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HEALTH ACTION SCHOOLS

CLASS - 1

# SEHAT - 1

## TEACHER'S GUIDE



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2008

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& Sadia Muzaffar Bhutta**

HEALTH ACTION SCHOOLS

The Aga Khan University, Institute for Educational Development

Save the Children, UK

Child-to-Child Trust

# Sehat 1

## Class 1

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## Table of Contents

### A Guide for Teachers and Health Workers

Introduction: Health Priorities .. .. .	1
How Will You Teach Health Topics? .. .. .	2
How to Help Children Plan and Conduct a Survey .. .. .	3

### Hygiene and Disease Prevention

Clean Hands .. .. .	5
Our Teeth .. .. .	11

### Environmental and Community Health

Clean Safe Schools .. .. .	16
Clean Homes .. .. .	21

### Family and Social Health

Understanding Children's Feelings .. .. .	26
Playing with Young Children .. .. .	32



# 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 one:

<b>Hygiene and Disease Prevention:</b>	Clean Hands Our Teeth
<b>Environmental and Community Health:</b>	Clean Schools Clean Homes
<b>Family and Social Health:</b>	Playing with Young Children Understanding Children's Feelings

## 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
<b>STEP 1</b>	<p><b>UNDERSTAND</b></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.
<b>STEP 2</b>	<p><b>FIND OUT MORE</b></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>
<b>STEP 3</b>	<p><b>TAKE ACTION</b></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>
<b>STEP 4</b>	<p><b>EVALUATE</b></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**

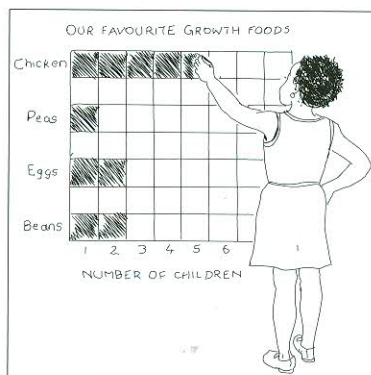
**Friends who go to different schools**

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

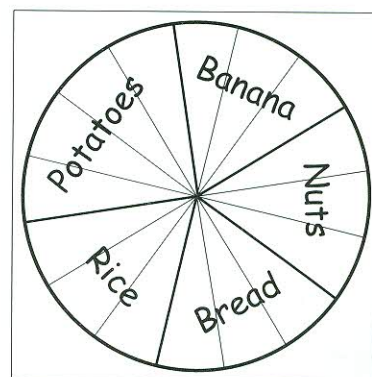


3. You can display the whole class's results on the blackboard and can use the following methods to do this:

### 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.

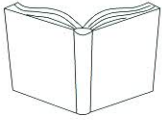
**Children's active participation is important!**

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

## HYGIENE AND DISEASE PREVENTION

# CLEAN HANDS

### IMPORTANT HEALTH INFORMATION



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

1. Dirty hands have germs on them that carry many diseases and make us ill.
2. We can prevent germs by washing our hands regularly after going to the toilet, before eating and handling food and before feeding children.
3. Hands should be washed with soap and water.
4. When drying hands, make sure a clean towel is used or else air dry hands.
5. It is important to wash the hands of young babies who spend time crawling on the ground, as their hands get dirty often. If they put dirty hands in their mouth they can get ill so we need to help them wash their hands with soap and water.

### IMPORTANT HEALTH SKILLS



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

1. Wash their hands with soap and water after using the toilet, before eating and before feeding younger children.
2. Help younger siblings and children wash their hands with soap and water.

### IMPORTANT HEALTH ATTITUDES



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

1. Proud of having clean hands.
2. Responsible for younger siblings who need help washing their hands.



## 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 the topic.
2. Remember to stress the following important health messages:

*Dirty hands have germs on them that can make us ill.*

*We can prevent germs by washing our hands with soap and water after going to the toilet and before eating or handling food.*

3. After the picture discussion, the children can draw their own pictures of when it is important to wash hands or the teacher can bring water and soap (if both are available) in a container for children to wash their hands. When children have finished washing their hands, the teacher can show the class how dirty the water is.

*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 your siblings wash their hands with soap before eating and after going to the toilet?
2. Children can observe their siblings at home to find out if they wash their hands before eating and after going to the toilet and can record what they find out by drawing pictures or report their findings to the class.
3. The teacher can report and display the class survey results using a pictogram to show how many children wash their hands with soap before eating and after going to the toilet.

