page 4).

What other ideas do you have to teach this lesson?



Picture Discussion Questions: Smoking—Think For Yourself

What is happening in the picture?

Why do you think the older boys in the picture smoke?

Why is smoking a harmful habit?

What types of diseases can smoking cause?

How would you feel if you were the boy who is being offered the cigarette and what would you do?

NOTES TO THE TEACHER

When leading a discussion remember the following:

- Make sure every child has a chance to speak, especially those who do not always feel confident about speaking. Include the girls and the boys.
- Ask children questions and give them time to respond.
- Remind children to speak loudly, slowly and clearly so that they can be heard.
- Before discussing a topic, review with children simple rules such as listening politely to others and raising their hands when they want to speak.
- Encourage and praise children for participating in a discussion.

STEP 3

In Step 3, children will plan and take action in order to promote health at home, at school or in their community.

Do you need help planning and teaching Step 3 (Take Action)?

1. These are questions that you can use to help children plan and take action (Step 3) based on what they found out from the results of the survey.

What did you find out from the survey?

How will these results help us plan action?

Why is it important to take action?

What health messages are important to spread?

Who will we spread health messages to?

What action can be taken at HOME, SCHOOL or in your COMMUNITY?

2. These are examples of action to help you and the children with Step 3 (Take Action).

Idea 1: Posters

After interviewing smokers about how many cigarettes they smoked, children at one health promoting school made posters about the harmful effects of smoking that were displayed around the school to create awareness among the teachers, staff and children. They have also made their school a smoke-free environment and have made signs to prohibit people from smoking inside the building.

Idea 2: Puppets

Children can plan and perform puppet shows to promote health messages about how smoking is a deadly, expensive and addictive habit. The puppet shows can be performed at a School Assembly or at a Health Mela.

Idea 3: Stories

Children can write or tell stories to spread awareness about the harmful effects of smoking for smokers and non-smokers.

What other ideas do you have to teach this lesson?

Step 3 – Active Method Idea: Puppets

Puppets are a powerful way for children to spread health messages about the importance of not smoking. They can be made using any materials you can find at home, at school or in the community such as:

Shoppers (Plastic bags)	Socks	Wool	Boxes
Buttons	Toilet rolls	Straws	Sticks
Recycled paper	Fabric	Newspaper	

Note: Be careful that children are not harmed as some of these materials can be dangerous (e.g. plastic bags).

Here are some easy instructions on how children can make a shopper puppet:

1. Crush newspaper and stuff it in a shopper until it is full, to make the puppet's face.
2. Draw the eyes, nose and mouth.
3. Close the shopper by tying a knot.
4. Put a stick at the bottom to hold the puppet.

Remember:

- a) Children can make puppets individually, in pairs or in small groups.
- b) Once they make the puppets the teacher can help them plan a short puppet show to perform as a way to spread health messages.
- c) Before children perform a puppet show remind them of the following:
 - Make sure your puppet can be seen.
 - Speak loudly, slowly and clearly.
 - Always practise using your puppet before the performance.
 - Ask the audience questions to find out what they learnt from the puppet show.

STEP 4

In Step 4, children will evaluate the action they took at home, at school or in their community.

Do you need help planning and teaching Step 4 (Evaluate)?

Children can discuss these questions, using writing or pictures, to evaluate the action they took:

Was the health message about the harmful effects of smoking understood?

How do you know if the health message was understood?

Is your school a smoke-free environment?

What other ideas do you have to teach this lesson?

Teacher's Reflection

1. Did the children learn the following health messages?

Smoking causes diseases such as bronchitis, lung cancer, throat cancer and heart disease as cigarettes are poisonous.

Smoke from cigarettes can damage the health of those who do not smoke but are around cigarette smoke.

Smoking is an addictive and expensive habit.

2. How do you feel after teaching this topic?

What are you happy about?

What will you do better next time?