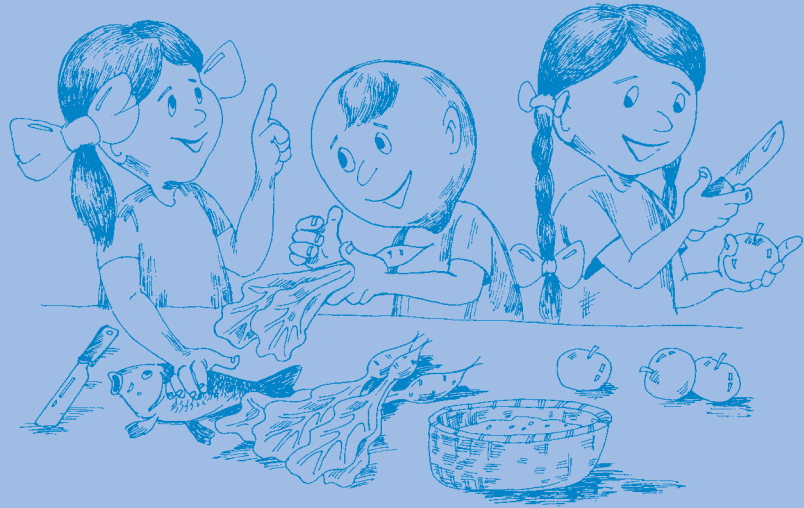


Renovating the teaching of health in multigrade primary schools



**A Teacher's Guide to Health
in Natural and Social Sciences
(Grades 1,2,3) and Science (Grade 5)**

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In developing this book we have drawn widely on our own experiences and that of the Bacgiang Provincial and Lucngan District Managers and colleagues teaching in multigrade classrooms in Vietnam. We could not have written this guide without the assistance of the teachers in Ho-dap, Tan-son, Phu-nhuan and Deo-gia, who trialed the lesson plans and gave us feedback to improve them. We acknowledge with thanks, permission to adapt material on VAC taken from the UNICEF/MOET (1998) *Multigrade and Bilingual Education Classes in Primary School in Vietnam*, and material from Pridmore and Kassim-Khamis (2002) *'Small is Healthy'* published by the Child-to-Child trust in London. We would like to thank our artist Nguyen Dinh Nguyen for adapting the copyright free diagrams taken from *Children for Health and Health Promotion in our Schools* published by the Child-to-Child Trust.

Foreword

With the world-wide effort to provide learning opportunities to all people, multi-grade classes have been developed in many countries. In Vietnam, multi-grade classes have been existing for a long time and played an active and important role in the process of compulsory education. However, multigrade teachers are facing challenges: poor accommodation, transport, infrastructure and teaching and learning facilities. They are not well trained in new methodology to effectively fulfil their tasks.

To get these teachers exposed to new concepts and active methods of teaching multigrade classes, the National Institute for Education Sciences, Ministry of Education and Training in co-operation with the British Council in Vietnam have developed a teachers' guide. It is a guide for teachers of primary multigrade classes in Vietnam. In addition to the underlying knowledge, this book provides teachers with approaches to teaching some important topics related to health education in the primary curriculum for multigrade classes. This book also introduces some health lesson plans as a model to write their own lesson plans for other topics and even for other subjects at primary education level.

This book is compiled by a group of researchers from the National Education Science Institute with the technical support of Dr. Pat Pridmore, London University, who has succeeded in making the book more attractive, useful and invaluable not only to multigrade teachers in primary classes, but also to all teachers and educationists in Vietnam.

May 10 2002,
Nguyen Huu Chau, Vice -Director
National Education Science Institute, MOET

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Preface: About this guide

In the rural areas of Vietnam there are many small schools with only a few classrooms, or even one. When there are not enough pupils to have a class for each separate grade level the teacher has pupils of more than one grade in the classroom. This is known as a multigrade class. These classes make it possible for most school-aged pupils in Vietnam to go to school and use teachers' time and other resources cost-effectively.



The number of grade levels in a multigrade class varies from year to year according to the enrolment. Most classes have two or three grades but some have four or even five. Multigrade classes are not new, they have been present in rural areas for a long time, and many teachers have been specially trained to teach in them. Pupils often come from minority ethnic groups and bilingual multicultural education can help them learn well especially in the early years. Pupils often suffer from poor health and it is crucial for them to learn about health in school because it will help them make the best use of the education provided and also spread useful health knowledge and practices to their families and community. School clusters (chi ching) can support each other in promoting health in their satellite schools (chi le).

The benefits of multigrade schools

- In small schools pupils can more easily develop a special sense of belonging, where each child is valued for his or her unique qualities. The teacher gets to know the child better as an individual and is thus able to give him or her the right kind of help and guidance.
- The quality of learning in multigrade classes can be the same as in single grade classes or even better. This is because pupils often develop healthier social relationships and more positive attitudes that help them get on better with each other and with their teachers. Pupils also have more opportunities to develop self-reliance and responsibility for their own learning.
- Multigrade classes are located close to where pupils live. This means that pupils only have a short walk to school and the school can become closely involved in the life of their families and communities. It also means that it is possible for more children to go to school, especially girls and children with disabilities.
- In bringing together pupils of different ages and stages of development, the learning environment in multigrade classes mirrors the way pupils learn at home. This produces a more natural learning environment.

This guide has been written to help teachers in multigrade schools:

- **To achieve the following aims of the Natural and Social Sciences and Science Curriculum:** 1) To develop and sustain in pupils the knowledge, skills and attitudes needed to adopt healthy behaviours and avoid harmful ones and to help others to do so. 2) To develop their ability to observe, make comments, queries and put questions to increase understanding about simple things in nature and society.
- **To renovate teaching methods** and provide opportunities for pupils to learn actively (both independently and collaboratively) and develop the responsible attitudes and skills needed to practice what they learn in the classroom in their daily lives.
- **To take some responsibility for the health of their pupils** so that they can learn well in school. The school teacher is often the only person living in the village or hamlet who can spread accurate health messages and practices to the pupils and their families.
- **To strengthen links between school and community** so that the health information, attitudes and behaviours taught and practised in school are spread from school to community. This is important for two reasons. Firstly, because the health of individual pupils is closely linked to the health of their families and communities. Secondly because, school aged pupils (especially girls) miss out on their schooling when they are kept at home to take care of family members who are sick.

This guide is divided into two parts.

Part 1 provides guidance for teachers of multigrade classes on how to teach the health topics in this curriculum more effectively.

It explains how to organise teaching, to build a healthy school environment, to make good use of health services and to spread health knowledge and skills from the school to the community.

Each chapter ends with workshop activities to help teachers improve current practice.

Part 2 presents the National Curriculum 2000 for Natural and Social Sciences and Science resequenced for teachers of multigrade classes.

It then gives examples of lesson plans for teaching small classes about key health topics in the curriculum.

These topics have been selected because they are crucial to the health of children and their families in the areas where small schools are most commonly found.

The National Curriculum (2000) for the subject: Natural and Social Sciences (Grades 1,2 and 3) and Science (Grades 4and 5)

Objectives for Natural and Social Sciences (Grades 1,2 and 3)

The subject Natural and Social Sciences and Science in primary education aims

- a) To provide pupils with basic, elementary and practical knowledge on human beings and health (human body, personal hygiene, preventing disease, accidents) and some simple things in nature and society.
- b) To initially establish and develop in pupils the following skills: Taking care of one's health. Knowing how to behave to avoid some diseases and accidents. Observing, making comments and queries, putting questions, expressing one's understandings (in words or by drawing) about some local plants and animals and simple natural phenomena.
- c) To establish and develop in pupils the following attitudes and behaviours: To have a sense of responsibility about keeping the rules of personal hygiene, safety for oneself, family, school and native land.

Contents:

Grade 1: One period a week x 35 weeks = 35 periods

1. **Human Beings and Health:** The human body and senses (outside characteristics of the human body, the ability to be conscious of things in the surroundings; personal hygiene and sense organs; oral hygiene). The need to eat clean food and drink clean water.
2. **Society:** Family: members in the family (grandfather, grandmother, father, mother, brothers, sisters); House (home address, places for eating, sleeping, working, learning and receiving guests) and

necessary household utensils). The need to keep the house clean. Safety at home (preventing and avoiding burning, cutting fingers, getting electric shock)

Classroom: members of the classroom, utensils used in the classroom, keep classroom clean and tidy. Hamlet, village, commune or street, road where one is living, scenery and daily activities of the people. Road safety and communication.

3. **Nature:** Plants and animals: some common plants and animals (names of species, characteristics, benefit or adverse effects on human beings). Some natural phenomena: (sun, rain, wind, storm, hot, cold).

Grade 2: One period a week x 35 weeks = 35 periods

1. **Human Beings and health:** Motor organs (some activities of movement, role of muscle and bone in movement activities, prevention of deviation of spinal column, regular exercises and movement for growth of muscles and bones). Digestive organs (recognising through diagram; role of each organ in digestion, cleanliness in eating, drinking, prevention of parasitic worms).
2. **Society:** Family: the work of members of the family; How to use and maintain some household utensils. Keeping the surroundings, house, toilet and domestic animal shed clean. Safety at home (prevention of poisoning). School: member of school and their work; infrastructure of school; keeping school clean; safety in school. Districts (rural or urban): natural scenery; major occupations of the people. Routes of traffic and means of traffic. Some road and railway signs. Road safety.
3. **Nature:** Plants and animals: plants and animals living everywhere (on, into the earth, in the water and in the air). The sky in the day and at night: the sun, the ways to find directions by the sun, moon and stars.

Grade 3: Two periods a week x 35 weeks = 70 periods

1. **Human Beings and health** Respiratory organs (recognising on the diagram; train to take a deep breath; breathe in pure air; prevention of some contagious diseases through respiratory tract). Cardiovascular organs (recognising on the diagram; working activities; proper exercises and sport, games). Urinary organs (recognising the organs on the diagram, keeping them clean). Nervous organs (recognising the organs on the diagram, the need to sleep, rest and work moderately).
2. **Society:** Family: the relationship between paternal and maternal relatives (aunts, uncles, cousins). The relationship between the increase of number of persons in the family and that in the community. Safety at home (prevention of burns while cooking). School: some main activities of primary schools and the roles of pupils in these activities. Safety in school. Provinces or town where one is living: some organs of administration, education, health, economics. Rural and urban areas. Keeping public places clean. Road safety.
3. **Nature:** Plants and animals: external characteristics of plants and animals. The differences between plants and animals. Plants and animals as living organisms. The Sun and the Earth. The Sun as a source of light and heat. The role of the sun in life on earth. The Earth in the solar system. The Moon and the Earth. The shape, surface characteristics and motion of the Earth; Day, night, year, month and seasons.

Explanation and guide

1. Underlying conceptualisation

The curriculum is developed systematically from the viewpoint of nature-human beings-society forming a complete whole with reciprocal relationships between the parts. All the parts interact with each other and human beings are a central factor. This viewpoint is expressed in the following requirements:

Pupils should have elementary understandings of the following aspects of human beings:

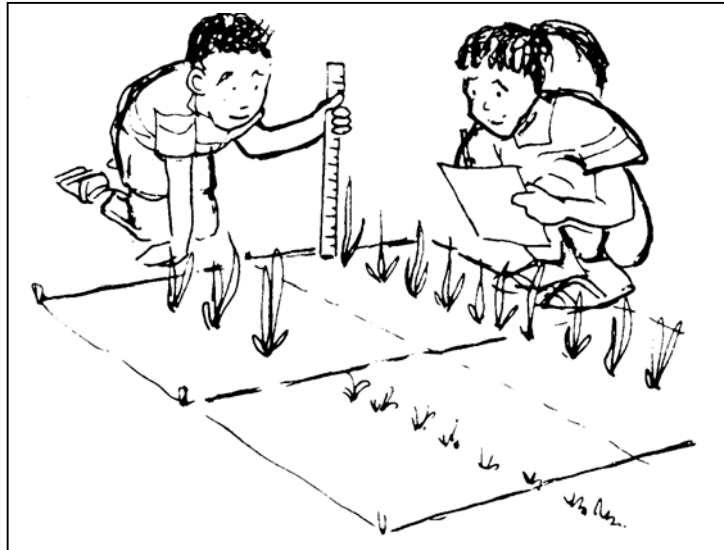
Biological aspect: elementary understandings of composition, role and activity of human body organs.

Humanistic aspect: feelings towards members in the family, friends, neighbours and nature. Health

aspect: keeping the body and environment clean and preventing and avoiding some diseases and accidents. Pupils should have an elementary understanding of society including human activities in the family, school and community where they are living. Pupils should have an elementary understanding the natural world through studying some plants and animals and their uses to mankind and some natural phenomena (sun, rain, wind, storm, day, night, seasons.)

2. **Link to the community:** The subject Natural and Social Sciences should be taught in actual situations to help pupils have an elementary understanding of themselves, their families, schools and natural surroundings and of the activities of people living in their community. Teachers can adapt the contents in the textbooks to the actual circumstances in which the pupils are living in order to respond to their specific learning needs. It is especially important that the content of health education is closely related to local conditions to enable pupils to apply the knowledge and skills learned to adopt healthy behaviours.
3. **Structure of the curriculum:** Natural and Social Sciences for grade 1,2,3 consists of 3 big themes developed concentrically. These themes gradually expand as the child moves through the school according to the principle: from near to far; from simple to complex. Main content of themes:
 - Human beings and their health: the human body and organs in the body; how to keep the body clean, how to eat, work, rest and play moderately and safely, how to prevent common diseases. How to take care of teeth and hair, how to wash hands and feet.
 - Society: members in the family, classroom and school and the relationship between these members. Natural scenery and human activities in the local area where pupils are living.
 - Nature: characteristics of living things and the environment of some common plants and animals; their benefits or harmful effects towards humans; some natural phenomena (weather, day, night, seasons). Simple introduction to the Sun, Moon, Stars and Earth.

4. **Teaching equipment and methods:** Apart from the pictures, diagrams samples and the globe, the local natural and social environment, the family, classroom, school settings are the best teaching aids for this subject. Teachers should know how to organise and guide pupils to acquire knowledge through direct contact with familiar things and phenomena or using learning aids (pictures, diagrams, samples...) to develop pupils' skills of observing, commenting and describing. In particular, teachers should organise games, role-plays and group discussions to enable pupils to express themselves, develop personalities, have proper awareness of themselves and other people, know to play safely, to maintain personal hygiene, to know what one should do and should not do to maintain good health for oneself and the others.



Objectives for Science (grade 4, 5)

The subject Science in primary education aims:

- a) To provide the pupils with basic, elementary, practical knowledge on : Metabolism, nutrition needs, and the growth of the human body, Prevention of some common diseases and contagious diseases. Metabolism and reproduction of plants and animals. Characteristics and use of some common substances, materials and forms of energy in life and production.
- b) To initially establish and develop in pupils the following skills: Behaving properly towards health problems of oneself, family and community. Observing and conducting some simple scientific experiments, related to the life and production. Forming questions, and queries on the process of learning - knowing how to find information for solving problems. Expressing one's understandings in words, in written text, in drawings, diagrams. Analysing and comparing to identify general and specific signs of a number of simple things and phenomena in nature.
- c) To establish and develop in pupils' useful attitudes and habits: Understanding and practising rules of hygiene, safety for oneself, family and community. Eager to have scientific understandings and be able to apply knowledge learned in their daily lives. Loving nature, people, country, the beauty; having a sense of and taking action to protect the environment.

Contents

Grade 4

2 periods a week x 35 weeks = 70 periods

1.Human Beings and health: Metabolism of the human body with the environment (what man uses from the environment and what he discharges into it). Nutrients available in food and the nutritional needs of the body. Food for people who are ill. Safe lifestyles. Safe food. Prevention of some diseases caused by under-nutrition and over-nutrition. Prevention of some contagious diseases involving the digestive tract (diarrhoea, dysentery)

2.Materials and energy: Water: properties of water, three states of water, transformation of states, cycle of water. The role of water in life. Water pollution, methods of purifying water, proper use of water. Air: properties, components of air; role of air on life and burning; motion of air; wind; storm and prevention of storm. Air pollution: protection of purified and clean air. Sound: sources of sound; transmission of sound, sound in life; rest noise; Light: sources of light, transmission of light; role of light, shade and actual application. Heat: hot and cold sensation ; temperature, thermometer; sources of heat, role of heat.

3.Plants and animals: Metabolism of plants and animals (what animals and plants take from the environment for their vital processes and what they discharge into it).

Grade 5

Two periods a week x 35 weeks = 70 periods

1.Human Beings and Health: Growth and development of the human body. Personal hygiene during puberty age. How to fight body abuse. Safety in life: not to use addictive substances, how to use medicines safely. Prevention and avoiding of some diseases (malaria, dengue encephalitis, hepatitis, HIV/AIDS). Prevention and avoiding of some traffic accidents.

2.Materials and energy: Characteristics and application of some commonly used

materials: metals (iron, copper, aluminium) and alloy (cast iron, steel), limestone; baked clay (brick, tile); cement, glass, rubber; plastic, silk. Uses of some forms of energy: coal, mineral oil, gas; sun, wind, water, electric energy (lighting, heating, running a motor).

3.Plants and animals: Reproduction of green plants. Reproduction of some animals.

4.Environment and natural resources: Environment and resources (some examples). Role of environment on man. Man's impact on the natural environment. Population and resources. Some measures for protecting the environment.

Explanation – guide

1. Underlying conceptualisation

- 1.1 The curriculum concentrates on things, phenomena and relationships in nature and considers them key factors for building the curriculum. There fore, the organisation of learning for pupils should ensure conditions in which pupils can approach nature and that pupils are guided in observing and conducting experiments with a purpose and a sense of responsibility. The scientific viewpoint should be fostered and pupils are challenged to think.
- 1.2 Health education content has been integrated into the science content. Teachers need to provide opportunities for pupils to practice skills to help them acquire not only knowledge on nutrition, hygiene, protection of living environment and prevention of diseases but also be able to adopt behaviours that are useful to one's health, the family and community.
- 1.3 It is important to link the scientific knowledge with the actual daily life of the society in which the pupils are living. For example, teachers need to:
 - Exploit the living experiences of the pupils, their family and community.
 - Allocate a reasonable amount of time for lessons based on content that is directly related to priority issues in the locality (resources, environment, occupations...)

2. Structure of curriculum

The science curriculum consists of the following themes:

- Human Beings and health: metabolism, nutrients needs of human body, the growing up and development of human body. Ways of preventing and avoiding some common diseases and contagious diseases. Safety in life.
- Materials and energy: characteristics and applications of some substances, some materials and some forms of energy commonly used in the life and production.
- Plants and animals: metabolism and reproduction of plants and animals. Some measures for protecting natural environment.

3. Teaching aids and methods

Teachers should create favourable conditions in which pupils can use pictures, charts and diagrams, samples and laboratory facilities to practice and discover new knowledge. This will help to develop pupils with enquiring minds who can apply knowledge learning in the classroom to their actual lives. Teachers should organise activities such as group discussions, role-play and solving the real problems in order to help pupils distinguish good and bad behaviours for health and develop their communication and decision-making skills.