*What other ideas do you have to teach this lesson?*





## Picture Discussion Questions: Clean Hands

What is happening in the picture?

Why is it important to wash our hands?

When is it MOST important to wash our hands?

Is there anything missing in the picture? (Answer: Soap)

Why is it important to use soap?

### 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 discussing the survey results, children can make posters with health messages about when hands should be washed with soap. These can be displayed in the school or at home (e.g. in the toilet, in the kitchen).

### **Idea 2: Drama**

Children can plan and perform short dramas about when hands should be washed with soap and how germs on dirty hands can make children ill. The dramas can be performed at a School Assembly or for other classes.

### **Idea 3: Neat Monitors**

Children can check that children in other classes are washing their hands at snack time before they eat, as this action is related to the survey question in Step 2. If schools do not have water or soap, then children can take action by bringing water and soap from home to the school.

*What other ideas do you have to teach this lesson?*



### Step 3 – Active Method Idea: Drama

Drama is an effective way through which children can spread health messages to others at school and at home about the importance of washing hands with soap before eating and after going to the toilet. Teachers can help children plan and perform their dramas to make sure that they convey simple and clear health messages.

#### How can children plan a drama?

*What 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 washing hands before eating and after going to the toilet understood?*

*How do you know if the health message was understood?*

*Are children washing their hands with soap before eating snacks or after going to the toilet in school?*

*What other ideas do you have to teach this lesson?*

#### Teacher's Reflection

1. Did the children learn the following health messages?

*Dirty hands have germs on them that can make us ill.*

*We can prevent germs by washing our hands with soap and water after going to the toilet and before eating or handling food.*

2. How do you feel after teaching this topic?

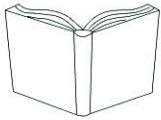
*What are you happy about?*

*What will you do better next time?*

## HYGIENE AND DISEASE PREVENTION

## OUR TEETH

## IMPORTANT HEALTH INFORMATION



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

1. Each person has two sets of teeth. The first set of teeth falls out between the ages of 5 and 8 years. The second set of teeth is permanent and should last for a whole lifetime.
2. Teeth are important for chewing and biting our food.
3. Teeth can rot when we eat too much sugar, sweet foods and drinks.
4. Chocolates, sweets, fizzy drinks, and mithai are bad for our teeth.
5. Teeth should be cleaned daily using a toothbrush and fluoride toothpaste or miswak.
6. When teeth are not cleaned plaque forms where germs live and this makes our gums bleed, feel sore and unhealthy.
7. Clean teeth make us look good when we smile and help us speak clearly.

## IMPORTANT HEALTH SKILLS



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

1. Brush their teeth and gums every morning and night.
2. Eat healthy foods and avoid excessive intake of drinks and foods with sugar in them to protect their teeth.
3. Teach their younger brothers and sisters to brush their teeth twice a day.

## IMPORTANT HEALTH ATTITUDES



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

1. Proud of having clean and strong teeth and a beautiful smile.
2. Confident when spreading messages about brushing teeth to those at home and at school.



## Planning and Teaching My Topic

### Remember:

- Read page 11 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 Noordin's Teeth on page 13 to introduce the topic.
2. Remember to stress the following important health messages:
  - Brush your teeth and gums every morning and night.*
  - Eat healthy foods and avoid drinking and eating too many drinks and foods with sugar in them.*
3. After the story, the children can draw their own pictures of ways to keep our teeth and gums healthy. Some students can share their pictures with the class to reinforce the health messages about brushing teeth daily and avoiding foods that are harmful to teeth and gums.

*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: When do your brothers and sisters brush their teeth?
2. Children can observe their siblings at home to find out if and when they brush their teeth. They can record what they find out by drawing pictures or report their findings to the class.
3. The teacher can report and display the class survey results using a pictogram to show how many children brush their teeth.

*What other ideas do you have to teach this lesson?*



## Step One Activity: Story

**Topic: Our Teeth**

**Title: Noordin's Teeth**

**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.

Noordin, who was 5 years old, loved to eat sweet things. He loved to eat chocolate and mithai and drank two bottles of fizzy drinks every day. While he loved to eat sweet foods, he hated doing something that was important for his teeth. **Do you know what he hated doing?** He hated brushing his teeth and never brushed them. **Why is it important for Noordin to brush his teeth?** Soon Noordin's teeth were covered with germs called plaque. He also noticed that his gums were bleeding and sore and this really worried him. **Have you or any of your family members had plaque or bleeding gums?** Noordin realised that he had to take action to help his unhealthy teeth and gums. **What action would you tell Noordin to take to improve his teeth and gums?** He started to brush his teeth and gums every morning and at night, to eat less sweet foods, and to teach younger children to brush their teeth.

### NOTES TO THE TEACHER

- After telling this story, children can draw their own pictures about ways to keep our teeth and gums healthy.
- 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: Posters**

Children can make posters with health messages about the importance of having clean teeth for biting, chewing, smiling and speaking clearly and when to brush teeth, based on what they learnt from conducting the survey. These can be displayed in the school or at home.

#### **Idea 2: Drama**

Children can plan and perform short dramas about the importance of brushing their teeth. The dramas can be performed at a School Assembly or for other classes.

#### **Idea 3: Demonstration**

The children at one health promoting school did demonstrations on how to properly brush teeth for children in other classes. They spread messages to these children about the importance of brushing their teeth regularly and what can happen to their teeth if they do not brush daily.

*What other ideas do you have to teach this lesson?*



### Step 3 – Active Method Idea: Demonstration

Demonstrations are a very powerful way for children to spread health messages to others at home or at school about the importance of brushing teeth daily in the morning and evening. For this topic, children can demonstrate how to brush their teeth and gums with fluoride toothpaste or a miswak for children in other classes.

If children plan to take action through doing demonstrations, remind them about the following:

*Before starting the demonstration, ask the audience questions to make sure they think about the topic before seeing the demonstration (e.g. Why is it important to brush your teeth?).*

*When children do a demonstration, they should make sure that the audience can see what they are doing. While one person is demonstrating, another person should be telling the audience what they are doing.*

*Always make sure the children doing the demonstration spread health messages after the demonstration is done.*

*For Step 4 (Evaluate), encourage children to ask the audience questions after the demonstration like: What did you learn from this demonstration? What action will you take from now on?*

## 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 brushing teeth every morning and evening understood?*

*How do you know if the health message was understood?*

*Are children eating more healthy snacks at school?*

*What other ideas do you have to teach this lesson?*

### Teacher's Reflection

1. Did the children learn the following health messages?

*Brush your teeth and gums every morning and night.*

*Eat healthy foods and avoid drinking and eating too many drinks and foods with sugar in them in order to protect teeth.*

2. How do you feel after teaching this topic?

*What are you happy about?*

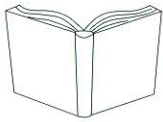
*What will you do better next time?*



## ENVIRONMENTAL AND COMMUNITY HEALTH

# CLEAN SAFE SCHOOLS

### IMPORTANT HEALTH INFORMATION



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

1. A clean safe school environment can make children and staff happy and proud to attend school every day.
2. A clean school can keep children and teachers safe from diseases and infections.
3. Flies and mosquitoes like living in rubbish and dirty stagnant water around the school and they spread disease and make us ill.
4. There should be a special designated place for children to go to the toilet. All faeces should be disposed of safely. Using a latrine or toilet is the best way for children in schools to go to the toilet.

### IMPORTANT HEALTH SKILLS



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

1. Throw garbage in dustbins at school. If each class does not have dustbins they can make them out of discarded materials.
2. Bring boiled water from home to drink at school if there is no clean drinking water available.
3. If the school has a water supply, make sure that there is soap for children to wash their hands.
4. Check that the latrines or toilets of the school are clean and report to teachers and the Head if they are not.
5. Develop safety rules for the school to prevent accidents and disease.

### IMPORTANT HEALTH ATTITUDES



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

1. Proud of having a clean and safe school.
2. Responsible to check that the children, teachers and Head of the school are helping to keep it clean and safe.

## Planning and Teaching My Topic

### Remember:

- Read page 16 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 Salim and Sadia on page 18 to introduce the topic.
2. Remember to stress the following important health messages:

*A dirty school environment can be harmful for the children's and teachers' health.*

*Throw rubbish in dustbins at school. If the school does not have dustbins, children can make them out of discarded materials.*

*All children can help keep the school clean and safe. Use the latrines to defecate, or if there are none then use the special designated area.*

3. After the story, the children can draw pictures of a clean safe school (e.g. no garbage, no stagnant water, etc.).

*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: Which parts of our school are dirty or unsafe?
2. Children can observe and draw pictures of the parts of the school that are not clean or safe.
3. The teacher can report and display the class survey results using a pictogram to show the common areas of the school that are not clean or safe.