Part 1 Renovating the Teaching of Health in Multigrade Schools

Chapter 1 Building a whole school approach to health

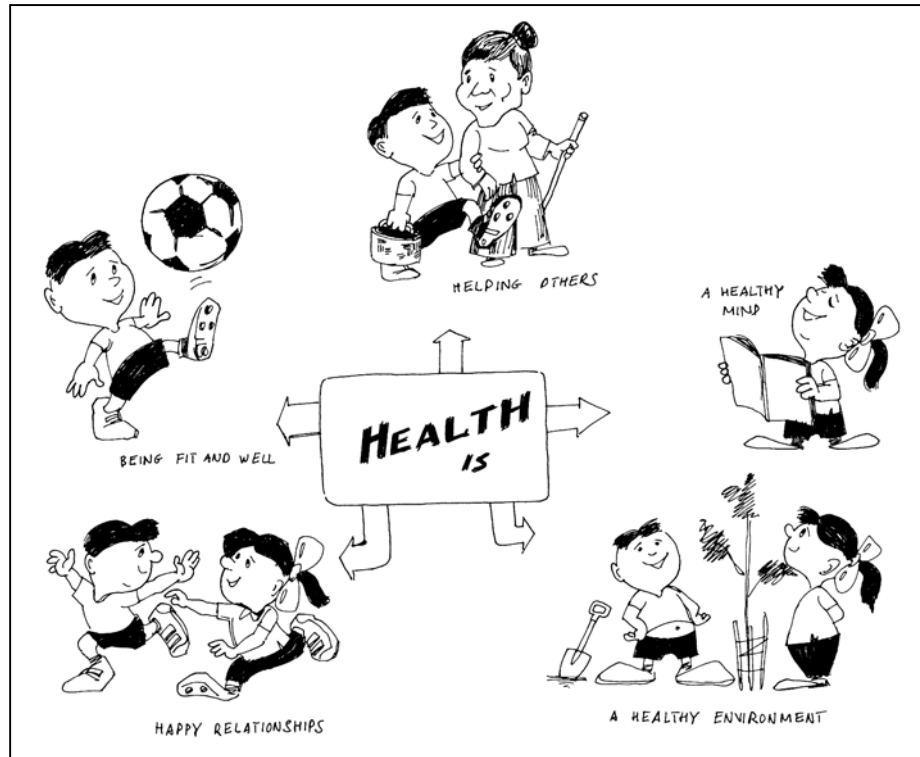
The World Health Organisation reminds us that the idea of health is something far wider than hygiene or the 'absence of disease'.

Health involves

- **physical health** – feeling fit and strong.
- **mental and emotional health** – feeling happy and well balanced and able to use our minds as well as our bodies efficiently
- **social health** as well as individual health.

Pupils as well as adults need to live together, co-operate with each other, respect each other and learn that girls and boys always need to have equal rights and opportunities.

We also need to keep our environment healthy. If our environment is destroyed or polluted the food we eat, the water we drink, the air we breathe are threatened and our health suffers.



As a teacher in a multigrade school you can promote this wider view of health most effectively by developing a whole school approach. This involves **everyone** who is working and learning in the school in a concerted effort to promote health. It includes teaching health education effectively in the classroom but also organising health effectively around the school and promoting health beyond the school gate with parents and the wider community.

1.1 The three strands in a whole school approach

In a multigrade school you can help to promote health in three main ways:

(1) **By providing effective health education**

You need to provide children with basic health facts (see appendix 1) that are useful for their lives and help them use these facts to take action in real life situations. This means that you have to involve children in activities that challenge them to think and solve problems, to communicate clearly and work well together and to develop healthy attitudes and skills. Remember that health education is acquired by **seeing**, by **doing** and by **living** and not only by learning health facts and health skills. The approach known as Child-to-Child can help you to provide effective health education and it is explained in Chapter 2.

(2) **By demonstrating a good health environment in the school and linking school and community**

Good health needs to be practised around the school to make sure that the school is a safe and healthy place. This means providing safe water to drink, safe disposal of faeces and water and soap (or ash) for cleaning hands after defecation. This also means providing the

best possible nutrition for the children and a human environment that is 'child-friendly' and inclusive of all children. It is important that everyone should understand that their own health is closely related to the health of their family and community. It is therefore important that health information and skills are spread out from the school into the community. (Chapter 3 gives ideas on how to do this).

(3) **By providing the most effective health services possible**

You need to establish close links with your local health workers so that **together** you can take action to prevent ill health and unhappiness in children. You need to treat or refer children who are unwell, and need further help and give help and support to children in school who have long-term problems with their health or in their homes. In chapter 4 you will see that even where health workers are few or absent altogether there is usually something that a school can do to improve its health services.

1.2 Teaching lifeskills and good citizenship

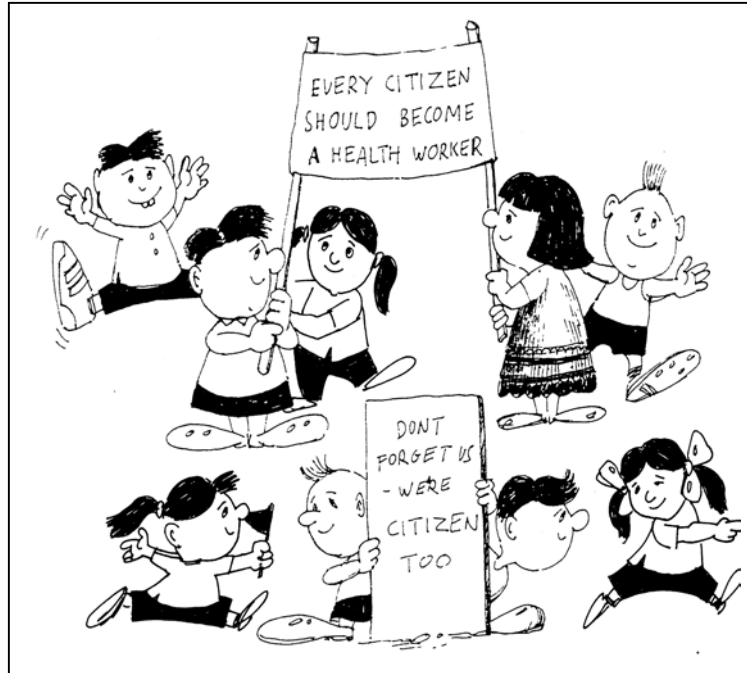
Children need skills to be able to use their health knowledge to practice healthy habits or avoid unhealthy ones. Skills can be practical, 'doing' skills, like knowing how to give first aid, but they can also be ways of thinking such as how to find out or solve problems. Skills include ways of communicating, feeling and behaving that help children work together with others. These skills are often called lifeskills because they are essential for living a healthy happy life. Children can only learn lifeskills if you use teaching methods that allow them to practice these skills. That is why the **way** you teach is just as important as **what** you teach.

In small schools children of different ages and stages of development have more opportunities to interact with each other and learn lifeskills, provided that you allow them to work together in small groups. (In chapter 2 you can find more ideas about how to organise small group work.)

Lifeskills are very closely linked to the development of good attitudes. One of the most important life skills is the skill of listening to people - if you listen to them you are showing them respect (this is an attitude).

Four attitudes above all others need to be developed through the teaching of health in schools:

- (1) Self respect e.g. I want to be clean, fit and healthy.
- (2) Self-esteem and self-confidence e.g. I know I can make a difference to the health of my family even though I am still a child.
- (3) Respect for others e.g. I need to listen to others, to respect them and their customs even when I find I cannot agree with them.
- (4) Concern for others e.g. I want to do my best to help others become healthier especially those who particularly need my help.



The United Nations Convention on the Rights of the Child reminds us that children are citizens with the right to participate in decisions that effect their lives, according to their age and level of maturity.

As citizens, children have the right to basic health knowledge and health care and the duty to actively help themselves and others maintain and improve their health.

Girls and boys have **equal rights and responsibilities** for health and therefore older brothers need to care for the health and development of younger children just as keenly and actively as older sisters.

When girls and boys take action **together** they can show parents how effective they can be. The ideas and experiences gained in school can also help them work together when later they become parents.

If you encourage children to think actively, take positive health action and co-operate together in helping one another become healthier then you will be helping them to become useful, active citizens.

Every teacher, every child, every parent is in some way a health worker with both rights and responsibilities for health. Spreading better health is everybody's concern.

1.3 Workshop activities for teachers

Activity 1:

- (1) In groups of three or four, draw a picture to illustrate the whole school approach to teaching health.
- (2) Display and discuss your pictures with everyone in the group.

Activity 2

- (1) In the whole group discuss: Why do children and adolescents need lifeskills?
- (2) In groups of four, identify one risk/problem situation for children aged 10 to 14years.
- (3) Discuss the risk/problem situation and then briefly complete the following sentences on the board:
INFORMATION: The child needs to know that
(E.g. smoking damages your health)
LIFE SKILLS: The child needs to know how
(E.g. to resist peer group pressure to smoke)
- (4) Develop a role-play to illustrate the risk situation. In the role play show either:
 - how the child coped with the situation using lifeskills or
 - how the child was unable to cope with the situation because he or she lacked life skills.
- (5) Perform the role-plays for the whole group and discuss what you have learned from this activity.

For your own notes

Chapter 2 Teaching for Effective Learning about Health

What makes a good teacher?

Successful teachers in small schools are people who believe in the importance of creating a co-operative, family-type atmosphere in the classroom. They like to be well organised and enjoy hard work! They are ready to try out new ideas and know how to build solid, close relationships with the community so that parents recognise the benefits for their child of learning in a small school.

2.1 General principles

You need to apply the following principles to make sure your teaching is of high quality and pupils learn as well as or even better than those in larger schools.

- **Develop a 'child-friendly' inclusive atmosphere** by respecting pupils' dignity and creating an affectionate and comfortable learning environment for all pupils, both in the classroom and around the school. This means reaching out to children not yet in school – especially girls, children with disabilities and those whose parents have died.



- **Give feedback to pupils** on their learning and encourage them to follow the behaviour of good role models.
- **Identify peer tutors** so that older or more able pupils can help younger or less able ones. This will help pupils learn from each other.
- **Ensure the solidarity of marginalised groups** in the class and the school. If your class has pupils from ethnic minority groups it is important for you to help each group to maintain and develop their own cultural characteristics and language and bring into full play their good customs and habits.
- **Update your teaching methods** to encourage creativity and active learning in each pupil. Keep your teaching programme flexible so that you can organise independent work for pupils and develop useful activities for individuals and groups.
- **Make opportunities for pupils to show their ability** to organise and to manage their own learning and to learn from their mistakes.
- **Do not use methods that require pupils to sit passively** listening to you for long periods or be left with nothing to do until you have time to give direct attention to their group.

Good teachers of small classes do not use just the chalk and talk style of teaching. They are flexible and use a variety of effective teaching-methods such as individualised instruction, independent study, group project work and cross-age peer tutoring. These methods encourage pupils to be independent, to find out things for themselves and gain the skills and attitudes of 'learning how to learn'.

2.2 'Child-to-Child': creative and active learning

You can use the Child-to-Child approach to guide pupils through a series of activities that will link what they learn in the classroom with what they learn at home and in the community and help them translate this learning into action to improve health. These activities can be roughly divided into four steps:

- Step 1 Recognise:** Pupils learn about a health problem and understand the main health messages.
- Step 2 Study:** Pupils find out more about the problem at home, in the community and discuss their findings.
- Step 3 Act:** Pupils plan action (How can children help to prevent the problem) and take action at home and in the community (telling what we learnt at school, washing hands after defecation etc.).
- Step 4 Evaluate/Review:** Pupils review their learning and action and continue taking this action.

The following diagram shows how these four steps lead to effective learning.

LEARNING AND DOING: LEARNING PLACE AND LIVING PLACE

Class/school

Home/community

Step 1

Recognize

Learning about diarrhoea and dehydration.



Step 2

Study

(1) A survey at home and with neighbours. Who suffers from it? How is it treated?



(2) Discuss findings. Which babies are most at risk? Which local remedies are helpful?



Step 3

Act

(1) Plan action (How can children help to prevent and treat diarrhoea?)



(2) Helping mother at home when the baby has diarrhoea. Washing hands after cleaning the baby's bottom. Telling 'what we learnt at school' why this is important.

(3) Making puppets and preparing our play.



(4) Performing the play in the village square.

Step 4

Evaluate

(1) 'What did we do? How well did our show work? Should we change it next time?'

(2) 'Can we remember all we learnt? Can we all make a rehydration drink?'

(3) Carrying on with actions to prevent and treat diarrhoea at home.



This approach has helped many teachers who were only using the chalk and talk style of teaching to improve their teaching methods and enhance learning by bringing active learning into their classrooms.

Once you have gained the skills and confidence to use active methods for teaching health you will be able to use them to help you teach other subjects such as maths and Vietnamese more effectively.

To teach health effectively you need to choose activities that are appropriate to the age and interests of the pupils and help them when they have difficulties so that they can do these activities successfully. You will also need to evaluate their learning and give them feedback.

The lesson plans in Part 2 of this guide use the Child-to-Child approach. You can use them to help you renovate your approach to teaching and learning and to give you ideas for useful activities for children to do.

The tasks you choose need to really challenge pupils to think actively because this helps them to understanding the health ideas. Active thinking also develops skills in planning and taking action and in spreading health messages to others. This helps pupils gain life skills and develop useful attitudes and values.

Most active learning methods do not need much in the way of money and equipment but all of them need you to be willing to try new things and keen to help pupils think for themselves.

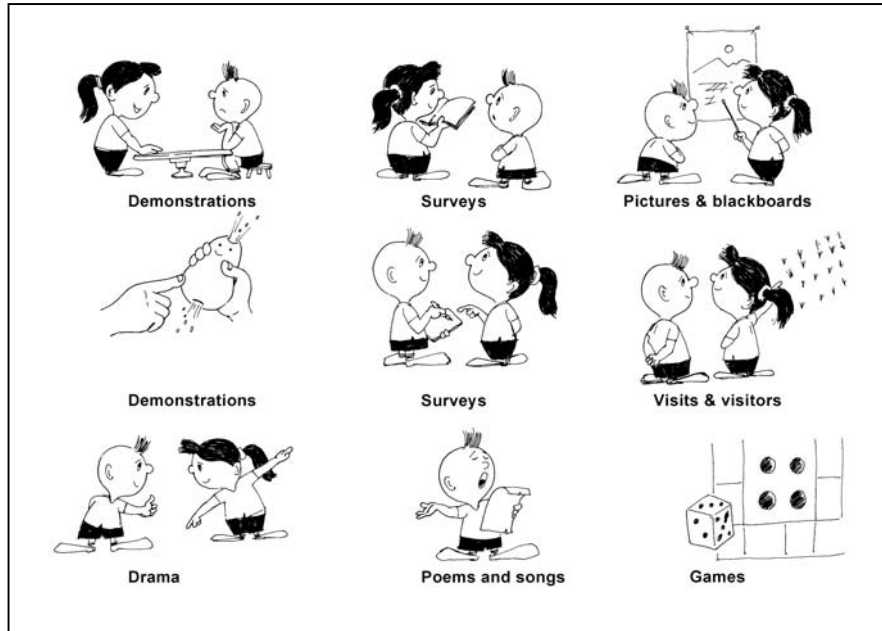
Active methods do involve you in extra time and effort but as you and your pupils learn how to work together on health activities your teaching will become easier, more co-operative and more fun. Pupils will become more responsible, more aware of their need to help others, better problem solvers and better citizens.

Different active learning methods:

Here are some methods that have been found to be most useful for teaching health topics:

- Discussion groups
- Stories, poems and songs
- Surveys
- Experiments
- Games
- Drama and role play
- Visits and visitors

We will look at the first six of these methods.



Active Learning Method	Tips for teaching successfully
Discussion groups: 1. Help all pupils to become involved, share their experiences and give their own opinions. 2. Help pupils learn to communicate with others and listen to others	1. Keep the groups small (5- 7 pupils) 2. Choose the leaders carefully. 3. Ensure there are arrangements and rules, which allow everyone to participate. 4. Ensure that tasks are clear and the groups know what they are going to report and how. 5. Ensure that the subjects chosen encourage pupils to think and draw on their own experience.
Stories 1. Present information in an interesting way to help pupils understand and remember. 2. Introduce difficult and sensitive topics. 3. Develop pupils' imagination. 4. Develop pupils communication skills: listening, speaking and writing.	1. Use stories to introduce new health topics and ideas. Make them really interesting and dramatic. 2. Make sure that pupils recognise and understand the main points in the story including the feelings of the characters. 3. Lead on from stories to other activities such as drama and drawing. 4. Encourage pupils to tell the stories they have read or heard to other pupils at home and to tell and write their own stories.
Practical demonstrations 1. Relate abstract knowledge to real things 2. Develop practical skills and observation. 3. Encourage logical thinking.	1. Always use real things (e.g. food, mosquito larvae etc) in preference to pictures. 2. Get pupils involved in practical demonstrations. Do as little as possible yourself. 3. Ask them to describe what they are doing and why to other pupils. 4. Pupils can use themselves e.g. for learning about the body, for demonstrating first aid.

<p>Surveys</p> <ol style="list-style-type: none"> 1. Link learning with pupils' own experience. 2. Encourage pupils to communicate and record well. 3. Develop pupils' social skills especially that of communicating tactfully with adults. 	<ol style="list-style-type: none"> 1. Choose topics for the survey carefully. Do not put pupils into difficult situations through the questions they ask. Go with them if necessary. 2. Prepare the survey very carefully. Decide very clearly what they should find out and how they will record the information. 3. Usually involve pupils in twos and threes so that they can help and support each other. 4. Remember simple surveys do not usually have to be done in class time, they can be done in pupils' own time.
<p>Drama and Role Playing</p> <ol style="list-style-type: none"> 1. Develop all types of communication skills. 2. Allow pupils to explore attitudes and feelings, even over sensitive subjects such as AIDS or Disability. 3. Develop self confidence 4. Lead on to activities that help pupils think clearly and make decisions. 	<ol style="list-style-type: none"> 1. Help and encourage pupils to make up their own drama. Do not prepare it all for them. 2. Also explore making and using very simple puppets. 3. Use short role plays frequently e.g. "pretend you saw someone doing this, what could you do or say" 4. Lead on from drama or puppets to discussion. E.g. Why did the people act like this? What might happen next time? 5. Always make sure that pupils have learned the health messages at the end of the drama.

2.3 Organising the classroom

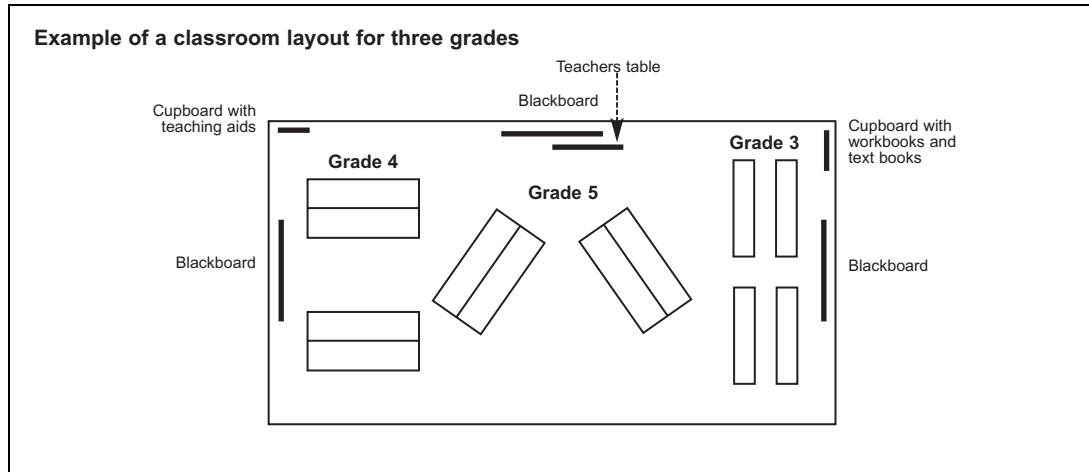
Successful teachers maintain an interesting learning environment for all the pupils to be in, whatever their age and ability. Their classroom is an exciting and stimulating place.

This involves arranging (1) the position of the teacher' table and where the pupils will sit (2) where the blackboards should be placed and (3) where the health/nature/science corner (and other corners) should be placed.

There are several different ways you can arrange pupils seating to teach health effectively. If you can move the desks it is a good idea to group them informally, in small friendship groups or in grade groups as shown in the diagram. This is a sociable way of seating pupils because they are sitting next to and facing their friends. It also encourages pupils to talk together and to co-operate with each other in their work. This is good because pupils are not expected to be silent, only speaking when you ask them a question. If you have given them interesting and enjoyable work you should not have a problem from excessive noise or bad behaviour. If the desks are fixed in rows and cannot be moved you can still gather pupils together in small groups around each side of the row for group work.