*What other ideas do you have to teach this lesson?*



# Step One Activity: Story

**Topic: Clean Safe Schools**

**Title: Salim and Sadia**

**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.

Salim and Sadia were cousins who went to different schools. In Salim's school, the children did not have dustbins but they took action and made them out of discarded materials so there was never rubbish on the floor. They also did not have clean water to drink at their school but students brought clean water in bottles to drink at school from home. Children even brought soap from home so that all children in the school could wash their hands before eating and after using the latrine, which they made sure was always kept clean. **How do you think the children at Salim's school felt about their school? How healthy were these children?** In Sadia's school, the children and teachers did not keep their school clean. They threw garbage on the floor because they did not have dustbins and no children used the latrine because it was so filthy. Flies and mosquitoes lived in the rubbish and in stagnant dirty water around the school. **Do you know what diseases mosquitoes and flies spread?** (Answers: malaria and diarrhoea.)

There was also no soap for children to wash their hands, which often made Sadia and other children and teachers sick. **How do you think Sadia and these children felt about their school? If you were in Sadia's school what would you do?**

## NOTES TO THE TEACHER

- After telling this story, children can draw pictures of what action Sadia and the other children in the dirty school can take to clean up their school and improve the children's health.
- 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: Pictures and Posters**

After conducting the survey, children can make posters with health messages about keeping their school clean and safe and display these posters around the school. These can form part of the school rules for a clean and safe school environment.

### **Idea 2: Clean School Campaign**

There were no dustbins at one health promoting school until children decided to make them for each class as part of a school cleanliness campaign. They used junk materials such as tin cans and recycled paper to make dustbins and spread messages about the importance of throwing garbage in the dustbin to keep the classroom clean.

### **Idea 3: Stories**

Children can draw pictures to tell a story about the children who attended a dirty school. They can present this story to other classes and ask the audience how the school in the story could become a clean school.

*What other ideas do you have to teach this lesson?*

### Step 3 – Active Method Idea: Pictures and Posters

Posters are an effective way to spread messages on any health topic such as the importance of keeping schools clean, safe and attractive.

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

1. As these children are young, the teacher should help them think of ideas for pictures before they start drawing (e.g. using dustbins, keeping latrines clean).
2. Children can draw pictures individually, in pairs or in small groups.
3. Once the posters have been drawn, ask each child to tell you what the picture is about so you can write a health message under the picture for them.
4. After the posters are done, take the time during this or any other lesson to allow children to show each other their picture and health message.
5. Arrange with other teachers for the children to present their work to one or more classes in the school. Children can show their pictures 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:

*Was the health message about keeping our school clean understood?*

*How do you know if the health message was understood?*

*Is our school looking cleaner?*

*What other ideas do you have to teach this lesson?*

## Teacher's Reflection

1. Did the children learn the following health messages?

A dirty school environment can be harmful for the children's and teachers' health.

*Throw rubbish in dustbins at school. If the school does not have dustbins, children can make them out of discarded materials.*

*All children can help keep the school clean and safe.*

2. How do you feel after teaching this topic?

*What are you happy about?*

*What will you do better next time?*

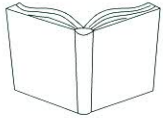


## ENVIRONMENTAL AND COMMUNITY HEALTH

# CLEAN HOMES



### IMPORTANT HEALTH INFORMATION



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

1. Attractive surroundings make us happy and improve our lives.
2. Clean homes help to keep children and their families healthy.
3. Insects breed in pools of dirty water outside homes and can spread disease.
4. Human and animal waste that is not buried or covered can be harmful around the home.
5. Flies inside the home can bring germs on their feet from dirty places onto our food and bodies and can make us ill.

### IMPORTANT HEALTH SKILLS



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

1. Help keep the inside and outside of their home clean, free from flies and places where germs breed.
2. Recognise health hazards and inform responsible people about them.

### IMPORTANT HEALTH ATTITUDES



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

1. Proud of living in clean and attractive homes.
2. Responsible for keeping the inside and outside of their home clean.



## Planning and Teaching My Topic

### Remember:

- Read page 21 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 Javed's Home on page 23 to introduce the topic.
2. Remember to stress the following important health messages:

*Children should help keep the inside and outside of their homes clean and attractive.*

*Flies inside the home can bring germs on their feet from dirty places onto our food and bodies.*

*Human and animal waste must be covered or buried safely.*

*Insects breed in stagnant water pools and spread diseases.*

3. After the discussion, the children draw pictures of a clean home (e.g. no flies, no garbage, etc.).

*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: Where are flies in your home?
2. Children can observe and draw pictures of where flies are in their home.
3. The teacher can report and display the class survey results using a pictogram to show areas of the home where flies are found.

*What other ideas do you have to teach this lesson?*

## Step One Activity: Story

**Topic: Clean Homes**

**Title: Javed's Home**

**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.

Javed was in class one and his best friend was Sajid. Although they were best friends, Sajid had never visited Javed's home. Many times Javed did not come to school because he was sick. One of the days Javed did not come to school, Sajid decided to visit him at home to give him a book he had forgotten at school. When he went to the house he was surprised.

**Why do you think he was surprised?** He was surprised to see a big pile of rubbish and a dirty pool of water outside Javed's home. **Why were there flies outside Javed's home?** Sajid then went inside the home. He saw more flies in the kitchen, sitting on the uncovered food that Javed's mother had made. Then Sajid went to see Javed, who was lying in his bed.

Beside the bed he saw a plate of kitchri with flies on it that Javed was going to eat. Javed told Sajid that he and his father both had diarrhoea and fever. **Why do you think Javed and his father got sick?** Sajid told Javed that he gets sick often because flies carry germs on their feet from dirty places onto our food and body that make us ill. Sajid showed Javed through the window that flies were on the pile of rubbish, the pool of dirty water and the human and animal faeces. He also showed him the flies on the plate of kitchri, which Javed was going to eat. **What do you think Javed and his family can do to clean up their home and surroundings?**

### NOTES TO THE TEACHER

- After telling this story, the children can draw pictures, discuss or do role-plays to show how Javed and his family can take action to clean up their house.
- 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: Stories**

After learning where flies are found in their homes from the results of their survey, children in one health promoting school used pictures to tell stories about the importance of keeping their homes clean, attractive and free from flies.

### **Idea 2: Action at Home**

The children can take action at home by helping to keep their homes clean. They can spread messages to their younger siblings about the importance of living in clean homes that are free from flies.

### **Idea 3: Drama**

In small groups, children can do short dramas or role-plays for other classes about ways to keep the inside and outside of their homes clean and about the importance of cleaning their homes.

*What other ideas do you have to teach this lesson?*



### Step 3 – Active Method Idea: Stories

Stories are an effective way to spread messages about the importance and ways of keeping homes clean, attractive and free from flies.

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

1. As these children are young, they will not be able to write stories but can tell stories. It may be easier for them to tell stories using one or more pictures they have drawn.
2. Teachers will 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? (e.g. age, personality of characters)*
  - Where is the story going to happen? (e.g. home, Karimabad, school)*
  - What is the message going to be?*
3. The teacher should know that as these are very young children who may be telling stories for the first time, they will tell very short stories and may need help from the teacher as they tell the story.
4. The children can plan and present their stories individually, in pairs or in small groups.
5. The teacher will have to remind children who are telling stories to speak loudly, clearly and slowly so that everybody can hear them.
6. 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 keeping our homes clean and attractive understood?*

*How do you know if the health message was understood?*

*Are children helping to keep their homes clean and free from flies?*

*What other ideas do you have to teach this lesson?*

## Teacher's Reflection

1. Did the children learn the following health messages?

*Children should help keep the inside and outside of their homes clean and attractive.*

*Flies inside the home can bring germs on their feet from dirty places onto our food and bodies.*

*Human and animal waste must be covered or buried safely.*

*Insects breed in stagnant water pools and spread diseases.*

2. How do you feel after teaching this topic?

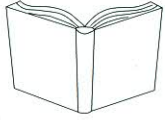
*What are you happy about?*

*What will you do better next time?*

## FAMILY AND SOCIAL HEALTH

# PLAYING WITH YOUNG CHILDREN

### IMPORTANT HEALTH INFORMATION



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

1. Play is healthy for all children to help them learn and grow better and develop their five senses.
2. Babies need to be stimulated (played with) from the time they are born.
3. Children who lack play and stimulation when they are small may be negatively affected for the rest of their lives. Play and exploration help them develop socially, emotionally, physically and intellectually.
4. Even if children cannot afford to buy toys, they can make toys using discarded materials (e.g. newspapers, bottle caps, shoppers) that can be found at school or at home or they can be stimulated without toys (e.g. clapping, singing, talking, reading, observing colourful objects).