You can place your own desk in a position that allows you to be as close as possible to most of the children. If children are sitting in grade groups each group can sit facing its own blackboard. If you only have one blackboard you can mark out a section for each grade group.

Pupils have an enormous curiosity about their health and the natural world around them. Therefore, every small classroom should have a science, nature and health corner where they can collect together the things that interest them. Pupils may grow seeds here and collect fruits and nuts or keep small mammals or tadpoles in the classroom. This is an excellent way for pupils to study the cycles of animal life. You will need to think carefully where they should best be sited, so that pupils can work in these areas without disturbing other groups.



Make sure that you have proper displays of teaching aids and pupils' work in your classroom. This will help pupils take a real interest in their learning and feel a sense of belonging to the class. Give each group their own special area for display. They can learn something from discussing with you which work should be chosen. You need to make sure that a proper balance of pupils' work is being displayed – from the most able to the least able, from the youngest to the oldest. You must avoid the trap of displaying only the work of the brighter older pupils. Pupils like to see their names by their work – it makes them feel proud. You need to change the displays regularly to keep the pupils' interest up and to allow each pupil to have some good work displayed during each term.

An interesting display board can be a good teaching aid and provide a lively focus in the classroom. Here is an example of how you can achieve this.

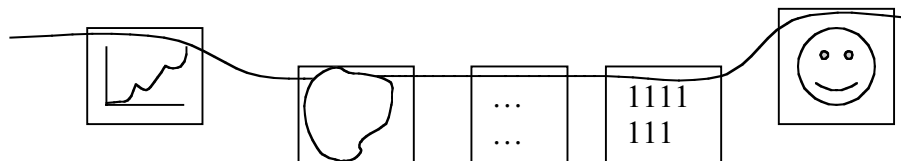
Whole Class Project on Accidents																								
<div style="display: flex; justify-content: space-between;"> <div style="width: 45%;"> <p style="text-align: center; margin-bottom: 5px;">Accidents we have had</p> <table style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th></th> <th style="text-align: center;">Grade 1</th> <th style="text-align: center;">grade2</th> <th style="text-align: center;">grade 3</th> </tr> </thead> <tbody> <tr> <td>Burn</td> <td style="text-align: center;">✓✓✓</td> <td style="text-align: center;">✓</td> <td style="text-align: center;">✓✓</td> </tr> <tr> <td>Cut</td> <td style="text-align: center;">✓✓</td> <td style="text-align: center;">✓</td> <td style="text-align: center;">✓</td> </tr> <tr> <td>Fall</td> <td style="text-align: center;">✓✓</td> <td style="text-align: center;">✓</td> <td style="text-align: center;">✓</td> </tr> <tr> <td>Bruise</td> <td style="text-align: center;">✓✓</td> <td style="text-align: center;">✓</td> <td style="text-align: center;">✓</td> </tr> </tbody> </table> </div> <div style="width: 50%;"> <div style="border: 1px solid black; padding: 5px; margin-bottom: 10px;"> <p style="text-align: center; margin: 0;">(story)</p> <p style="margin: 0;">-----</p> <p style="margin: 0;">-----</p> </div> <p style="margin: 0;">Helping Ha keep safe</p> <div style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <p style="text-align: center; margin: 0;">(song)</p> <p style="margin: 0;">.....</p> </div> <p style="margin: 0;">Hai's safety song</p> </div> </div> <div style="width: 45%; margin-top: 10px;"> <div style="border: 1px solid black; padding: 5px;"> <p style="margin: 0;">1.....</p> <p style="margin: 0;">2.....</p> <p style="margin: 0;">.3.....</p> </div> <p style="margin: 0;">Our home safety rules</p> </div>						Grade 1	grade2	grade 3	Burn	✓✓✓	✓	✓✓	Cut	✓✓	✓	✓	Fall	✓✓	✓	✓	Bruise	✓✓	✓	✓
	Grade 1	grade2	grade 3																					
Burn	✓✓✓	✓	✓✓																					
Cut	✓✓	✓	✓																					
Fall	✓✓	✓	✓																					
Bruise	✓✓	✓	✓																					

Always make sure the display board is tidy, clean and USED!

Here are some ideas for the different ways you can use it:

- To give students information
- To display their work
- To reinforce lessons taught
- To feedback information from 'finding out' activities at home and in the community.
- To encourage pupils to work together.
- To make sure all pupils can learn from each other's work. (You need to make sure it is at the pupils' eye level – not too high, not too low.

If your classroom does not have solid walls, you can hang up pupils written work or drawings on strings across the classroom. Work can easily be attached to the strings with tape, staples or thorns.



2.4 Planning and managing teaching

To help pupils start work quickly and purposefully at the beginning of their school day you need to make some classroom routines. Here are some routines to help them to understand:

- how to know what work to do at any one time
- how books and other learning materials are distributed, collected and stored.
- how to get help from each other when they need it and the teacher is unavailable
- what to do when they have finished the activity set
- how to get your attention
- what are acceptable levels of noise
- how to co-operation with classmates
- how and when to move around the classroom
- how to leave the classroom.



You also need to share with the duties and tasks involved in efficient management of the small classroom. By doing this you are helping yourself and at the same time greatly helping the pupils by giving them real responsibility.

Here are some responsibilities that you can give to pupils:

- Being a teacher of younger or less able pupils.
- Being a group leader or monitor helping to make sure that the activity is completed successfully and reporting back on what has been learned.
- Being a classroom monitor – for example taking responsibility for watering the plants, looking after the nature table,
- Making sure there is water and soap or ash for hand washing and clean water for drinking.
- Taking the attendance register.

You need to choose these responsibilities carefully according to the age and level of maturity of the pupil but make sure that it is not just the brightest or the most 'sensible' pupils that benefit from being given real responsibilities. Try to see that even the youngest and less able pupils take their turn at shouldering responsibilities.

Planning the timetable: To be an effective teacher in a small classroom you must implement the teaching programme **flexibly**. This means you organise the timetable to make sure you achieve three essential goals:

- Give the maximum amount of attention to each child.
- Teach all the necessary subjects.
- Make sure that the whole class learns and each pupil learns without time being wasted.

Pupils should always be busy working on challenging tasks, sometimes in the whole class but more often working individually or in small groups. They should feel deeply committed to the work of the class and eager to come to school.

If you have pupils in different grade groups you can achieve these goals by organising your teaching so that during any one school day each grade group work on a **different subject** for some periods and on the **same subject** for other periods. For example at the beginning of the school day one grade may work on mathematics whilst the other grades do language. Later in the day the whole class may do health together - this can help pupils develop a sense of belonging to one class rather than to a group within the class. There are lesson plans in Part 2 of this teacher's guide to help you do some whole class teaching as well as small group work.

Many teachers have found that it is important to schedule specific time into their timetable to teach health. This does not have to be a lot of time, even one lesson (40 minutes) a week can be enough to do a lot of health education over the whole school year.

Using different approaches to teaching the class

The best teachers of small classes try to combine different approaches. This provides for pupils' individual needs and makes the classroom a lively, challenging and friendly place. You can use four possibly approaches:

- (1) *Direct teaching to the whole class*: This can work especially well for introducing health topics if you prepare questions to ask pupils at different grade levels. You can use whole class teaching for telling a story or making up a story together with pupils, for writing a song or poem, for problem-solving games or for doing a survey. Since every small class has pupils of different levels you have to choose and adjust the contents to make them suitable for all the grades you are teaching. You can find examples to help you do this in the lesson plans given in Part 3 of this teacher's guide.
- (2) *Direct teaching to a group of one grade*: This is commonly used in small classes. While you are teaching one group the other groups do their own study. This is where peer teaching can be especially useful or the use of a group monitor. You must make sure that your direct teaching to one group does not disturb the self-study of other groups. Your words and gestures, and those of the group being taught, must be soft and quiet.
- (3) *Individual teaching*: This is when you work with a pupil on a one-to-one basis. This may be to help a pupil who has fallen behind because of absence or a pupil who has learning difficulties or is new to the class. It may also be to guide fair or good pupils to do more

difficult tasks. You should keep individual teaching short during lesson time, only 7 minutes or less, so that you can teach the majority of pupils in your class.

- (4) *Small group teaching*: is when you divide your whole class into small groups for learning. This is a very useful strategy for teachers of small classes but you need to be highly organised and well prepared and it is very time consuming.

Successful teachers in small schools use all four approaches during the school day.

Using different groupings in the class

You can group pupils in many different ways. For example: Single grade groups, same sex groups, Mixed grade groups, Mixed sex groups, Same ability groups, Mixed ability groups Interest groups, Pairs, Threes or Fours, Social/friendship groups.

Pupils in small schools gain a great deal from being grouped in different ways at different times. You should give them the chance to sit and work with as many of their classmates as possible – young or old, more able and less able.

Life is more interesting for pupils in small schools if they are grouped differently at various times during the week – for example, in single grade, mixed-grade, social groups, whole class and interest groups. Children, like adults, benefit from a change of scene now and then. They start refreshed on the new task.

Active approaches to learning and teaching health

Sound knowledge and understanding are the basis of effective action for health. School work leading towards examinations does not always promote understanding and rarely encourages action.

Sometimes schools talk of 'active learning' and 'active methods'. Activity on its own does not achieve learning. What is needed are methods which promote active and critical thinking, leading to well-planned and effective action.

METHODS WHICH PROMOTE UNDERSTANDING



Surveys in the community



Discussing together



Practical activities



Story-telling/story-writing with discussion



**WHAT IT FEELS LIKE
TO BE BLIND**
Role-playing

METHODS WHICH HELP CHILDREN COMMUNICATE MESSAGES



Campaigns, school fairs and open days



Picture- and poster-making



Drama and puppets



Songs and dances



Demonstrating skills

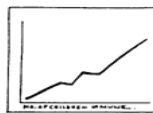
METHODS WHICH HELP CHILDREN TO EVALUATE THE EFFECT OF THEIR ACTIONS



Observing and recording



Describing



Measuring



Comparing

Remember: These new approaches to sound planning and active learning take time. Teachers and others who help children need support from doctors and health workers who give authority to their messages; from their employers and inspectors who can encourage and praise their work and provide any available resources; and from the community to encourage and assist them.

Using peer teaching and self-directed learning

Peer teaching involves pupils teaching pupils. It is recognised as a good educational technique. Pupils have always picked up considerable knowledge and skill from each other starting from their early years in the home and continuing naturally throughout their school life. This is how pupils pass on games to each other from generation to generation.

Pupils learn especially well from other pupils especially when solving problems through discussion and activity. Peer teaching meets the individual needs of pupils; it promotes a co-operative approach to learning and builds mutual respect and understanding between pupils. The pupil who is helping takes pride in his or her teaching, learns from the situation and benefits greatly from being given recognised responsibilities in the classroom. The younger, or less able, pupil also benefits from building a relationship with his own 'helper' and this can be a rewarding emotional experience.

Peer teaching in small schools usually involves older, or more able, pupils helping younger, or less able, pupils. The older pupils might finish their own work and then help the younger learners. Or, you might set a special time each day for peer learning. For teaching health, older pupils can read health stories to younger pupils whilst you are working with another group.

Self-directed learning is important in small schools because pupils need to be able to learn independently of you so that they can make the best use of the time available in the classroom to fulfil their learning tasks. Here are some ideas to help you increase independent learning in your classroom:

- You can ask pupils to learn part of a lesson from the textbook or prepare for a new lesson.
- You can give pupils in higher grades practical exercises to develop new concepts and introduce new content.
- You can use the Child-to-Child approach (described on page 17) to get pupils planning and taking action to improve health and evaluating their action afterwards.

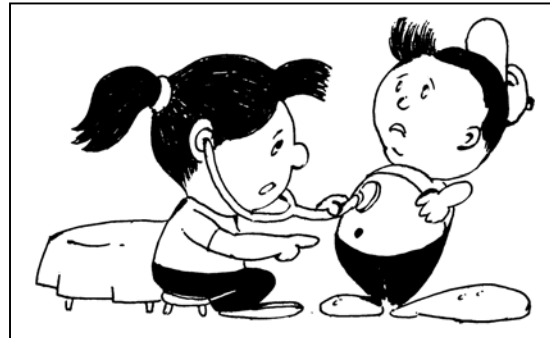
The purpose of using different teaching approaches and groupings is to shift the focus of learning from being totally teacher-directed and controlled towards being pupil-centred and controlled. This promotes the development of pupils as independent, self-directed learners and releases the teacher to attend to the needs of individual pupils and groups. Teachers in small schools need to try out a range of approaches and groupings and use a mixture of the ones that work best. No single method is effective all the time.

2.5 Making low-cost teaching aids from locally available materials

Teaching aids can help bring your lessons to life and make them more interesting and more easily understood. Good teachers are always looking out for new ideas and materials and

gathering together their own collection of useful teaching aids. Pupils also love to collect things so remember to ask them and their parents to help you build up your collection.

For teaching health you can use real objects available in your local environment. These are always a success whatever the ages and grade levels of your pupils. Pupils' own bodies are the best teaching aid for learning about a wide range of health topics such as personal hygiene and taking care of eyes and teeth. Real foods are better than pictures for teaching about nutrition and you can use mosquito larvae to help learn about malaria. You can gather sticks, stones and tins and use them to count, and to draw charts and diagrams on the ground to help understand what causes health problems and what pupils can do to help.



Use the blackboard to encourage thinking. Put up questions and statements for discussion do not just put up notes to copy. Summarise and classify information from the pupils on the blackboard. Use pictures, including those drawn on the blackboard (do not worry about drawing perfectly!) to encourage thought and debate and to record the ideas.

When you are collecting pictures, photographs, posters or newspaper clippings, think how you are going to use them to challenge pupils to think and solve problems so that they are learning actively and not just rote learning messages.

Remember that teaching aids also include stories and scripts for role-plays and dramas that pose problems and challenge pupils to think of solutions. Puppets and masks can be very useful teaching aids because they allow pupils to say and do things that they might otherwise feel too shy to do. Questions to guide a discussion or collect information for a survey are also important learning materials. You do not need to develop all these materials yourself – pupils also learn a lot from developing their own stories, role-plays and questions but they will usually need some help and guidance from you. (see pages 20-21 for more ideas). Remember that whenever you use visual aids you need to question the pupils to make sure they have understood them.

If you are teaching in a small remote school with very few teaching aids you will have to rely mostly on your own resources and those of your pupils and parents to gather together your teaching aids but you can also try to get some outside help. If you gather together with other teachers in your area you may be able to lobby your district education officer or a local

organisation interested in pupils' learning to give you some assistance. With simple materials such as scissors, paper, cardboard, crayons and glue you can make many teaching aids including games of snakes and ladders to teach health and other subjects. You can try to gather together in a box some picture books, comics and newspapers to form a small library. This library can be rotated between a number of schools by being carried on foot, mule or bicycle every few weeks to the next school in the circuit. The materials are replenished with new materials after completing one full circuit.

2.6 Workshop activities for teachers

Activity 1

- (1) In groups of three or four, draw a picture to illustrate a classroom which has a 'child-friendly' atmosphere.
- (2) Discuss the pictures and list action you can take to make your classroom more child-friendly.

Activity 2

- (1) Bring examples of your lesson plans to the workshop and discuss the following questions in pairs:
 - How many different approaches are you using now?
 - How can you adapt your lesson plans to use more approaches?
 - How many different groupings are you using now?

- How can you adapt your lesson plans to use more groupings?
 - How can you use peer learning most effectively?
 - How can you increase the amount of independent learning in your classroom?
- (2) Share your ideas with the whole group.

For your own notes

Chapter 3 Building a healthy environment and linking school with community

3.1 Making the physical environment, clean, safe and secure

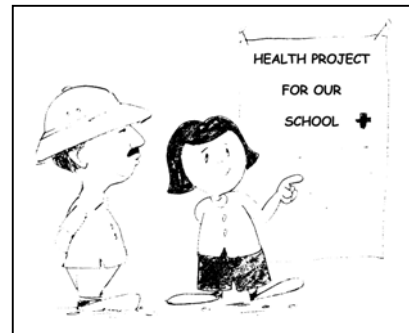
Every muligrade school needs to be as safe and healthy as it can be, not only for the benefit of the teachers and pupils but also to set a good example to the community. A school comprises not only the buildings and surroundings but also all teachers, pupils and other people who work in it and with it.

In small schools with only one or two teachers the commitment of every teacher to creating a whole school approach to health is crucial to success. The wider school community also needs to be fully involved in developing healthy school rules and policies. For example:

This is a health action school

- (1) We do not smoke
- (2) We keep the school clean
- (3) We listen to each other
- (4) We care for each other
- (5) We help each other to learn
- (6) We do not bully each other
- (7) We treat every person with respect
- (8) We prevent accidents by setting and following safety rules.

Pupils also need to be fully involved in taking a full and active part in health promotion activities in and around the school.

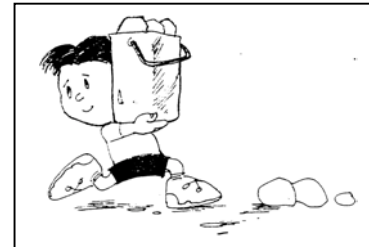


Here are 5 ways that health can be promoted in your school.

(1) By making the buildings and surroundings as safe, clean and attractive as possible

This is much easier if schools are well built and decorated, have adequate furniture, sound roofs and doors and windows, which are weather proof and insect proof. Many small schools do not have these advantages. But even the most difficult situation can usually be made safer and cleaner and more attractive. Here are some ideas:

- Buildings and surroundings can be swept.
- Grass can be cut down to get rid of insects and snakes.
- Trees and flowers can be planted and looked after.
- Refuse containers can be made from wood and fibre – or pits can be dug.
- Pupils can encourage each other to keep the surroundings clean and tidy.
- Areas covered with stagnant water can be drained to stop mosquitoes from breeding.
- Parents and community leaders can build a boundary wall to keep pupils safely inside the school premises and keep animals out.
- Parents and community leaders can persuade people in the neighbourhood to respect the school buildings and



surroundings and not to pollute them.

A safe environment is crucial to the health of pupils and their attendance in school. We know that many pupils, especially girls, do not come to school because parents feel the school is not a safe place to learn in. In some schools it may be very important to have a boundary wall and pupils can involve their families in building this for them.

We also know that accidents are preventable so pupils can do a survey to find out where the unsafe areas are in the school and rectify this. This may involve simple things like devising rules about playing safely, making sure that latrine floors are not slippery with water and involving adults in making sure there are no danger hazards such as broken equipment or loose wiring.

(2) By making sure there is water and soap (or ash) and toilet provision

Infection from faeces on dirty hands is the most common and most easily prevented source of diarrhoea and other diseases.

The best single health resources a school can provide are therefore adequate and clean latrines together with clean drinking water and water and ash or soap for washing hands after defecation and before eating. The building of school latrines needs to be high on every school's priority list. In many communities it is very important that girls and boys have separate toilets. The provision of water for washing and privacy is essential if girls are to come to school when they are menstruating.

Even when latrines and water supply are poor or lacking it is still possible to improve hygiene practices by making sure that the safest possible toilet rules are made (and that pupils keep to the rules). Enough clean safe water for drinking and washing must be provided. Rubbish which encourages flies to breed can be burned or buried.

(3) By making sure pupils have good, clean food to eat

If your school supplies food for the pupils you need to know how important it is to serve them a good diet, how to store and protect the food well and how to monitor the cooks to see that they are clean and free from disease.

If pupils have to bring or buy food to eat at school here are a few actions that you can take:

- Encourage pupils to eat a meal before coming to school. (Pupils often come without breakfast because they leave home very early and their schoolwork suffers.)
- Advise pupils on the best food to bring, monitor any foods they bring and discuss with parents how these can be made more nutritious at no extra cost.
- Stress the importance of clean hands when eating and get them to monitor each other's hand hygiene.