### IMPORTANT HEALTH SKILLS



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

1. Encourage play and talk to babies in order to help them develop well.
2. Follow important safety rules for play, especially when playing with younger children:
  - Play materials should not have sharp edges.
  - Avoid toys that are small enough for children to put in their mouth, nose or ears.
  - Plastic bags, which can suffocate children, are dangerous. Be extra careful when children play outside or near the road.



## FAMILY AND SOCIAL HEALTH

# PLAYING WITH YOUNG CHILDREN

3. Make low cost toys or choose simple games to play with children. Here are some ideas:

### Babies (birth - 3 months)

- Sing to babies
- Talk to babies
- Hold bright and colourful objects like flowers, a dupatta or a spoon for children to see

### 3 - 6 months

- Make mobiles with junk materials
- Make sounds with spoons or tins or clap hands to help babies develop their hearing

### 6 - 12 months

- Teach them how to drink out of a cup
- Make baby a rattle
- Hide something under cloth for baby to find

### 1 - 2 years old

- Help children draw pictures
- Make them simple counting games

## IMPORTANT HEALTH ATTITUDES



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

1. Pride in spreading messages about the importance of play.
2. Responsible for talking to and playing with younger children at home, at school or in the community.

## Planning and Teaching My Topic

### Remember:

- Read page 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 using the picture and discussion questions on pages 29 and 30 to introduce the health information about this topic.
2. Remember to stress the following important health messages:

*Playing with and talking to babies and children helps them to grow well, learn better and develop their five senses.*

*Babies need to be stimulated (played with).*

*Play and exploration helps them develop socially, emotionally, physically and intellectually.*

*Toys can be made out of discarded materials for those who do not have any.*

*Children can also be stimulated without toys (e.g. clapping, singing, talking, reading, observing colorful objects).*

3. After you discuss the picture and the health messages, children can draw their own pictures of ways babies like to be played with.

*What other ideas do you have to teach this lesson?*

### STEP 2

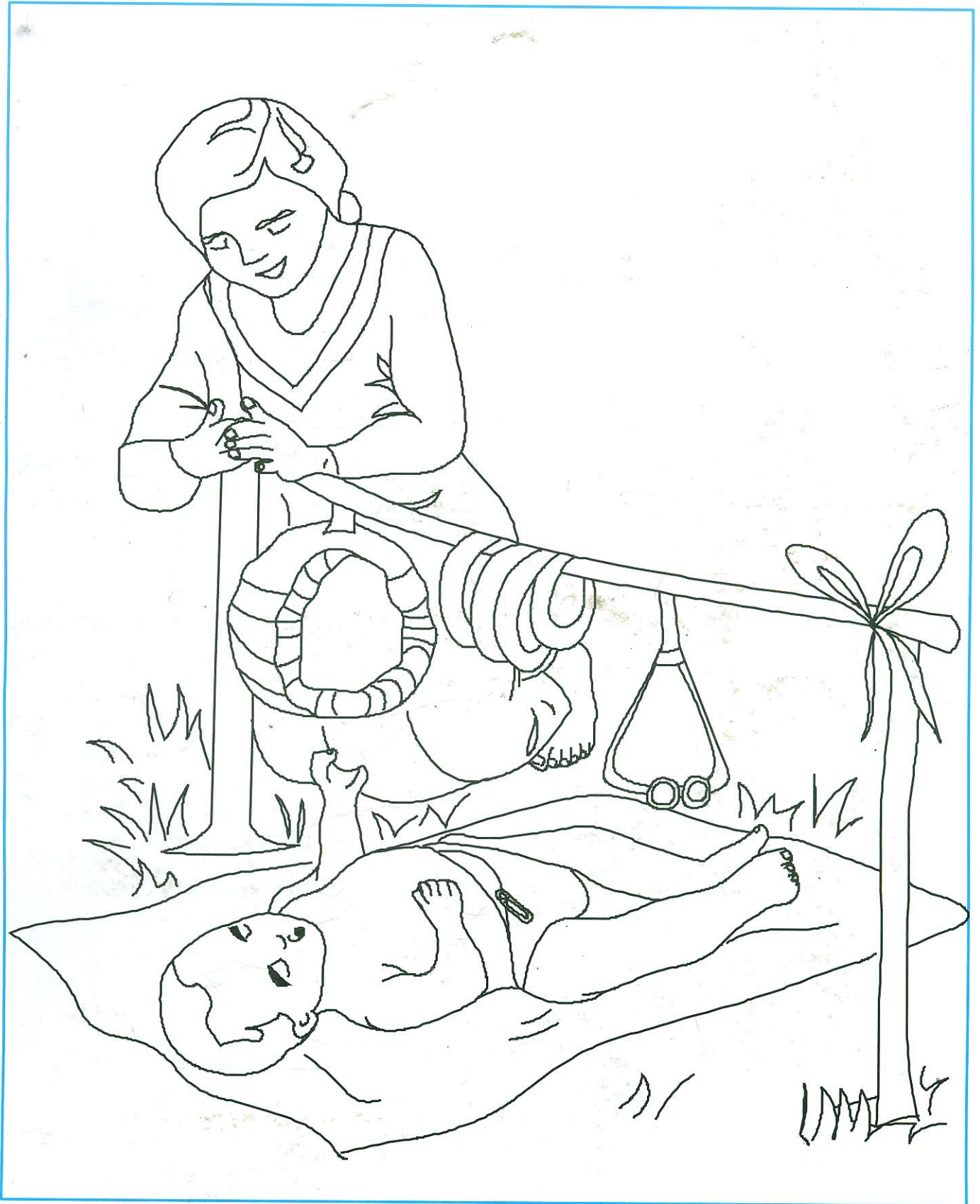
**In Step 2, children will find out more about the health topic in their homes, schools or communities.**

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

1. Example Survey Question: What kinds of toys or games do babies like to play with?
2. Children can observe how babies at home or in the neighbourhood play and can either draw pictures to record what they observed or discuss it with the class.
3. As children in class one are very young, the teacher can display each child's results using a pictogram (see diagram on page 4) to show ways babies like to play. For example, some children may observe babies playing with rattles or dolls.

*What other ideas do you have to teach this lesson?*





## Picture Discussion Questions: Playing with Young Children

What do you think is happening in the picture?

Why is playing and talking to babies and young children important?

How do you usually play with babies and young children?

What can you do to play with babies if they do not have toys?

What is the picture teaching us?

### 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: Toy Making**

After finding out what types of toys and games babies like to play with, children can make toys for their younger siblings and friends using discarded materials such as newspapers, fabric, and cardboard.

### **Idea 2: Pictures**

Children can draw pictures to tell a story about how play helps babies grow well. They can tell the stories to children in other classes or to their siblings at home. They can also tell the same story to a baby to help develop their language skills.

### **Idea 3: Health Buddies**

Health Melas can be organized for parents and members of the community. They can spread health messages about how play can help a baby's growth and development.

*What other ideas do you have to teach this lesson?*

### Step 3 – Active Method Idea: Toy Making

Children can take action on this topic by making toys such as rattles, mobiles and soft toys out of a variety of discarded materials. The materials can be easily found at home, at school and in the community. Here are some examples of materials that can be used to make simple toys.

Paper	Socks	Wool
Buttons	Toilet rolls	Straws
Recycled paper	Fabric	Newspaper
Boxes	Sticks	Plastic bottles

**Note:** Be careful that children are not harmed as some of these materials can be dangerous (e.g. buttons, sticks).

- As the children might find it hard to think of what toys to make, the teacher should have one or two examples to show the children. Mobiles, dolls, and rattles are just some examples of simple toys that children can make to play with younger children.
- As the children in class one are young, older children could help them make toys. This way more children take action and learn about the importance of play.
- After the toys have been made, the children can play with them.
- Children can show their toys and talk about them with other children at school before they take them home. This is a way for them to spread health messages about the importance of playing with and talking to babies and younger children in order to help them grow well.