(4) By pupils and teachers setting a good example

In all schools we are looking for pupils and staff who are clean, neatly dressed and proud of their school.

In a small school it is especially important for teachers to be knowledgeable about health and concerned about the health of the school, the pupils and their families. We are looking

for teachers who take a real interest in their own health and who are prepared to give some of their free time to help other people stay healthy and are active in making links with the community.

We are looking for girls and boys who behave well to each other and to outsiders, who are interested in their own health and in the health of their families and friends, especially younger children who look up to them. You can encourage pupils to help each other by asking younger pupils to choose an older pupil to be their school brother/sister who will be a good friend and role model and protect them as well as helping them to keep clean and tidy.

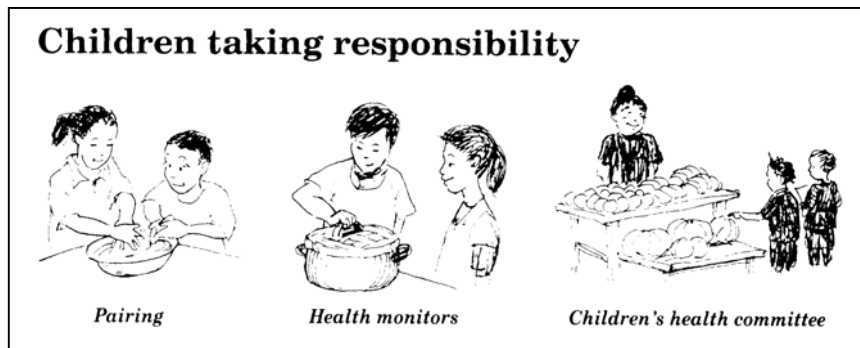
Older pupils can also help their younger school-brother or sister in many other ways. Here are some ideas:

- Making toys or books and reading to them.
- Making games and playing with them.
- Teaching them simple health songs and games.
- Showing them simple health skills e.g. washing hands, cleaning a cut.
- Keeping them safe and showing them how to keep safe. (Making sure older pupils do not bully them.)
- Helping them bring and buy good nutritious food.
- Planting vegetables and trees with them.

(5) By pupils taking responsibility

It is important that you involve pupils in the day to day management of school health. You can do this by letting them take turns to act as health monitors and by forming a pupils' health action committee with a teacher as adviser to oversee a range of health matters in the school.

It is also important that you organise pupils to choose their own representatives and give them real responsibilities (as they are given at home). The activities must be looked upon as something interesting and enjoyable not just an extra school duty. This means that you must provide pupils with support when they need it, that you do not set them dirty or heavy work that adults do not want to do (such as digging latrines) and you always praise and encourage them for the work they do.



1.4 Developing income generating (VAC) programmes

As a teacher in a multigrade school you are required by the Ministry of Education and Training (MOET) to work with your pupils to develop small farming programmes to improve the effectiveness of your school. These programmes are known as VAC or garden, pond, sty programmes and they can produce many benefits for multigrade schools

Educational benefits:

- Your pupils learn through practice how to apply the theory. They learn to select good fruit and vegetable seeds, take good care of their crops and breed and care for livestock. They also learn how to harvest and sell their crops and manage their capital and profit.
- This work helps your pupils to develop industriousness and a sense of responsibility, collectivity and discipline. It helps them develop an appreciation of their own capacity to work, and of the results of their own work and the work of other people, the collective and the community.
- Working on the VAC programme creates enthusiasm in your pupils and attracts them to come to school.
- Being involved in the VAC programme can help you improve the quality of the pupils' education.

Economic benefits:

- If you organise a VAC programme well you can increase the total production of the hamlets, villages and whole society and contribute to their economic development.
- You can use the profit from a VAC programme to improve your life as a teacher and the learning conditions of the pupils.

Social benefits:

- You can enlist support from Government levels for VAC programmes
- You can request support from the community for VAC programmes and encourage people to take some responsibility for pupils' learning. Community members can work with the pupils on the farm projects, they can teach technical lessons, provide plant seeds and seedlings and animals, protect the plants and animals and purchase and consume the products. In this way you can use the VAC programme to strengthen the link between your school and the hamlet or village. This improves the social value of education.

What different kinds of VAC Programmes can you develop?

You may choose to do some or all of the following activities:

V (Garden): Depending on the type of land, you can plant (i) fruit trees (banana, papaya, squash, gourd, pumpkin, peanut, sweet potato, cassava, chilli, sugarcane, lychee, plum, peach, dragon fruit, orange, tangerine (ii) plants for latex and seeds (rubber trees, pepper, coffee) or (iii) trees for timber – planted on hills.

A (Pond): Depending on the size and depth of the ponds you can raise deep-water fish, middle-water fish or surface fish. Where there are large rivers, streams or ponds, you can set up fences to raise fish inside.

C (Sty, coop): Where there are ponds, streams or rivers you can raise animals like ducks geese and other waterfowl. You can also raise pigs, buffaloes, cows, goats and chickens.

How can you set up a VAC programme?

There are many different ways to do this:

- You may be able to get a small amount of money to set up your own VAC programme. For example to raise pigs, cows or buffaloes.
- You may assign each pupil to do his or her own VAC programme at home such as raising chickens.

- If your school has very good local conditions for doing a VAC programme you may be assign the responsibility for the programme under contract, keeping the capital and sharing the profit.
- You may run a VAC programme together with your pupils. For example, by raising fishponds and growing fruit trees.



To get a VAC programme started you need to hold a meeting to discuss the programme with the hamlet, village and commune, and with the parents. The purpose of this meeting is to agree a clear plan of action and to explain that the commune is required to provide the land on which the trees will be planted and the fishponds dug.

This meeting needs to agree what work is going to be done and who is going to it. (For example, what the school teachers will do, what the pupils will do, what the local authority and mass organisations will do and what the parents will do). The meeting must also agree when the work will be finished, and who will check and supervise it.

After this meeting the school Principal is responsible for preparing a detailed plan and getting the teacher's comments on it to submit to the Commune authority and Party. This plan will include the comments of the head of the District Education Department.

It is important for you to make a careful selection of the plants and animals and to decide which of these you and your pupils will raise at home and which crops the group will grow. You will need to make a careful calculation of the capital needed to start the programme and the profit to be made.

How can you manage the assets and products from the VAC programme?

You will need to make a written record of how the products from the programme are to be distributed. This will include:

- The percentage to be used for reproduction.
- The percentage to be used for group purposes.
- The percentage to be given to the teachers and the pupils.

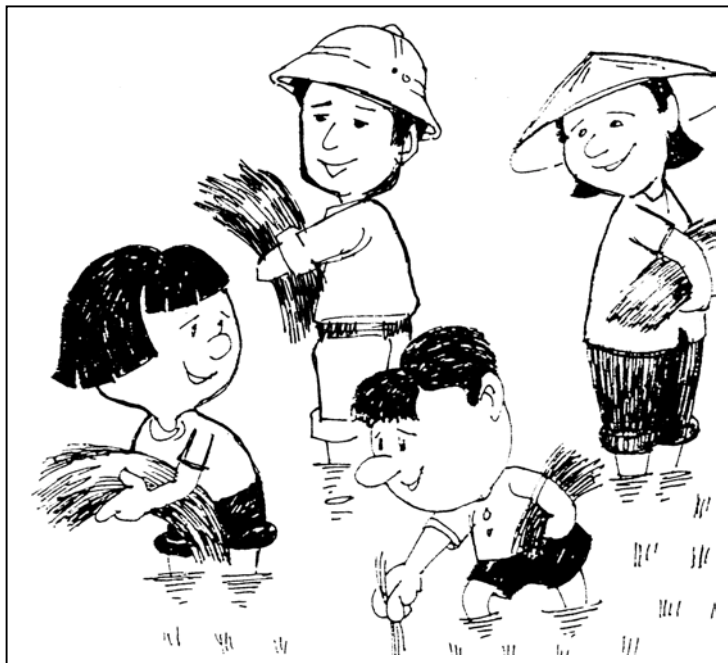
You will need to set up a management committee for your VAC programme. The duties of this committee are to keep records in accordance with State regulation and to ensure open and equitable accountability to the local government, the community, teachers and pupils.

Make sure that you organise your VAC programme to promote

- A high sense of education
- High economic efficiency
- A high sense of socialisation (drawing support and participation of different sectors)
- A sense of discipline, public responsibility and equality.

3.3 Linking school with community

With the support of your head teacher, you need to build a good relationship with parents and with the community as a whole.



If you are teaching in a small remote school you will be aware of the special need to nurture good relationships with the local community and find ways to encourage social responsibility and participation of parents and community leaders. This can be very challenging.

If your school is far away from your own home area it is especially important that you gain the co-operation and assistance of people from the local community to help you teach local culture and understand local health beliefs and practices. This will enable you to improve the quality and relevance of the education you are providing.

In poor communities where children's labour is vital to the survival of poor families you need the strong support of parents to make sure that school aged children (especially girls) are enrolled in school, attend regularly and do not drop out early.

If you are trying to develop a whole school approach to health then you need to have parents who are interested in the health of their children and receptive to new ideas from the school. They need to be co-operative and supportive of school health activities and proud of the health activities undertaken by their children.

If you do not have parents like this then you and your colleagues will have to do a lot of work to build support for a healthy school. You will need to raise awareness of the health needs of the pupils and the fact that pupils who are not healthy cannot learn well at school. Here are three ways to achieve this.

(1) Using the Child-to-Child approach

Teachers using the Child-to-Child approach often ask their pupils to take health messages home to their parents. To do this effectively you need to help pupils develop a variety of different ways to effectively communicate with adults and **share** what they have learned.

Experience has shown that some topics (such as road safety or preventing malaria) can be easily communicated to parents while others such as food and disability are likely to be more culturally sensitive and difficult to communicate. You need to be very careful how you approach sensitive issues and discuss them very carefully with pupils and their parents and with community leaders. It is important to make sure that pupils are never placed in the position of directly contradicting their elders because this may put them at risk and result in parents losing confidence in you as a teacher and weakening the partnership between school and community.

There are also many useful and important things that pupils can do at home that do not bring them into conflict with their parents and older people. Here are some ideas:

- playing and making safe toys for younger pupils, reading to them and showing them pictures
- keeping younger pupils safe and clean
- growing plants and vegetables
- making useful things for the house such as food and water covers, ladles, water filters, rat traps and many other items.
- practising good hygiene.
- preventing insects (e.g. mosquitoes) from breeding.

You also need to find ways of parents letting schools know what pupils have done at home. This means that your school needs to *share* with parents the health priorities that it has identified and to *consult with* the community on what they might wish pupils to learn and how they might wish them to contribute to community health.

(2) Establishing a Parent-Teacher Association (PTA)

The fact that small schools are generally located geographically close to the community they serve can help you to set up a Parent Teacher Association (PTA). This can bring parents and teachers together regularly, once every two months, to make plans for improving the school. The PTA should include the head teacher and other teachers and representatives of parents. Planning ways for the school to set a good health example has the advantage of giving the PTA some real responsibilities.

There are many things your school can do in consultation with the PTA. Here are some ideas:

- Help set priority health themes for the school.
- Set up and run a small income-generating project.
- Teach about local culture and practices.
- Decide on how to approach government and community leaders to make the school a healthier and safer place (e.g. by building latrines, and making provision for water storage)
- Help promote links between school and local health programmes, health centres and health services.

- Take steps to improve the safety and security of the school e.g. fencing, providing a school caretaker.
- Design and follow up monitoring activities (e.g. a healthy school checklist)
- Receive reports from the pupils' health committee and encourage them in the work they are doing.
- Agree times and topics of any health fair, campaign or open day which the school may hold.
- React quickly to specific health needs and emergencies.

(3) Organising open days, health fairs and campaigns

Another good way to build strong links between the school and the community is to organise 'open days' each term or year. If schools or classes have agreed special health themes for the term or year you can ask pupils to describe what they have done to improve health in the school. You can also ask them to describe what they have done to pass on the priority health ideas they have learned through the songs, poems and plays they have made.

Schools located near to each other can join together in groups or clusters to organise special health fairs in which the pupils and the whole community enjoy an afternoon at the school where they learn and practise good health at the same time. If head-teachers co-operate with local health workers such health fairs can be very successful and enjoyable. The school health committee can help to plan a fair and all the school pupils' committees can help to organise it. Here are some ideas for activities you can organise at a health fair:

- Dances, drama and songs about health issues and children's rights.
- Games and stalls with health messages
- Judging a health song or story competition
- A health quiz competition for children and adults
- Food stalls selling healthy snacks made by pupils
- Free first aid teaching
- Toys and games made by pupils for sale.
- Campaigns and action projects in the community.
- Stalls with demonstrations of the pupils' health activities.
- Stalls selling the produce from the school income generating project.

Your school may also wish to get involved in a National Health Campaign, for example on AIDS awareness, or Immunisation. Such campaigns are often linked to National or International Health Days. (You can find a list of Health Days in Appendix 2.)

Sometimes there may be local campaigns relating to particular epidemics or health problems such as iodine deficiency, malaria or cholera. You may want to start a smaller scale project together with your local community. In every case it is important for you to work hand-in-hand with other people such as health or agricultural workers.

Here are some more ideas for possible campaigns or action projects that you could set up:

Campaigns

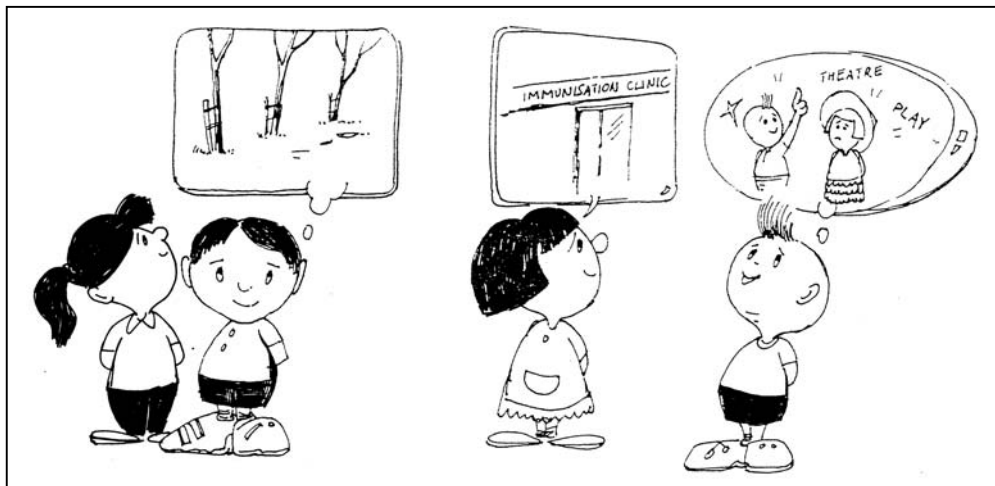
- Immunisation
- Learn about aids
- Road Safety
- Soil conservation
- Better nutrition
- Helping the disabled
- Cleaning up our environment

Action projects

- Making toys for preschool children
- Growing vegetables and fruit trees
- Making aids for disabled children
- Helping local old people
- Protecting water sources
- Tree planting
- Draining or covering mosquito breeding sites

When you are organising campaigns it is important that you carefully prepare pupils by involving them in activities that develop their imagination and make them think. In this way pupils will remember the messages much better. After the campaign you need to discuss with them what they have done. In campaigns teachers often use pupils as 'loudspeakers', singing a prepared song; shouting prepared slogans; performing a prepared play. This can be useful but it is even better to encourage pupils to perform *their own* drama, write *their own* poems or stories, draw *their own* pictures, invent and make *their own* banners.

Activities such as health campaigns or action projects are excellent ways of linking schools with communities and of raising the image of the school but they take time. Remember not to organise more than one of these in any one term. Avoid using pupils as megaphones (loudspeakers) for adult's messages and never ask pupils to do things that adults will not do.



3.4 Responsibilities of communities

Your school is the front runner of the community and the community is the resource of your school.

In order to have an adequate classroom with sufficient resources for teaching activities, the community, including the hamlet and commune authorities and the parents need to contribute their work and even materials to build classrooms for the school. The community also needs to be actively and directly involved in maintaining the school buildings and yard and assigning somebody to look after and guard the school. We must not underestimate the difficulties. It can be very hard work for a community to dig up and level ground in the mountains for classrooms and schoolyards.

Community participation can be included in the plans for a VAC programme . This may involve the hamlet and commune authorities and parents in activities such as digging ponds, setting up fences for school gardens and buying seeds, plants and animals to breed from. Community people can also provide technical assistance in animal husbandry and plant cultivation to help you and your pupils. By participating in the school activities you, together with your pupils, parents and community leaders can set a good example and help the whole community understand that helping the school to prosper strengthens the existence of the whole community. When the VAC products are ready to be sold you can ask the Parent Teacher Association (PTA) to help take them to the market and sell them and then use the money earned to buy school uniforms and shoes for the pupils.

It is crucial that you gain the co-operation and assistance of the local community to help you teach topics in the 15% window available for local culture and thereby improve the quality and relevance of the education you are providing. You also need community support for school attendance to make sure that school-aged pupils (especially girls) are enrolled in school, attend regularly and do not drop out early. Through planning with local people, your multigrade school can become a cultural centre for the whole community and your status as a teacher can be improved.

You need to help parents understand that they have a legal responsibility for their children's education. This responsibility is set out in Article 18 of the law on Universal Education which states that

Parents and the sponsors of pupils shall be responsible for registering their children or sponsored pupils at primary schools and classes in the resident areas or the most convenient place, which means that parents have to be responsible for their children's schooling and contribute materials, labour and money, and conduct work assigned by the school.

Community organisations should also be willing to assist your multigrade school. Here are some of the organisations that can help you:

- The People's Council
- The People's Committee
- The Party Committee, the Party Cell
- The Women's Union
- The Ho Chi Minh Communist Youth Union
- The Ho Chi Minh Pioneers' Organisation
- The Veterans' Union
- The Co-operative
- The Production Team
- The Health Sector
- The Village Militia
- The Police
- The Hamlet Leaders
- Elderly people in the village
- VACVINA Association
- Parent-Teacher Association (PTA)

3.5 Workshop activities for teachers

Activity 1

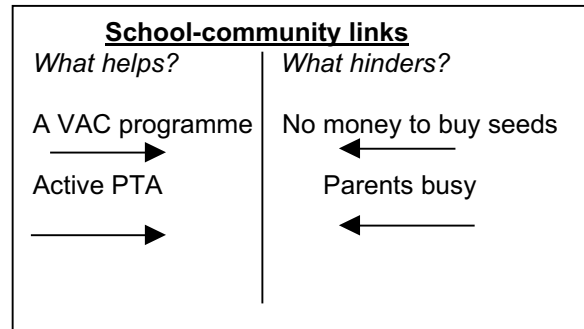
- (1) In groups of 5 or 6 teachers draw a picture to illustrate the school environment in one of your schools as it really is now. Remember the environment includes both the physical and human environment
- (2) Then draw a picture to illustrate the school environment as you would like it to be (i.e. the ideal environment). Display your pictures to the whole group and discuss what the 'ideal' situation should be like.
- (3) List the action you could take to move from the 'actual' physical situation to the 'ideal' situation.
- (4) List the action you could take to move from the 'actual' human situation to the 'ideal' situation.

Activity 2

- (1) In small groups draw a causal diagram (spider diagram) to show what things made you unhappy when you were at school.
- (2) Discuss and make a role play to show some of these things to the whole group.
- (3) List action you can take to prevent these things happening in your present school

Activity 3

- (1) In groups of 4, discuss what has already been done in your school to develop school-community links.
- (2) Draw a diagram (like the one shown in the box below) to show what has helped and what has hindered the development of school-community links.
- (3) Display the drawings to the whole group and discuss.
- (4) Make a list of further action that you can take to strengthen the link between the school and the community.