## 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 importance of play and talk for a baby's growth and development understood?*

*How do you know if the health message was understood?*

*Are more children at home and at school playing with and talking to babies and younger children?*

*What other ideas do you have to teach this lesson?*

### Teacher's Reflection

1. Did the children learn the following health messages?

*Playing with and talking to babies and children helps them to grow well, learn better and develop their five senses.*

*Play and exploration helps them develop socially, emotionally, physically and intellectually.*

*Toys can be made out of discarded materials for those who do not have any.*

2. How do you feel after teaching this topic?

*What are you happy about?*

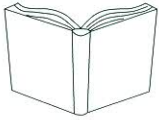
*What will you do better next time?*



## FAMILY AND SOCIAL HEALTH

# UNDERSTANDING CHILDREN'S FEELINGS

### IMPORTANT HEALTH INFORMATION



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

1. Helping children understand their feelings can help them feel better if they are sad, scared or angry.
2. Children's feelings can be understood by thinking of what could cause them to feel a certain way (e.g. a child could be sad if they are lonely).
3. It is important to be a friend and include all children in activities (e.g. play, games).

### IMPORTANT HEALTH SKILLS



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

1. Help children by giving them comfort or friendship when they are feeling sad or unhappy (e.g. pick up and carry younger children or talk or play with them).
2. Be kind and include all children in activities.

### IMPORTANT HEALTH ATTITUDES



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

1. Concern for younger children at home or at school who are feeling sad, angry or frustrated.
2. Responsible for providing comfort to younger children.

## Planning and Teaching My Topic

### Remember:

- Read page 32 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 Aliya's Sadness on page 35 to introduce the topic.
2. Remember to stress the following important health messages:

*Helping children understand their feelings can help them feel better.*

*Children's feelings can be understood by thinking of what could cause them to feel a certain way (e.g. a child could be sad if they are alone).*

*It is important to be a friend and include all children in activities (e.g. play, games).*

3. After the story, the children can draw their own pictures of what they would do to make Aliya feel happy.

*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 we make unhappy children feel better?
2. Children can interview other children at school, at home or in their communities to find out what makes unhappy children feel better and can record what they find out by drawing pictures or reporting their findings to the class.
3. The teacher can help the children report and display the class survey results using a pictogram to show what makes children happy.

*What other ideas do you have to teach this lesson?*



## Step One Activity: Story

**Topic: Understanding Children's Feelings**

**Title: Aliya's Sadness**

**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.

Aliya had just moved to a brand new home with her family and left the house and friends that she liked very much. She not only had to get used to a new house and neighbours but she also had to start at a new school. **How do you think Aliya feels about moving away from her old home and school?** Aliya missed her old school and friends very much because she liked her teacher and the children in her class. She also had many friends in her old neighbourhood that she loved to play with. She did not like her new school because nobody in her class would talk to or play with her. **How do you think Aliya feels about not having any friends? If you were in Aliya's class what would you do to help her feel better?**

### NOTES TO THE TEACHER

- After telling this story, the children can discuss or draw a picture about what they would do to make Aliya feel happy.
- 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: Puppets**

After learning about this topic, children at one health promoting school planned and performed a puppet show about common causes for children feeling unhappy. They performed the puppet show for children in class two and spread messages about ways to make their friends and younger siblings happy at home and at school.

### **Idea 2: Message Cards**

Children can make cards for people at home or for children in another class with a picture and message to make them feel happy. The children can draw the picture and the teacher can help them write the health message.

### **Idea 3: Pictures**

Children can draw pictures of situations that can make other children feel sad or angry at home or at school. The teacher can help them write a health message on their picture. They can then present their pictures to another class or to family members at home and ask them how they can make the person in the picture feel happy.

*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. They can be made using any materials you can find at home, at school or in the community such as:

Shoppers	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. buttons, sticks).

A mask is a type of puppet children in class one can make. As these children are younger, they may still need help from the teacher or from older children to make the mask.

Here are some easy instructions on how children can make a simple mask:

1. Cut a piece of cardboard into a circle
2. Draw a happy face on one side and a sad face on the other side
3. Put a stick or pencil on the bottom
  - a) Children can make masks individually, in pairs or in small groups.
  - b) Once they make the masks 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 helping children through understanding their feelings 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?

*Helping children understand their feelings can help them feel better.*

*Children's feelings can be understood by thinking of what could cause them to feel a certain way (e.g. a child could be sad if they are alone).*

*It is important to be a friend and include all children in activities (e.g. play, games).*

2. How do you feel after teaching this topic?

*What are you happy about?*

*What will you do better next time?*