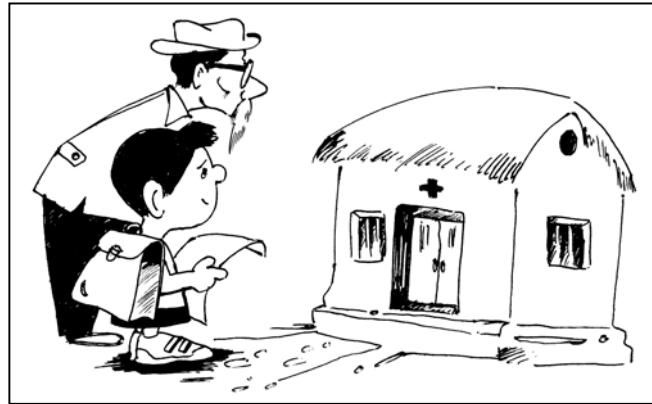


Activity 4

- (1) Work individually to develop an action plan for a health fair for pupils and parents at your school. Use the following headings to help you make the plan:
 - What is the purpose of the fair?
 - Who will be invited?
 - When will the fair take place?
 - Where will the fair take place?
 - What activities will be included
 - Who will be responsible for each of the activities?
- (2) Discuss your plans in the whole group and see if some schools are close enough to join together for a fair.

For your own notes

Chapter 4 Improving health services for and from the school



4.1 Partnerships with health workers

Many small schools are located in communities that do not get regular visits from health workers and parents often turn to the school teacher to help pupils who are sick. If you are in this situation there are many ways in which you can help, especially if the health workers can sometimes offer you advice and work in partnership with you, the pupils and their parents. If everyone works together then better health care can be provided for the school, in the school and from school to community. This health care can be delivered even when the health workers are not there.

In Chapter 5 we have already described ways you can make your school a cleaner, safer, and more attractive place. Now let us look at what more can be done to help prevent illhealth and to help pupils who are unhealthy.

4.2 Promoting physical health

Here are ideas for what you, the teacher, can do together with pupils and parents:

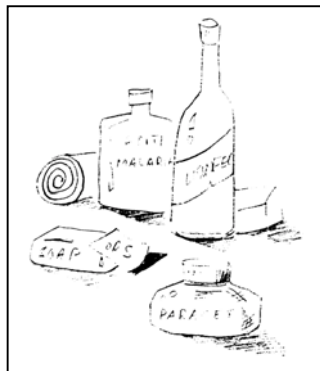
- Teach pupils what they should do to avoid accidents, particularly when they are looking after younger children.
Every pupil needs to be taught:
 - To keep little children away from cooking pots.
 - To keep poison (e.g. medicines and paraffin) out of reach.

- To keep sharp objects (e.g. knives and match boxes) out of reach.
- To bathe burns immediately with cold water.
- To clean cuts immediately with soap and water.
- To call for help immediately when a child has a serious burn or fall or has swallowed something.

Every pupil in your school should also be taught how to keep themselves safe on the roads and how to play safely.

- Learn First Aid and teach it to the pupils, especially the older pupils. Keep a simple First Aid Box in the school and at home. Local health workers can advise you on what to keep in the First Aid Box.
- Check for signs of worms and parasites which can affect the general health of the child. You can easily see parasites such as ringworm, scabies and lice. They spread fast from one child to another.

You can get pupils to run their own 'Worm watch' and 'Skin watch', programmes and link these in with a national or local de-worming programme and with your lessons on hygiene and sanitation.



- Check that pupils are growing and developing steadily by getting the pupils to keep their own records of height, weight and illness and reporting results to the school health education committee or co-ordinator. In many cases you can link this to mathematics teaching. You can make sure that every class has its own height measuring scale marked on a door or wall. Weighing scales are often available in health centres and sometimes in the market. You need to identify pupils who are underweight, and those who show signs of malnutrition as well as pupils who are very small (this is often a sign of poor feeding at home when they are young). It is also important to identify pupils who do not gain weight over a period of time.

All this means that regular checks are necessary. Usually problems in growth and development start with families at home and may also affect younger children from the same family who will be attending school in the next years. If many pupils in your school are failing to gain weight or are found to be short or small for their age you need to inform local health workers.

- Get pupils to check each other's gums for signs of decay or other problems and also check them yourself before reporting any problems.
- Check for signs of disability such as difficulties in moving, hearing or seeing and help parents and older pupils to learn how to watch out for signs of disability in the young pupils they are responsible for. Sometimes these are very evident. Sometimes they are much less easy to detect. Indeed many pupils who have seeing and hearing problems do not know

that they have them because they have known nothing else. Pupils who do are deaf usually do not speak well.

Sometimes simple actions, such as bringing a pupil nearer to you and to the blackboard or sitting them next to a buddy who can help them follow the lesson can make all the difference for a pupil who has difficulties in seeing and hearing. Pupils need to know they must notice if their friends are always sad or aloof and tell you about it. They must also notice and report if they or their schoolmate has any of the following symptoms:

- a bad cough, or difficulties in breathing
- fever or bad headaches or stomach aches
- vomiting and diarrhoea
- difficulty hearing or seeing
- skin problems

- Look out for early signs of anaemia (look inside the lower eyelid and see if it is very pale), chronic malaria (tiredness, anaemia, bouts of fever), asthma (wheezing), and tuberculosis (coughing that goes on for more than a month). If you find any of these signs send the pupil for a check-up with a health worker.
- Keep a regular check on pupils' academic work in the classroom so you can notice when pupils are not performing as well as they should do. This may often be a sign of some physical or emotional problem.

Here are ideas for what health workers can do to:

- Carry out medical checks on all pupils when they first enter school.
- Advise you and your pupils on how pupils can record their own height and weigh and what action to take if they are not growing well.
- Check pupils for signs of worms and parasites and treat them or send them to the health centre for treatment.
- Notice signs of disability in pupils and refer these to the hospital for further checking.
- Notice signs of serious illness and monitor selected pupils who have been identified as having special health problems.
- Help pupils referred to them by their teacher or parents.

4.3 Promoting mental and emotional health

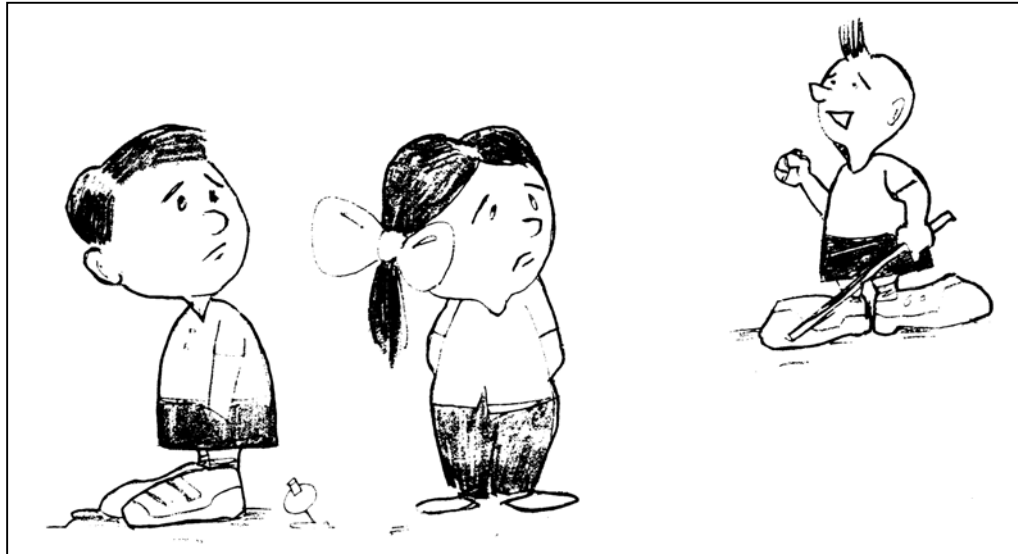
Pupils who are 'slow', 'sleepy', 'lazy', 'unfriendly', 'unhelpful', 'rude' or 'naughty' may be suffering from mental and emotional problems or learning difficulties. All too often these pupils are punished at home and in school instead of being helped by being given extra attention, understanding, kindness and love.

Here are some signs you should look out for which may indicate that a pupil has mental or emotional problems:

- Suddenly losing interest in schoolwork and not doing homework or doing it very poorly.
- Not playing with friends. Sitting alone and perhaps becoming unhelpful in class.
- Looking unhappy and crying when you criticise his or her work or classroom behaviour.
- Getting angry and violent with other pupils much more often than usual.
- Not taking any interest in looking neat and clean.
- Regularly forgetting to do what he or she has been asked.
- Acting in other ways that are not the usual ones.

Most mental or emotional problems in schools are, however, caused by pupils being beaten by teachers or bullied by other pupils. Pupils who are bullied can be very badly affected. Their lives are made unhappy and their schoolwork suffers. Some pupils who have been bullied have even tried to kill themselves.

Bullying is often the sign of serious problems within a school community, and often within the families of pupils who practise it. Pupils who bully are those who later discriminate against those who are weak in a community and those who are different. They are a threat to the social health of a community. They must be shown very early that their actions are wrong.



Here are some ideas for what the teacher can do to help

- You need to learn how to listen to the pupils and try to understand the world from their viewpoint and encourage parents to do the same. You need to find ways to help them tell you or someone else what has happened to make them unhappy. You will then be able to play a vital role giving them support and trying to solve their problems. More often than not you will find that there are difficulties in the home that can include violence to pupils, too much domestic and farm work, fights and quarrels between adults, difficulties caused by drink and drugs, problems of poverty and sickness and death in the home. You will need to establish close links with the family to be able to help these pupils.
- You can encourage pupils to help each other. Older pupils are often the first to notice problems and difficulties with their schoolmates because other pupils tell them things they do not tell adults. Older pupils are often the best comforters of younger ones and if most of the pupils in your school are against bullying, it will not happen.
- You can help pupils who have learning difficulties by giving them extra help with their work. You need to give them extra practice at doing the tasks set and more time to finish them. You need to praise and reward them for effort and not only for achievement.

Ideas for what the health worker can do to help

- Health workers can give advice to pupils and families who have been identified and find other people within the community who can help them. In rare cases they can try to find specialist help.
- They can train you to recognise signs of mental and emotional difficulties and danger signs of severe problems and advise what you can do to help. They can visit children's clubs and youth groups and train them in the same way. They can also speak to parents and community leaders.

4.4 Workshop activities for teachers

Activity 1

- (1) In the whole group, start by finding out what health services are available to the pupils and parents in your schools. If one member of the group has a school quite close to a health facility he or she can make a list of the services. Another member whose school is far from a health facility can make another list.
- (2) Discuss the similarities and differences between the health services available to different schools represented in the group.

Activity 2

- (1) In small groups draw a spider diagram to show how your school could make better use of the health services available.
- (2) Display your diagrams to the whole group and discuss how you can strengthen your links with the health workers and use them as your advisors.

Activity 3

- (1) Discuss in pairs what you can do to help pupils who have health problems – not just physical problems but also behavioural and learning problems.
- (2) Share your ideas in the whole group.

For your own notes

Chapter 5 Monitoring and Evaluating the Healthy School

5.1 Looking for change

To find out whether your school is successfully building a whole school approach to health you need to ask two key questions:

- Have we done it effectively – Could we do it better next time?
- What difference have we made?

We call the first of these evaluation of the **process** and the second evaluation of the **outcomes**. We will concentrate mostly on outcomes for which you need to look for changes in three areas:

- Changes in **knowledge and learning skills**: *Do your pupils know more (facts)? Do they understand better? Do they know ways of finding out more? Do they know how to listen to others and communicate with them?*
- Changes in **attitudes**: *Have your pupil's attitudes changed towards themselves, towards others and towards their environment?*
- Changes in **practice**: *Are your pupils and you and your fellow teachers doing new things? Are you all doing them better? Are you doing them regularly? What has changed?*

To find out whether changes are taking place you need to be sure what changes you are hoping to achieve. In other words you need to know what you want your pupils, yourself (and other teachers in your school) and community to know, do and feel as a result of developing a whole school approach to teaching health. You also need to know how you hope the whole school approach will be organised so that it is most effective and efficient. These will be the **objectives** of the whole school approach and they are described in chapters 1 to 4 of this guide. These objectives have been summarised on page 94. Some of these objectives will be about the outcomes of the approach and others will be about the organisation of the approach.

8.2 Five ways to assess change

Here are five ways that you can find out whether your school is making a difference.

1. **By keeping diaries and records**

- You and your fellow teachers can keep a short diary each month of what has taken place and what has been achieved in relation to the health of the school. This will include teaching in the classroom, activities around the school and in the community.



- Class monitors or other pupils can keep a simple diary of what has taken place and what has been achieved in relation to the health of the school and discuss it with the teachers and the whole school each month.
- Community leaders or parents can visit regularly and keep records.
- If there are local health workers they could be involved or alternatively a group of parents could be chosen as health visitors and could come round every few months and describe what they saw.

2. By talking and discussing with people

Much of this activity is done informally as the programme develops, but sometimes you need to plan special occasions when you look for answers. You can do this by talking to pupils, parents and other teachers (using a list of questions and recording answers) either individually or in groups. It is important for you to ask questions which gain information and bring out opinions, rather than answers which the people think **you** want.

3. By testing knowledge and skills

Correct knowledge is essential in health education. Wrong knowledge can result in losing lives. It is quite easy for you to find out whether your pupils know health facts after the end of the lesson or at the end of term, but this does not necessarily tell us whether they have learned anything new. They may have known these facts before they ever came to class. They may also forget them before they ever have a chance to use them. If you can find out what pupils know to start with it also helps you to plan teaching better. It is therefore useful for you to give your pupils a short test on the health content before you have taught the

topic, immediately after you have taught the topic and at the end of the term (to see if they have remembered it). You need to use exactly the same questions every time. Tests can use different types of questions. Here are some ideas on how to write different types of questions:

Only one statement in each section is correct the others are not. Mark the correct statement.

- (a) A child with fever should be wrapped up warmly.
- (b) A child with fever should be kept in a dark room.
- (c) A child with fever should be kept cool (not cold) to help the temperature drop.

Fill in the blanks:

- (a) Good food is essential not only for the growth of children's bodies but also of their (.....) (*minds*).
- (b) Children under three years old need to eat (.....) (*5 or 6*) times a day because they need lots of energy and they have a very small (.....) (*stomach*).
- (c) Many children go (.....) (*blind*) every year because they do not have enough vitamin A to eat. Vitamin A is found in (.....) (*green*) coloured vegetable leaves and (.....) (*orange*) coloured fruits and vegetables like (.....)(*local names*).

What should you do if :

- (a) Your baby brother puts his fingers into the cooking pot and they are badly burned?
.....

(b) Your friend falls from a tree and does not get up but he is crying and his arm is bleeding?
.....

(c) You discover that a child in your house has a very high fever?
.....

Other ways of testing knowledge and skills and attitudes in pupils:

Make a play to show what you can do when:

- (a) Your cousin comes to live with you because her parents have both died and she just sits quietly on her own and cries a lot.
- (b) Your cousin who has to walk on crutches comes to play and you and your friends want to play football.
- (c) There are cases of cholera reported in your hamlet. Your auntie, who is very strict, tells you that you will be quite safe if you keep away from anyone who might be infected and wash your vegetables well.

Show how to:

- (a) Make Oral Rehydration Solution (ORS)
- (b) Make a sling for an arm
- (c) Clean and dress a cut finger
- (d) Make a tape to measure the upper arm of a small child and find out if he or she is too thin

- Tell what you would do if:
 - You have a baby with diarrhoea at home.
 - Your younger sister puts her fingers into the cooking pot and they are badly burned
 - Your friend falls from a tree. He does not get up but he is crying and his arm is bleeding.
 - You discover that a child in your house has a very high fever.

4. By observation

- Look at the buildings and the surroundings.

Has the health teaching made an impact on the appearance of the school? Is it brighter, tidier, cleaner – or just the same as before?

- Look at regular practices round the school.

Are there changes in the sanitation and water practices?

Has food hygiene improved?

Has safety and first aid provision improved?

Are teachers and pupils beginning to regularly carry out simple preventive health actions as part of the school routine?

- Observe changes in the way pupils act and behave.

In other words you need to find out from pupils, and also from your fellow teachers, whether they are doing more to keep themselves healthy and promote health in others and whether their attitudes have changed. You need to find out three main types of things:

- a) Have they made or done anything to promote health. E.g. written a song, made a poster, made a toy, read a story to a younger child, brought water or ash for washing

- hands. If so, ask them to show what they have made and tell you about it. How interested and enthusiastic do they sound? Have they (with their friends) had any new ideas to promote health and acted upon?
- b) Has their health behaviour changed at school. Are they, for instance cleaner, tidier, more helpful to younger pupils, more aware of the need to help and comfort others who have problems, more interested in health activities (or has the health teaching made little change to them).
 - c) Have they taken ideas home? Ask them to tell you what they have done and question them closely to see whether they can clearly describe to you any of the actions they have taken. Ask them whether their own behaviour has changed at home and if so in what way. If possible also ask parents or older brothers and sisters what they have said or done.
 - d) What have the pupils achieved? Find out from your fellow teachers and health workers and parents their views on this. The health workers and school heads may be able to say *'We think there is less scabies this year as a result of the health teaching'* or *'we think that the fall in accidents is due to the health teaching'*. Such information is very valuable.
- Observe changes in yourself and your fellow teachers and in the community. Note whether other teachers, parents and members of the school health committees seem to have changed the way that they behave. For example, by showing more interest in health and safety matters or by taking action to provide water and soap or ash for hand washing, or making a special place for pupils to defecate if there are no latrines.

In order to evaluate your school health programme well you need to know what you are trying to achieve (these are the objectives of your programme) and the most important questions to ask in order to gather information.

1. The objectives of the whole school approach to teaching and learning about health

Your objectives might include the provision of:

- Effective health education which teaches pupils health knowledge but at the same time encourages them to think and solve problems and develop healthy attitudes and skills (including lifeskills).
- A good health environment in the school. This involves helping to make the school clean and safe: helping and advising parents about good, safe food for their pupils; helping the people in the school to provide a good example and an environment which is secure, supportive and free from fear and violence.
- Active community participation in school health promotion and the transfer of knowledge from school to community.
- The most effective health services possible in that community. Not only linking up with the government health services and providing all possible help for pupils who are physically ill, but also helping pupils who are unhappy disturbed or who are in some way disabled live an effective life at school.

2. The most important questions to ask to gather information.

Here are 8 of the most essential ones:

- As a result of the teaching have pupils learnt more about health?
- Has it changed the way they think and act?
- Has it contributed to the way pupils learn and apply what they learn in their daily lives?
- Has it improved the school as a whole in any way?
- Has it, in any way, helped to link the school closer to the community?
- Has it brought the teachers closer to the community health workers?
- Has it been planned and organised efficiently and with the participation of all those who are taking part in it?
- Has it been worth the effort spent on it?

If the answer to most of these questions is 'Yes' then the whole school approach has almost certainly been worthwhile. If the answers are generally 'No' then a lot of thinking has to be done.

Good monitoring and evaluation gives you evidence on which to make up your mind about how far a whole school approach to health has met its objectives. The more information you get the better and easier it will be for you to improve your teaching and learning.

5.3 Workshop activities for teachers

Very confident

Activity 1

- (1) Draw a line on the floor using chalk or tape, and mark the ends as shown. This line represents a continuum from being very confident with monitoring and evaluation to being not very confident.
- (2) Ask people to come and stand along the line in the position they feel represents how they feel about monitoring and evaluating their school health programme.
- (3) Ask people at different positions on the line to say what makes them feel confident or not.

Not very confident



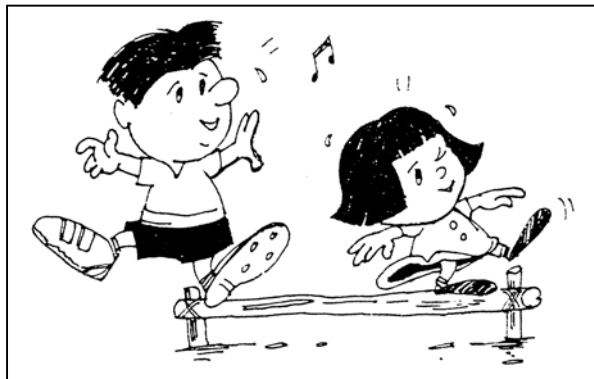
Activity 2

- (1) Ask one person who feels confident about monitoring and evaluation to tell the whole group what is being done to find out how successful their school health programme is. What problems have they faced and how have they overcome them.
- (2) In groups of 2 or 3, discuss what you are already doing in your schools to find out how successful you are being and decide what more you need to do. Then look at the list of important questions given on page 101 and adapt this list to your own situation. Then write down how you and your pupils would collect the information needed to answer each of the questions.
- (3) Display your list for the whole group and discuss your methods for collecting information.

Part 2 Lesson Plans for Teaching Health Topics in Multigrade Classrooms

In this part of the guide you will find the National Curriculum 2000 for Natural and Social Sciences and Science **resequenced for teachers of multigrade classes**. The content is presented by theme and topic for different grade levels so that you can save time on lesson planning and do some whole class teaching.

You will also find lesson plans to help you teach important health topics to your multigrade classes. These lesson plans have been tried and tested by teachers in their own classrooms but you will need to adapt them to your own specific situation. Each plan uses a variety of the teaching approaches, groupings, and methods described in chapter 2. The aim of all the lesson plans is to help pupils become self-directed learners, understand health issues and take action to improve health.



Chapter 6 The National Curriculum 2000 for Natural and Social Sciences and Science resequenced for teachers of multigrade classes

T h e m e - I H u m a n b e i n g s	Sub- theme	Grade 1 Topics	Grade 2 Topics	Grade 3 Topics
	1.1 Physiqu e and hygiene	1 lesson a week for 35 weeks 1.1.2 Sense-organs. Can practise to understand the functions of the 5 sense-organs. 1.1.2 Sense-organ protection Can avoid dangerous games that may cause eye and ear injuries. Can take measures against eyesore and short-sightedness, otitis, rhinitis and sore-throat . 1.1.3. Hygiene Educate to use clean water and soap or ash to regularly wash up, and told how to clean their teeth.	1 lesson a week for 35 weeks 1.1.1 Active organs Can identify the functions of bones, joints, muscles by making certain movements. Can use a diagram to tell the names of some main bones and muscles. Can put forward perpetual motion to develop muscles and bones. 1.1.2 Digestive organs. Can tell the names, locations and main functions of digestive organs from a diagram. Can identify the work of the digestive glands. 1.1.3. Hygiene Teach to eat clean food and drink clean water, to wash hands before meals and after	2 lessons a week for 35 weeks 1.1.1 Body systems Circulatory, respiratory, digestive, urinary and nervous Can tell names, functions, and locations of the above mentioned organs and systems (using a diagram). Be conscious of how important they are to us. 1.1.2 Hygiene Can keep the above organs clean with emphasis on breathing fresh air, no urinating delay, the moderation of eating, sleeping, resting, learning, and playing to protect

a n d h e a l t h	2.1 Family	2.1.1 Family members Can tell names of members in the family and the ties between the pupil and his/her father & mother (parents) and brothers & sisters (siblings). Share happiness and sorrow with others in their family. 2.1.2 House & home. Can memorise one's address. Can name the rooms: dinning- room, bedroom, study, living room etc. and daily-use utensils. Be conscious of the importance of house and home. Know how to keep their houses clean and tidy, not to litter all over the places 2.1.3. Safety at home Know how to avoid getting burnt, cut, and electric shock. (being aware of the danger and getting parents	defecation. 1.2.1 Preventing bone breaking and backbone deformation Be conscious of the danger; not to climb trees, run and jump dangerously. Not to carry too heavy a thing. Can walk, stand and sit in a correct manner. 1.2.2 Teeth decay prevention Know about the causes of teeth decay and how to prevent it. 1.2.3 Worm infection prevention (see 1.3. Hygiene) 2.1.1 Family members Can acknowledge the relationship between them and his/her grandparents. Be conscious that it is their paternal grandmother who gave birth to his/ her father and maternal mother who gave birth to his/her mother.	respiratory and nervous systems. 1.2.1 Preventing diseases caught through the digestive system Diarrhoea, cholera 2.1.1 Family members Can identify family ties and correctly address people of close relation (uncles & aunts, & cousins on mother's and father's sides).Be conscious of the equality between son and daughter (same rights and responsibilities), - Can draw a diagram of family tree. Be conscious of the fact that the increase in number of their family leads to population growth. 2.1.2 Be conscious of the fact that an increase in number of a family and the population growth have great impact on housing,
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I l S o c i e t y		<p>aspects of the local people's life style by visiting the school environment.</p> <p>2.3.2 Traffic safety - Be alert while travelling along narrow paths between water-fields, or on river banks, around lakes, or up mountain cliffs. Be conscious of the fact that it is lawful to walk on pavements or reserved areas for pedestrians; and it is unlawful to play games, or football in the streets Be aware of traffic rules at T-junctions, forks and crossroads.</p> <p>3.1.1 Flora Can tell the names, and main features of some vegetables, flower-trees, and wood-trees and say what we use them for.</p>	<p>school clean, disposing litter into litter-boxes and helping classmates to do the same.</p> <p>2.2.3 Safety at school. Can take precaution against falling. Can realise the danger, not to play, stand, run or jump near dangerous places.</p> <p>2.3.1 Communes (Districts) Know the name of the commune or district where the pupil is living in. Can describe the landscapes in the region, the main jobs that people in the commune/ district take up. Can describe traffic roles, and certain means of transport.</p> <p>2.3.2 Traffic safety - Observe traffic laws (walking or using private and public means of transport). - Identify some traffic signs on roads and rails.</p> <p>3.1.1. Flora Can tell the names, and main</p>	<p>(Towns) Know the name, particular traits of the province or town where the pupil is living in. Know the names, some main responsibilities of a certain number of offices such as administrative and educational departments, health centre, and other services.Can identify rural and urban landscape and main activities.</p> <p>2.3.2 Traffic safety Well observe traffic laws (walking, cycling or taking public means of transport). Identify some traffic signs on roads and rails</p> <p>3.1.1. Flora Can tell the main parts of a tree: roots, trunks, leaves, fruits and describe their function.</p> <p>3.1.2. Fauna Can identifying the main</p>
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		<p>Be conscious of taking care of and protecting trees. Know the good of vegetables in daily diet.</p> <p>3.1.2 Fauna Can identify and describe main features of a certain kinds of fauna such as: fishes, chickens, cats, and mosquitoes. Can describe the usefulness and/or harmfulness of those fauna for human life. Be conscious of looking after the useful fauna, and exterminating the harmful fauna</p> <p>3.2.1 Natural phenomena -Know a number of universal weather conditions such as: sunny, rainy, windy, hot, cold. Know to wear clothes against the weather.</p>	<p>features of some plants that grow on the ground or under water. Know that flora are diversified and numerous. They grow everywhere.</p> <p>3.1.2. Fauna Can identify names, and describe some main features of a certain number of fauna that inhabit on the ground, under the water or in the sky. Know that fauna are diversified and numerous. They can be found everywhere.</p> <p>3.2.1Day-time sky Observe the rise and set of the Sun. Know to observe the sun to define directions.</p> <p>3.2.2 Night-time sky Know how to observe the moon on different days. Know how to observe the stars on serene nights.</p>	<p>parts of an animal such as: heads, bodies, active organs. Can say about the role of each part mentioned above.</p> <p>3.1.3 Comparing between fauna and flora Can name similarities and differences of flora and fauna.</p> <p>3.2.1 The Sun Understand that the Sun gives light and heat to the earth. Can show the position of the earth in the solar system. Understand that the earth moves round the Sun. Understand that the Moon moves round the earth.</p> <p>3.2.2 Identify the outward shape, features of the earth by observation and by using a map. Understand that the earth moves around itself giving concepts of day, night, month, year, season.</p>
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Content: Science (Grades 4 and 5)

Theme	Grade 4	Grade 5
Theme I Human beings and health	<p>1.1 Physical metabolism with environment Know that human body regularly needs to take in food, water and air and eliminate waste, urine and carbonic gas, etc. to exist Can tell the names of several parts of the body that involve in physical metabolism Can draw a simple diagram of physical metabolism with environment.</p> <p>1.2 Nutrition and physical needs Can name the food with high nutrition such as protein, carbohydrates, fat, vitamins, and minerals, etc. Be aware of essential need of nutritious provision and balanced diet. Understand that there is a difference in the diet of the sick and the healthy, and that it is a must for the sick to follow the diet for the sick</p> <p>1.3 Food safety and disease prevention Be aware of the harm caused by stale, contaminated food, or undercooked food Know how to avoid some diseases caused by lack of nutrition such as: malnutrition, lack of</p>	<p>1.1 Growth and development of human body Be aware of appearance changes showing physical growth from newly born period to puberty. Know how to keep sanitation at puberty. Take caution against sex abuse</p> <p>1.2 Safety and disease prevention</p> <p>1.2.1 Anti-drug taking Be conscious of the harm caused by cigarettes, liquor, drugs and heroin, etc. Be determined to refuse all invitations to use any kind of stimulators. Not involve in stimulator transport or dealing</p> <p>1.2.2 Know how to take medicine safely Take medicine according to doctor's prescription or parent's instruction. Use right dose. Can identify trademarks and usage deadline. Not to take any medicine without trademarks and usage deadline.</p> <p>1.2.3 Know how to avoid some diseases:</p>

<p>II</p> <p>Materials and Energy</p>	<p>vitamin A and iodine. Know how to avoid some diseases caused by abundant nutrition: obesity</p> <p>Know how to avoid some infectious diseases caught through digestion.</p> <p>2.1 Water</p> <p>Can observe and conduct some simple experiments to show the characteristics of water</p> <p>Can tell some water characteristics at solid, liquid and steam forms. Can conduct some simple experiments to show how water circulates in nature. Can tell the role of water in production and human life. Know how to save water in the home. Know how to protect clean water by refining, sterilising and boiling.</p> <p>Be aware of protecting water resources and prevent them from being polluted.</p> <p>2.2 Air</p> <p>Know that air is everywhere. Describe some features and main compositions of air. Know the role of air in life and in making a fire. Be aware of some causes of air pollution and measures to keep air fresh.</p> <p>2.3 Sound</p> <p>Can make some experiments to find out what makes sound, how sound transmits, and the cause of sound proof. Be aware of the need of</p>	<p>Know the causes of and how to avoid malaria, undulant fever, encephalitis, hepatitis, and HIV/AIDS.</p> <p>1.2.4 Be ware of traffic accidents</p> <p>Strictly observe traffic rules for walking and cycling. Well observe the rule of crossing the road at junctions and T-junctions. Not to run & jump for fun, play games or football in the streets. Not to ride bicycles shouldering three or four. Not to go over limited speed or dangerously pass vehicles on the road</p> <p>2.1. Common materials</p> <p>2.1.1 Metal and alloy</p> <p>Know the characteristics and applicable features of some metals: iron, copper, aluminium, cast iron and steel.</p> <p>2.1.2 Identify limestone (by experiments)</p> <p>Can tell the usefulness of some types of limestone</p> <p>2.1.3 Pottery (brick and tile, etc.) glass and cement</p> <p>Can identify the main materials used for the production of pottery, glass and cement</p> <p>Can describe some features, usefulness of some above mentioned materials and know how to keep them in good conditions for</p>
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<p>III Fauna & Flora IV Environment and natural resources</p>	<p>sound and its role in human life and noise impact and measures against noise.</p> <p>2.4 Light Can tell the role of light. Can distinguish between a thing that gives light and a thing that absorbs light. Can conduct some experiments to get to know between a light-conducting thing and a light-obstructing thing. Know how to produce light bulbs.</p> <p>2.5 Heat Can make experiments to define the cold and the heat. Know that temperature is the manifestation of cold and heat. Know the temperature by using a thermometer. Can demonstrate heat emission and absorption at different degrees by experiment. Know that the Sun is the most important source of heat. Can identify the usefulness of other sources of heat.</p> <p>3.1 Plants Know that plants need water, air, light, heat and mineral substances to grow. Know the reason why plants need proper care. Know that trees can provide nutrients and the role of trees on our planet.</p> <p>3.2 Animals Know that animals need water, air, light, heat,</p>	<p>production and daily use.</p> <p>2.1.4 Rubber Can tell some rubber made utensils and how to keep them in good conditions.</p> <p>2.1.5 Plastic Can describe some features of plastic such as (electricity-sensitive and heat insulating, etc.) Can describe the way to make full use of and store the material.</p> <p>2.1.6 Synthetic fibres Can describe such features as tough, durable, light, soft, and easy to decay in heat. Can tell the way to make full use of and store synthetic fibres.</p> <p>3.1 Plants Know that plants are productive so as to preserve their own species. Know that plants are productive in various ways. Know that flowers on green trees are generative organs to produce fruits and seeds (e.g. pomelo, loofah, gourd, squash and bean, etc.). Know that some young trees grow from their stem, root and leaf (e.g. sugarcane, sweet potato, ginger, alpinia).</p> <p>3.2 Animals Know that animals are productive to preserve</p>
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	<p>minerals and other nutrients to live. Know the reason why animals need being properly kept. Know that animal can't be self-provided with nutrients. They gain nutrients from other sources such as: plants or other animals.</p>	<p>their own species. Know that animals are productive in many ways, such as: laying egg (flies, frogs), laying and incubating egg (chicken, birds), giving birth to cubs and bringing them up.</p> <p>4.1 Environment and natural resources</p> <p>Can tell environmental compositions and natural resources on the earth. Can tell the roles of environment in human life. Can identify human impact on environment (negative and positive). Can define measures for environment protection.</p>
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Chapter 7 Lesson plans for health topics

7.1 Introduction

This section provides ideas to help you plan and teach health effectively in a multigrade classroom using whole class teaching and small group work. The lessons given here have been tried and tested by teachers in their own classrooms to make sure the activities work well and pupils learn well. Suggestions are given for a sequence of 40 minute, activity-based lessons for the key health topics and grade combinations shown below.

- Personal hygiene - grades 1 and 2
- Taking care of our teeth - grades 1 and 2
- Environmental hygiene - grades 1, 2
- Safety in the home - grades 1, 2 and 3
- Preventing Diseases - grades 3 and 4
- Nutrition - grades 4 and 5

These topics have been chosen because they are in the National Curriculum and are crucial to the health of pupils in the areas where multigrade schools are most commonly found. You will need to adapt these ideas for your pupils. You will also need to find out local beliefs and practices and be aware of what the local community feels is really important. Activities for teaching other important topics (Worm infections, HIV/AIDS, Early childhood development and learning; Coughs, colds and other more serious illnesses; Safe motherhood) are given in Chapter 8.

In the lessons plans for each topic the step-by-step, Child-to-Child approach that was explained on page 28 has been used. This is to make sure that pupils translate learning about health into taking action to improve health.

The next box shows what you will need to do at each step and what help you will get from the lesson plans to help you teach this topic. Each lesson plan starts with a short introduction followed in most cases by three ten-minute activities and a homework activity.

The step-by-step Child-to-Child Approach	Help provided in the plans
Lesson 1: Recognise <i>In this step pupils will learn about a health problem and understand the main health messages.</i>	♦ Important health information to teach the pupils ♦ Ideas for activities to promote understanding and skills.
Homework: Study more <i>In this step, pupils will find out more about the health topic in their schools, homes or communities.</i>	♦ Ideas for an activity
Lesson 2: plan action <i>In this step, pupils will plan and take action in order to promote health at home, at school or in their community.</i>	♦ Activities to guide pupils in planning and taking action
Homework: take action	
Evaluate /Review <i>In this step, pupils will evaluate the action they took at home, at school, or in their community and you will review the learning on this topic.</i>	♦ Questions to guide the feedback

Secrets of success:

- When you begin to renovate your teaching methods it will take you some time to get used to organising your teaching in this new way. It will also take your pupils some time to get used to learning in this new way. Try to discuss your experience of using these new teaching methods with other teachers so that you can help each other be successful in this innovation.
- Allow enough time to teach each topic well. You cannot teach a health topic effectively in one lesson because it takes time for pupils to develop the understanding and skills needed to translate information into action. You will need two lessons and a review to teach each topic. Each lesson will need to be about 40 minutes long.
- When you are preparing to teach a new topic take time to read carefully the important health information given in the lesson objectives. This will make ensure that you teach **accurate health information**. Make sure that you actively involve pupils in their own learning and help them make decisions for themselves. It is important that you teach health lessons in the language pupils **understand best** so that the messages are clear and pupils are able to participate.
- When pupils are working in small groups ask each group to choose a leader to help them complete their task and a spokesperson to present their findings. Go round to give help and make sure the group leader involves every child.

Write down your own secrets of success in the space below:

7.2 Personal Hygiene (Grades 1 and 2)

Lesson 1: Learning about my body and little creatures that make me sick. Homework: Sharing what I have learned with parents and younger children.
Lesson 2: Keeping my body clean: Homework: Singing my new song at home and helping younger children.
Review: Reporting back on homework activities and revision of our 'keep clean' pledge.

Learning objectives: By the end of this sequence of lessons your pupils should

	GRADE 1	GRADE 2 (same as grade 1 plus)
K N O W	<ul style="list-style-type: none"> •How to keep our body clean. •Why we need to keep our body clean (Small creatures such as flees and lice can live on our skin and make us ill. Even smaller creatures called germs that we cannot see can also make us ill. Cleaning the body and the teeth regularly kills these germs.) 	<ul style="list-style-type: none"> •The need to eat clean food and drink clean water, to wash hands with soap or ash before meals and after defecation. •Small children need help from older children to keep themselves clean.
D O	<ul style="list-style-type: none"> •Wash the body regularly and carefully with soap and water (or ash) especially in the places where germs can hide. •Wash hands with soap and water or ash before meals and after defecation. •Keep eyes clean so that insects do not settle on them. •Clean teeth regularly. 	<ul style="list-style-type: none"> •Help smaller children to keep clean (by encouraging them rather than scolding them). •Eat clean food and drink clean water.
FE EL	<ul style="list-style-type: none"> •Pride in looking neat and clean. 	<ul style="list-style-type: none"> •Responsibility for keeping smaller children clean.

Lesson 1 Learning about my body and little creatures that make me sick

	<i>Whole class</i>
Introduction	Introduce the topic on learning about your body and little creatures that make us sick.
Activity 1 10mins	Ask pupils to 'Name some small creatures that can live on your body and bite you.' List answers and include fleas, lice, flies, mites. 'How do they make you feel?' List answers and include itchy skin and ears which can get infected if we scratch, toothache from decayed teeth and diarrhoea.
Activity 2 10mins	Introduce the idea of germs – very small creatures that are too small for us to see. Germs can cause illness. Germs like dirt but hate soap, water and ash. 'Where do germs like to hide on our bodies?' (Older pupils can discuss in pairs with younger pupils.)
Activity 3 10mins	Play a game: 'I am (<i>chay</i>) the germ. I live on (Kich's) head because he hasn't cleaned his hair. I am (<i>trung giun</i>) the germ. I live under (Son's) finger nails because she has not cut them. Can you suggest more hiding places?'
Home work	'Tell your parents and siblings what you have learned today and find out where small creatures like lice, fleas, mites and germs could breed around your home.'

Here is an example of a song about keeping the body clean which can be sung to the tune of 'I am considered to be a nice clean child'. You can use it in the next lesson.

1) I am appreciated as a nice child,
my clothes are always tidy,
my clean body looks loveable.

2) Oh wonderful a child washing hair,
Look, my hair is very nice,
I always clean my teeth,
So my teeth look more attractive.

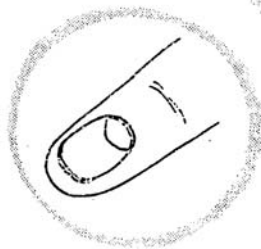
3) I am really pretty and loveable,
Because I clean my face everyday,
My body is clean and smells good.

4) My hands look attractive,
Because I regularly cut the nails.
How clean are my feet,
Where could little creatures live?

5) Oh wonderful the clean child,
look how clean and tidy she/he is.
Quick, quick go away creatures,
And remember not to come back.

Lesson 2 Keeping my body clean

	<i>Whole class</i>
Introduction	<p>'What did you learn last week about little creatures and germs that can live on our bodies and make us sick? (Revise the idea of little creatures and germs.)</p> <p>'What places did you find at home where fleas, mites and germs can breed?'</p>
Activity 1 15 mns	<p>'What actions have you done this morning to keep your body clean?'</p> <p>Discuss how we should clean each part of the body so that little creatures and germs won't come there. (Include - hair, eyes, ears, teeth, skin, hands, nails, feet, bottom). You can use the pictures on the next page to help. Teach a song about keeping the body clean – add actions to the words. Use the local language if possible. (Grade 2 pupils can teach grade 1 if they know the song already).</p>
Activity 2 10 mns	<p>'What responsibilities do you have in your families?' (Include doing household chores, taking care of babies and younger children and helping with their toilet, looking after household animals and helping in the fields.)</p> <p>Explain that we cannot be clean all the time but there are some really important things that children need to do to keep themselves healthy. Together with the children make a list of hygiene rules (Include: washing hands with soap and water or ash before eating and after defecation or helping with baby's toilet, cutting finger nails short and keeping eyes clean so that insects will not settle on them.)</p> <p>Remind grade 2 pupils that they should eat clean food and drink clean water.</p>
Activity 3 5mns	Invite younger pupils to 'Choose a partner and check each other's cleanliness'.
Home work	Remind pupils: 'Tell your parents the hygiene rules and practice the rules every day. Ask your partner every morning 'Am I clean today?'



Review

Revise hygiene rules. Ask pupils to suggest a promise they could make to keep themselves and smaller children as clean as possible. Ask pupils to make this promise now. Award special stars to pupils who have kept very clean and helped others to be cleaner.

For your own notes

7.3 Taking care of our teeth (Grade 1 and 2)

Lesson 1: Learning about my teeth. Homework: Survey at home on cleaning teeth.
Lesson 2: Planning action: Cleaning teeth and healthy eating. Homework: Sharing what we have learned with our parents and taking action to clean our teeth and help young children clean teeth.
Review: Brief reporting back and evaluation of action and learning at the start of the lesson.

Learning objectives: By the end of this sequence of lessons your pupils should

	GRADE 1	GRADE 2 (same as grade 1 plus)
K N O W	<ul style="list-style-type: none"> •How to keep teeth clean. •Regular cleaning of teeth (especially in the evening) helps to protect teeth and gums. •Expensive toothbrushes are not necessary if twigs are used properly. •Health eating (avoiding sweet foods and eating fresh fruit and green leafy vegetables) helps keep teeth and gums healthy. 	<ul style="list-style-type: none"> •Children have two sets of teeth. Both need to be looked after. •After the second set grow, decayed teeth cannot be replaced. • Sugar rots teeth, plaque (caused by germs) destroys gums. • More people lose teeth from unhealthy gums than from decayed teeth. So It is as important to look after gums as teeth.
D O	<ul style="list-style-type: none"> •Find the best available material for cleaning teeth. •Clean teeth regularly and effectively. 	<ul style="list-style-type: none"> •Help smaller children in the family clean their teeth and encourage them to eat a healthy diet.
F E E L	<ul style="list-style-type: none"> •Pride in having clean teeth. 	<ul style="list-style-type: none"> •Concern that other members in the family should have healthy teeth.

Lesson 1 Learning about my teeth

Preparation: Find two teeth that have fallen out and get some water and sweet fizzy drink		
Introduction	<i>Whole class</i> Introduce the topic on how to care for your teeth.	
Activity 1 15mns	<i>In pairs (older with younger)</i> 'Look at and count your partner's teeth and find out 1) How many teeth are there? 2) How are they different? 3) Do they have small holes in them? 4) What holds the teeth in place? Discuss their answers. Explain the different uses of teeth (back ones for grinding and chewing, front ones for biting) and that we have two sets - the first or milk teeth and second or permanent teeth. Explain that the permanent teeth are the last we get and that healthy gums are as important as healthy teeth.	
Activity 2 15 mns	<i>Whole class</i> 'How old were you when your first teeth fell out'. Set up an experiment. Put one tooth into a cup of water and the other into a cup of sweet fizzy drink. Display them in the classroom and ask pupils to look at them over the next week.	
Home work	<i>Grade 1</i> 'Find out how people at home clean their teeth'.	<i>Grade 2</i> Do a survey on teeth cleaning at home by asking an adult or a child (a) How do you brush your teeth (with a tooth brush, chewing stick, finger etc.) (b) When do you brush your teeth (morning, evening) (c) How often do you brush your teeth (never, sometimes, once each day, more than once each day). Also write down the same information about how you brush your own teeth'.

Lesson 2 Cleaning teeth and gums

	<i>Whole class</i>	
Introduction	Take feedback on homework task and display information as bar charts. (a) Draw a bar chart to show how many people use toothbrush, chewing stick, finger to clean their teeth - put numbers on each bar. Repeat for tasks (b) and (c). Discuss results. Remind pupils to brush teeth every day with a toothbrush or chewing stick (not finger) and always brush in the evening.	
Activity 1 10 mns	'Why is it important to remove old food from between teeth? (It makes plaque which destroys gums.) Discuss how plaque can be removed and help each pupil to make and use a local toothbrush from a stick. Show them how to make local toothpaste (e.g. by mixing salt and bicarbonate of soda)	
Activity 2 10mns	Take out the teeth that were put into the water and the sweet fizzy drink last week. Scrape them with a knife. The tooth in the water will be quite hard. The tooth in the sweet drink will be soft because sugar rots teeth. Discuss the need to avoid sweet foods. 'Which foods are good for our teeth and gums? Discuss and list foods that are rich in calcium for bones and teeth (fish with bones) and foods rich in fibre to strengthen gums (vegetables).	
Activity 3 10mns	<i>Grade 1</i> 'Draw a picture to show the foods that harm our teeth and the foods that help to keep our teeth strong.'	<i>Grade 2</i> Together with the pupils discuss and list five rules for keeping our teeth healthy. Tell pupils 'Learn the rules and test each other in pairs'.
Home work	'Show your pictures to parents and discuss. Practice brushing your teeth every day'.	'Tell parents and other children at home the 5 rules for healthy teeth, practice the rules every day and help younger brothers and sisters to do it.'

Review:

Feedback on action taken. Ask grade 2 pupils to tell 5 rules for keeping teeth healthy.

For your own notes**7.4 Environmental Hygiene: home and school (Grades1 and 2)**

Lesson 1: Introduction: Why do we need to have a clean and tidy environment in our home and school?

Homework –looking for examples of clean and dirty things in our home and school.

Lesson 2: What can we do to make our home and school cleaner and more hygienic?

Homework: Sharing what we have learned with our parents and friends and taking action to improve our environment.

Review: Brief reporting back and evaluation of action and learning.

Learning objectives: By the end of this sequence of lessons your pupils should

	GRADE 1	GRADE 2 - same as grade 1 plus
K N O W	<ul style="list-style-type: none"> •Clean homes and classrooms keep us healthier because they get rid of dirty places where germs breed and discourage harmful insects and other pests that bring disease. •Attractive surroundings at home and in the classroom make us happier and improve our lives. •How to keep our classroom clean, tidy and beautiful by putting litter into the bin and not making desks and benches dirty. •Flies are a particular danger because they bring germs on their feet from dirty places and put the germs onto our bodies and our food. 	<ul style="list-style-type: none"> •How to keep the school clean. •How to help parents keep the home and surroundings clean including the toilet and cattle cages.
D O	<ul style="list-style-type: none"> •Help to keep their personal belongings tidy and their home and school free from rubbish and flies. 	<ul style="list-style-type: none"> •Help parents keep the house clean and tidy and free from flies and places where germs breed - including the toilet and cattle cages. •Help to keep the school clean and encourage other pupils to do the same.
F E E L	<ul style="list-style-type: none"> •Concern and responsibility to keep their own belongings at home and school clean and tidy. 	<ul style="list-style-type: none"> •Responsible as members of their school and their family for keeping their surroundings clean and tidy. •Proud of living and going to school in clean and attractive surroundings. •Ashamed when their home or school is dirty.

Lesson 1: Why do we need to keep our home and school clean?

<p>Introd uction</p>	<p><i>Whole class</i> Introduce the new topic on keeping our home and school clean and tidy. Teach pupils the song about Big Brooms and Small Brooms'. <i>Make up your own tune to the following words and teach it to the pupils <u>with actions</u> (in their own language if possible) to show grandma twisting the straws to make the broom and the child using the broom to sweep the floor.</i></p> <p>One golden straw...two golden straws Grandma twists them together, to make a small broom and a big broom The big broom is for her to sweep the yard of the store The small broom is for me to sweep the floor 'Why do we need to sweep the floor?' Emphasise that every member of the family is responsible for keeping their home clean.'</p>
<p>Activity 1 10 mns</p>	<p><i>Whole class</i> 'Tell me how to quickly draw a picture on the board of a clean house and surroundings. What does his house look like?' (Use pupils' suggestions to help you draw the picture. Make sure the house does not have any hygiene hazards and looks clean, tidy and attractive.) 'If you live in this house how do you feel?' (<i>Happy, proud, clean</i>) 'Now tell me how to draw a dirty house and surroundings.' (Use pupils' suggestions to help you draw the picture. Make sure the house has all the major hygiene hazards- flies and rotting rubbish, human and animal faeces, dirty water for insects to breed in, dirty blankets, pillows and clothes lying around.) Explain, one by one, why each of the hazards are bad for our health 'If you live in this house how do you feel?' (<i>Unhappy, ashamed, dirty</i>)</p>

Activity 2 10 mns	<p><i>Mixed grade groups (older and younger pupils working together)</i> 'Make a list of the things that the clean people have done to make their house clean and tidy and say why they have done it.' (Each pupil must suggest at least one thing, e.g. swept the floor, washed the cooking pots, and tidied the clothes.) <i>Whole class</i> Compare the lists made by each group and discuss which group has the best set of answers?</p>	
Activity 3 10 mns	<p><i>Grade 1</i> 'Draw the clean people's house.'</p>	<p><i>Grade 2</i> 'Is our classroom and our school as clean and tidy as the clean people's house? Make a list of what you can do now to make our school cleaner and brighter and keep it like that. Make another list of things we could do if there was more money. (For example, building a latrine, providing running water or a communal refuse pit)).</p>
	<p><i>Whole class</i> Grade 1 pupils show their pictures and say what the clean people have done. Grade 2 pupils show their two lists and discuss what they can do.</p>	
Home work	<p><i>Grade 1</i> 'Show your pictures to parents and others at home and tell them what the clean people have done.'</p>	<p><i>Grade 2</i> 'Look around at home and list things that are 1) helping to keep the home clean 2) making the home dirty and 3) things your family would like to do if there was help.</p>

Lesson 2 What can we do to make our home, school cleaner?

Preparation: Make up a song about flies in the pupils' own language. For example: <i>I am filthy the fly, I can make babies cry; I can sit upon faeces and carry small pieces; On my long hairs paws, I can sit on your sores; On food on your table I vomit up quick to make you all sick; BUZZ, BUZZ, BUZZ, BUZZZZZ</i>	
Introduction	Take feedback on homework and discuss. Stress that the most dangerous rubbish is human and animal faeces, pools of dirty water where flies and other insects breed, rotting rubbish, dirty rivers and canals where people throw rubbish and also wash themselves and their clothes. We must work together to make home and school cleaner and more healthy to live in.
Activity 1 10mins	<i>In pairs (same grade)</i> 'Decide what you can do to make your home and school cleaner and brighter and keep it like that.' Take feedback and list activities. Discuss and agree which activities are most useful for pupils in each grade to do and display a large copy of these activities in the classroom. (For example, all pupils will keep their own things tidy, grade 2 will also help with the house and surroundings including the toilets and animal cages.) 'Write down what you are going to do (individually or in a group)'. 'What more can you do together with your families?'
Activity 2 10 mins	<i>Whole class</i> Teach the song about flies and let pupils dance about like a fly. 'Copy down the song'.
Home work	Review activities pupils have agreed to do to make their home and school cleaner and healthier. Remind them to do these activities, to sing their fly song at home and talk to parents (and siblings) about how to get rid of flies to make their home cleaner.

Review:

Discuss the activities pupils have done to get rid of flies and how they can continue to do even more in the future to keep their home and school clean and bright.

For your own notes**7.5 Safety in the Home (Grades 1, 2 and 3)**

Lesson 1: Accidents at home: What is an accident? What causes accidents in the home?

Homework: Looking for dangers in the home.

Lesson 2: How to avoid accidents in the home? Homework: Sharing what we have learned with our parents and friends and taking action to make our home safer.

Review: Feedback on action taken and revision of the topic.

Learning objectives: By the end of this sequence of lessons your pupils should:

	GRADE 1	GRADE 2 (grade 1 plus)	GRADE 3 (same as grade 1 and 2 plus)
K N O W	<ul style="list-style-type: none"> •Many accidents occur at home, •The 5 most accidents are: (1) burns and scalds from fires and cooking pots (2) poisons from bottles left in the wrong place (3) accidents with electricity from wires that are not properly protected (4) falls from trees or furniture (5) cuts from sharp things left where young children can reach them. •Nearly all these accidents can be prevented, •How to prevent these accidents (to be aware of danger and get parents to notice it). •Some games are dangerous and can cause eye and ear injuries. 	<ul style="list-style-type: none"> •Who to call in an emergency and how to do it. •How to avoid danger - for example by not climbing trees or running and jumping dangerously. • The need to be alert to the danger of food poisoning. 	<ul style="list-style-type: none"> •Most accidents can be prevented once it is understood that small pupils act and move differently from adults. •Crawling babies and young pupils just learning to walk are particularly at risk, especially from burns, scalds and poisons. •Children before school age cannot estimate the speed of moving vehicles and should be watched carefully. •Not to carry things that are too heavy. •Simple first aid can minimise the harm from accidents.

D O	<ul style="list-style-type: none"> •regularly look around their home and remove causes of accidents not only for themselves but also for others, especially babies, young children and old people - or get their parents to notice the danger. •practise safety rules for themselves and with friends. 	<ul style="list-style-type: none"> •avoid danger from falling for example by not climbing trees or running and jumping dangerously. •keep medicines out of the reach of young pupils and not take medicines without indications from doctors or parents. •avoid eating stale food. 	<ul style="list-style-type: none"> •watch babies and young children and teach them safety rules. •apply simple first aid for burns, cuts and wounds. • be aware of the danger of fire when cooking – do not put flammable things near cooking-stoves. •take precaution against unexpected accidents from careless playing. •make those who have an accident safe and comfortable while getting help.
F E E L	<ul style="list-style-type: none"> •concern for those who have accidents and the need to care for them. 	<ul style="list-style-type: none"> •aware of danger and responsibility for avoiding it and keeping themselves safe in the home •responsibility for making their homes as safe as possible. 	<ul style="list-style-type: none"> •concern and responsibility, alongside adults, to watch over others particularly younger pupils, and prevent unsafe behaviour.

Lesson 1: Understand what an accident is and why accidents happen

Preparation: For activity 1 draw pictures on the board to show some common accidents such as a child falling from a tree and breaking his/her leg or a child hitting his or her bare foot a stone and making it bleed. Include some pictures of problems that are not caused by an accident such as a swollen face caused by toothache, an insect bite or diarrhoea.

	Whole class
Introduction	Introduce the new topic: 'You are going to start a new topic today called 'Safety in the home'.
Activity 1 10mins	<p>Show the pictures you have drawn on the board and lead a discussion using the following questions:</p> <p>'What problem is shown in each of these pictures?</p> <p>Which of the problems shown are caused by an accident?</p> <p>Make sure pupils understand that accidents can take place anywhere, anytime, that there are lots of causes and that most accidents can be avoided.</p>
Activity 2 10mins	<p>Ask: 'What accidents have <u>you</u> had at home?' List on the board.</p> <p>Ask 'What accidents have <u>other members of your family</u> had at home?' Add these to the list and add any more accidents that are common including cut fingers or toes, electric shock, burns from boiling water or fire, drinking poison, a fire breaking out at home, a young child or elderly person falling over.</p> <p>Discuss 'What are the most common types of accidents and who has each type of accident most often (e.g. young/old people, boys/girls)?'</p>

	Grade 1	Grade 2	Grade 3
Activity 3 10 mns	Copy the list of accidents. Discuss 'How do some children get burnt, break a leg, get an electric shock or cut their finger?	Discuss 'Why do some people get poisoned from eating bad food or drink?' List 4 reasons (e.g. drinking insecticide from an unlabelled bottle, eating food with flies on it.)	List the things in your home that can cause a fire. Why should we not put these near the fire? Discuss 'What can cause fire to break out in your home?'
	<i>Whole class</i> Ask a spokesperson from each group to tell the class what they learned from their discussions.		
Home work	'Look around your home and make a list of 1) sharp things that can cause cuts 2) hot things that can cause burns 3) electrical appliances, (and where they are stored and the state of the wire flex).'	'Look around your home and list poisonous things and say where they are kept.'	'Look around your home and list things that can cause a fire and say where they are kept.'

Lesson 2. What can we do to prevent accidents at home?

Preparation: Clean water, cloth and a bandage for Activity 3 grade 3	
Introduction	<p><i>Whole class</i></p> <p>Take feedback from pupils on homework activities and discuss. Remind pupils that accidents happen <u>unexpectedly</u> and they can happen anywhere – in the cooking area, the living area, the sleeping area or the playing area/garden.</p>
Activity 1 15 mns	<p><i>Mixed grade groups</i></p> <p>Divide pupils into 3 groups with pupils from each grade in every group.</p> <p>Group 1 discuss 'How can sharp things in the home be kept safely?</p> <p>Group 2 discuss 'How can hot things that cause burns and fires in the home be kept safely?</p> <p>Group 3 discuss 'How can poisonous things in the home be kept safely?</p> <p><i>Whole class</i></p> <p>Take feedback from each group in turn. Make sure all pupils understand the need to keep small children safe by watching them carefully and keeping dangerous things such as lamps and matches, fire, cooking pots and sharp things away from them. Make sure grade 3 understand the need to be careful while cooking, to put the fire out before leaving the house and to keep inflammable away from the cooking fire. Explain that dangerous behaviours can also cause accidents and give examples: running and jumping dangerously, climbing trees, games that can injure the ears or eyes.</p>

<p>Activity 2 15 mns</p>	<p><i>Grade 1</i> 'You are helping your brothers and sisters to make the evening meal and your little sister cuts her finger and screams with terror. Discuss what you will do' (<i>Stay calm and call for your parents or an adult to help.</i>)</p>	<p><i>Grade 2</i> 'Your young brother accidentally drinks something poisonous in the living area. You are playing in the garden with your friends when you see him staggering towards you in great pain.' Make a role play to show what you will do. (<i>Quickly ask him what he drank, call for help and take him and some of the poison to the health worker</i>)</p>	<p><i>Grade 3</i> Ask your teacher to help you practice how to give simple first-aid for a cut or a burn. <i>To treat a cut finger or toe (a) Wash the wound with clean water and soap (boiled and cooled water is best)(b) Dry the skin, cover the wound with a clean cloth and place a bandage over it. To treat a small burn (a) Cool burned area immediately by putting it into cold, clean water for at least 5 minutes (b) Do not remove anything that is sticking to the burn or put anything except cold water on it. If the wound or burn is more serious report it to an adult and help to take the patient to the health worker. (There is more advice on simple first aid in appendix 1)</i></p>
	<p><i>Whole class</i> Take feedback from each group in turn on their activities and summarise how to prevent and treat accidents at home.</p>		
<p>Home work</p>	<p>Ask pupils to tell parents or carers what they have learned about how to prevent and treat accidents at home and alert them to any dangers in the home so that they can make their home safer. Remind them to practice what they have learned and emphasise the need to watch younger brothers and sisters carefully to keep them safe. Ask grade 3 to find four ways to make their homes safer.</p>		

Review: Briefly revise how to prevent and treat accidents and take feedback on homework tasks. What action have pupils taken? What problems (if any) have they had? Ask pupils to suggest a promise they could make to continue taking safe measures at home. Pupils make the promise.

For your own notes

7.6 Prevention of diseases caught through the digestive system from dirty water and food and diseases caught from mosquitoes (grades 3 and 4)

Lesson 1: Introduction: Diseases caused by dirty water and mosquitoes

Homework - Surveys on diarrhoea and hiding places for mosquitoes

Lesson 2: Planning action: What can we do to get rid of germs and mosquitoes

Homework – Sharing what we have learned with our parents and taking action.

Review: Feedback on action taken and revision of topic.

Learning objectives: By the end of this sequence of lessons your pupils should:

	GRADE 3	GRADE 4 (same as grade 3 plus)
K N O W	<ul style="list-style-type: none"> •Germs that cause diarrhoea, cholera and typhoid are spread from person to person by eating germs in bad food or drinking germs in bad water. These germs are too small for us to see. Without these germs the diseases cannot spread. These by germs can spread on dirty hands and through washing food in unsafe water. • Diarrhoea, cholera and typhoid can kill us because our body becomes dehydrated. When we are dehydrated water and salt must be put back into our body very quickly by drinking lots of fluids such as oral rehydration solution (ORS) from the health centre or the water used to cook rice in. •Small children and old people die easily from dehydration •Frequent diarrhoea can make young children become malnourished and get other diseases. After having diarrhoea a child needs an extra meal each day for at least two weeks. •Germs that cause coughs, colds and tuberculosis are caused by germs that are carried through the air and breathed in. •All these diseases can be reduced or prevented by better personal and community hygiene. •The more people in a family that have a disease the faster it will spread- we need to act quickly to stop diseases spreading. •Health workers can help us treat diseases but there is a great deal we can do ourselves to help people who are sick and stop germs spreading from sick people to well people. 	<ul style="list-style-type: none"> •Many serious diseases, such as malaria and encephalitis are spread by flies and mosquitoes. The fewer insects we have around the house and the less they bite us the healthier we will be. •We get malaria by being bitten by small mosquitoes (Anopheles) in the evening, at night and particularly in the early morning before it gets light. When mosquitoes bite people who have malaria they transfer the germs in the blood they suck to other people and make them ill too. The more bites we get the more likely we are to get bad fever. We must protect ourselves by sleeping under nets (especially those treated with insecticide) and driving mosquitoes away from our home. •Encephalitis is spread by mosquitoes (Culex) in the same way as malaria (These mosquitoes like to live near pigs. •When someone is sick with fever we need to keep them cool but not cold, give them plenty to drink and food whenever they can manage to eat it.

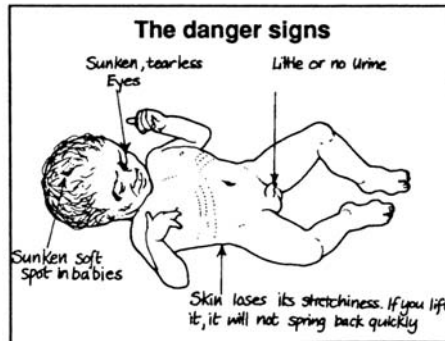
D O	<ul style="list-style-type: none"> •Recognise the signs of diarrhoea, cholera and typhoid •Practice what they have learned so as to remain healthy. (Take care to wash hands well after defecating or helping clean babies bottoms, especially if they have diarrhoea. Give plenty of the water used to cook rice (or ORS) to children who have diarrhoea) 	<ul style="list-style-type: none"> •Recognise the signs of malaria and encephalitis •Protect houses and sleeping places from mosquitoes •Wear clothes to cover their skin after dusk. •Look after others who are ill with fever through keeping them cool and giving them drinks.
F E E L	<ul style="list-style-type: none"> •Responsible for learning about diseases not only as a school subject but because their knowledge and actions can help themselves and their families be healthy. •Concern when people believe that disease is caused not by germs but merely by 'bad luck' or 'the evil eye'. •Concern when others act in ways which can cause them to catch disease or spread it to others. •Concern when younger children have diarrhoea especially when they are not being given plenty of rice water (or ORS) to drink. •Responsibility for maintaining hygiene to prevent diarrhoea and help other family members to give rice water (or ORS) when needed. 	<ul style="list-style-type: none"> •Concern when there are too many mosquitoes and responsibility for stopping them breeding and biting. •Responsibility for protecting and looking after those people (young children and the elderly) especially at risk from malaria.

Lesson 1 The causes of some diseases and what pupils can do to prevent them

Preparation: One day before this lesson put one flower into a jar of with water and another flower into a jar with no water (the one without water will die). Draw a large copy of the following drawing on the board without the labels.

What are the signs of dehydration?

The child is thirsty, or may appear irritable, restless or half-asleep. The mouth and tongue become dry, and there are few tears when the child cries. Eyes appear sunken, and when the skin is pinched it returns to normal slowly.



Introduction	<p><i>Whole class</i></p> <p>Introduce the new topic on diseases spread by drinking or eating dirty water or food or being bitten by mosquitoes.'</p>
Activity 1 10mns	<p><i>Whole class</i></p> <p>'Who has had stomach ache or diarrhoea or seen someone who is having these problems? How did you/they feel? (Unhappy, tired, painful, worried.....)</p> <p>Explain that diarrhoea make us pass 3 or more watery stools a day. Loosing so much water and salt from our body can kill us – especially young children and old people. Cholera is a deadly disease that causes very bad diarrhoea, vomiting and water loss (dehydration). Ask grade 4 to recall the '<u>special survival rules</u>' in a cholera epidemic:</p> <ol style="list-style-type: none"> (1) Boil all water (2) Cook all food well (3) Do not eat raw vegetables, always peel fruit (4) Dry all cooking and eating utensils in the sun (5) Wash hands with soap and water (or ash) after defecation and always before touching food (6) Keep latrines clean or bury faeces properly especially those of small children. <p>Show the drawing of a dehydrated child and ask some grade 4 pupils to come up to the board and label it to tell the symptoms of dehydration. Discuss.</p>

<p>Activity 2 10 mns</p>	<p><i>Grade 3</i> ‘Copy the drawing and then work in pairs to think of a very short story to show how germs can be eaten.’ (Give them an example or show some pictures. For example -Thau was playing in a dirty place and was thirsty. She used her hands to scoop up some water from the family’s supply of drinking water. The germs got into the drinking water and both Thau and her family got diarrhoea)</p>	<p><i>Grade 4</i> Show pictures of the mosquitoes that cause malaria (Anopheles) and encephalitis (Culex) (or draw them on the board). ‘How do these mosquitoes spread disease? (By sucking up germs with blood when they bite us and passing them on when they bite another person etc.) Explain these diseases cause fever, headache and damage to the nervous system. They kill many people especially young children and old people. List 3 key facts for pupils to copy and learn: (1) Mosquitoes spread malaria and encephalitis which can kill us. (2) Mosquitoes bite at night. (3) We must stop them breeding and biting. ‘Copy the list and start thinking about what you could do to stop mosquitoes biting and breeding.’</p>
	<p><i>Whole class</i> ‘Tell your stories to the class’, List the different ways in the stories that germs can be eaten and give more information on diseases of the digestive system.</p>	

Activity 3 10 mns	<p><i>Whole class</i></p> <p>Show the two flowers in the jars and ask grade 3 to tell the class 'Why has one flower died?' (from dehydration because of loss of water)</p> <p>Ask grade 4 to tell the class 'How can you stop mosquitoes biting and breeding?'. Then let them run around role-playing mosquitoes sucking blood from a grade 3 pupil and spreading malaria and encephalitis to another.</p>	
Home work	<p><i>Grade 3</i></p> <p>'Make a survey of diarrhoea at home by asking yourself and other children living in your house:</p> <ol style="list-style-type: none"> 1) How old are you 2) How many times have you had diarrhoea in the last two months? 3) What treatment did you have for the diarrhoea? <p>(If young pupils cannot answer for themselves then parents can help.)</p>	<p><i>Grade 4</i></p> <p>'Look for places in and around their home where mosquitoes hide and write down when mosquitoes come out to bite.'</p>

Lesson 2 Planning action to prevent diseases and treating those who have them

Preparation: Write the lazy mosquito story on the board		
Introd uction	<i>Whole class:</i> Take feedback on homework. Discuss why young children get diarrhoea more often than adults (they play in dirty places and don't always wash their hands enough)	
Activity 1 15mns	<p><i>Grade 3</i></p> <p>Tell grade 3 the story of how two children (whose parents were unexpectedly away, possibly at a funeral) saved the life of their one-year old sister by noticing that she had severe diarrhoea and feeding her with lots of the water left over after cooking rice. Bring into your story characters including a neighbour who gave them very bad advice (e.g. take the child for an injection, don't give any food or drink only dry food) and a relative or teacher who supported and helped them do the right thing. Ask pupils to make a short role play from the story.</p>	<p><i>Grade 4</i></p> <p>'Work in groups of three or four. Talk about what you can do to prevent mosquitoes breeding and biting and then copy down and complete the following story about the lazy mosquito: <i>The lazy mosquito used to live close to our house where he could bite us every day with great ease and make us sick. Then we began to make his life more and more difficult. We slowly drove him further and further away from the house until he finally died from exhaustion and lack of blood to drink. This is what we did to drive him away:</i></p> <p>Take feedback on the task and list the different things they did to drive the mosquito away (include– cutting grass, clearing gutters, burying rubbish that can collect water, filling in puddles, putting fish in ponds to eat larvae, sleeping under impregnated bed nets). Explain that we need to keep people with fever cool (NOT HOT) and give them lots to drink. We can help to bring the fever down by sponging them with cool water.</p>

Activity 2 15 mns	<p><i>Whole class</i></p> <p>Watch grade 3's role-play. Discuss the story and make sure pupils understand that children with diarrhoea must have plenty to drink – the best drink for them is the water from cooking rice or ORS from the health centre.</p> <p>Discuss the list of actions grade 4 are going to take to get rid of mosquitoes in and around their homes. Remind them that they need to cover their arms and legs after dark so they don't get bitten and if possible sleep under impregnated bed nets.</p>	
Home work	<p>Grade 3</p> <p>'Tell the story to your parents and others at home.'</p>	<p><i>Grade 4</i></p> <p>'Discuss with your parents how it might be possible to get impregnated bed nets.'</p>

Review

Take feedback on homework activities. What action have pupils taken and with what result? Briefly revise the topics and discuss how all pupils can get impregnated bed nets.

7.7 Nutrition and healthy living (Grades 4 and 5)

Lesson 1: Introduction: The foods we grow and eat at home.
Homework – Conducting a food survey at home and in the market. Writing a story about dangerous habits.

Lesson 2: Planning action: Foods for a healthy body and mind.
Homework – Sharing what we have learned with our parents and taking action.

Review: Brief reporting back and evaluation of action and learning at the start of the lesson before moving on to a new topic.

Learning objectives: By the end of this sequence of lessons your pupils should

	GRADE 4	GRADE 5 (same as grade 4 plus)
K N O W	<ul style="list-style-type: none"> • Good food is essential for growth of children's bodies and minds. • Children need enough good foods which give us energy, help our body and mind to grow and protect us from ill health and disease. (Rice and bread contain carbohydrates for energy and proteins for body growth and repair; chicken, pork, fish, eggs and beans give us protein for growth; fats and oils give us energy; and fruits and vegetables give us vitamins and minerals that protect our body from disease. • Children who do not have enough good food get malnutrition. If they lack energy and protein they do not grow well and become small and thin. If they lack vitamin A they get more infections and may not see well. If they lack iodine they do not grow or think well. • We cannot get everything we need from any one food. Therefore we must eat a good mixture of foods. • How to recognise foods which are tasty, nutritious and low cost. • Girls and well as boys, children as well as adults need the best access possible to good foods. • Young children need to eat many times a day because they have a small stomach and cannot eat very much at one time. 	<p>The harm caused by cigarettes, alcohol and illegal drugs such as heroin.</p>

D O	<ul style="list-style-type: none"> •Eat the most healthy diet possible. •Do everything possible to make sure that they and young children for which they have responsibility eat regularly and especially in the morning before they go to school. 	<ul style="list-style-type: none"> •Avoid smoking cigarettes, drinking alcohol or taking/dealing in illicit drugs.
F E E L	<ul style="list-style-type: none"> •Awareness of what they are eating and responsibility for eating the best possible diet. •Responsible about the food they and their sisters or brothers eat because it helps them grow strong and healthy and do well at school. •Concern for other children who do not have enough food or who will not eat sensibly. 	<ul style="list-style-type: none"> •Determined to refuse all invitations to smoke cigarettes or use any kind of stimulants or to transport or deal in them.



Lesson 1 What we can do to stay healthy

Activity 1 10mns	<i>Whole class</i> Introduce the new topic about the good foods we need to eat and the harmful things we need to avoid.	
Activity 1 10mns	<i>Grade 4</i> 'Draw a picture of a healthy child the same age as yourself. Write about what this child can do to stay healthy.'	<i>Grade 5</i> Draw a picture of an unhealthy child the same age as yourself. Write about what some children do that makes them unhealthy.
	Display all the drawings and lead a discussion to bring out the importance of eating healthy food and avoiding unhealthy behaviours such as smoking cigarettes, drinking alcohol or taking/dealing in illicit drugs.	
Activity 2 15mns	'What foods did you eat yesterday?' List the foods. 'How many times did you eat yesterday?' From their responses build up a bar chart on the board to show how many pupils ate once, twice, three times, more than three times. 'Did you eat something before coming to school today? (If so – what?) Add an extra bar on the chart to show how many pupils ate before coming to school. Comment generally on the replies (do not 'victim blame' by singling individual pupils out). Emphasise that children need to eat a mixture of different food, to eat quite often and to eat before coming to school so that they can learn well from their lessons. Make sure they all understand that a healthy meal should have a large amount of staple food such as rice to provide energy, together with small amounts of animal foods or beans or tofu to give protein for growth; vegetables and fruits (especially red, green and orange ones for Vitamin A) to give vitamins and minerals for protection and fats or oils to give the concentrated energy that children need because they have a small stomach and cannot eat very big meals. Together with pupils make a list on the board of the key messages.	

Home work	<p><i>Grade 4</i></p> <p>'Show your pictures to parents and others at home and tell the key messages. Make a survey of the foods you have in your village by listing foods you have in the house, foods growing in the fields and foods you can buy in the market.' (If they cannot go to the market they can ask their parents to help them make the list.) 'Bring to the next science lesson some raw and cooked foods from home to show the foods you need to make a healthy meal for a child your own age.'</p>	<p><i>Grade 5</i></p> <p>'Show your pictures to parents and others at home and talk about them. Make a survey (list) of the dangerous habits that some people in your family and community are doing.'</p>
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Lesson 2 Planning good meals and avoiding deadly habits

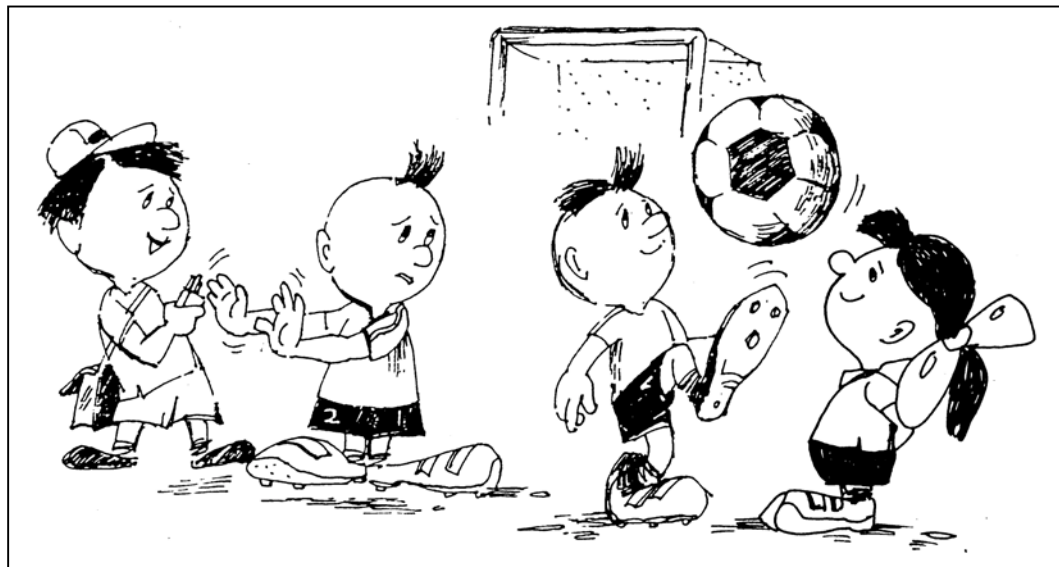
Preparation: The day before remind pupils to bring different kinds of food from home (some raw and some cooked) to make a good meal in the classroom. Set up a food table or mat for them to put the foods on.

Introduction	<p><i>Whole class</i></p> <p>Revise learning from last lesson. Make sure they understand that children need to eat a mixture of different food, to eat quite often and to eat before coming to school so that they can learn their lessons well. Take feedback on homework. List foods that grade 4 found at home, in the fields, and in the market. List dangerous habits that grade 5 found at home and in the community.</p>
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Activity 1 10 mins	Explain that we need a mixture of different foods for our body and our mind to grow and develop well. Get grade 5 to help you review the different foods: We need rice (or bread) for carbohydrates to give us energy and protein to help our body grow. We need fats and oils for energy and animal foods or beans or tofu (which are cheaper) because they have protein to help our body grow. We need fruits and vegetables especially orange or green fruits or vegetable for Vitamin A to help us see well and avoid infections. We need tofu and green vegetables for calcium to make our teeth and bones strong. 'Which foods cost most/least?'	
Activity 2 10 mins	<i>Grade 4</i> In groups of 4 or 5 pupils 'Use the foods you have brought to make a healthy meal for a child your own age.' (If there are enough foodstuffs they can make more than one meal)	<i>Grade 5</i> Make a role play about a pupil who goes to a party in her neighbours house and is given a drink of alcohol. She does not want it. What can she do?
Activity 3 10 mins	<i>Whole class</i> Grade 4 'Show the class the meals you have made.' (Ask grade 5 pupils to comment.) Discuss how to improve any meals that are not balanced and congratulate the group with the most nutritious low cost meal. Grade 5 perform their role play – Grade 4 watch. Discuss.	
Home work	'Tell your parents what you have learned and discuss how to get more of the foods you need for low-cost healthy meals. Make a plan for improving meals in your family.' Grade 5 'Practice avoiding unhealthy habits.'	

Review

Take feedback on homework and revise learning on this topic.



Chapter 8 Activities for teaching other health topics

8.1 Worm infections (grade 2)

Here are some activities for teaching a single lesson on worms for grade 2 pupils. The activities can also be used with mixed grade groups where older pupils work together with younger children.

Learning objectives: By the end of this sequence of lessons your pupils should:

K N O W	<ul style="list-style-type: none">•There are different kinds of worms and they get into our bodies in different ways. We get worms because of poor hygiene, especially leaving faeces about and not washing hands.•Most worms (threadworms, roundworms and tapeworms) get into the stomach and our guts from eggs carried by our hands to our mouth.•Hookworms are the most dangerous. They get into our bodies through the skin of our feet, bottoms or hands. Worms in our bodies make us weak. If we have many worms we cannot work or play or study very well.•Hookworms make us very weak because they suck our blood, give us anaemia (too thin blood) and make it more difficult for our bodies to fight off other diseases.•Worm medicine is easy to get from the health centre and safe to use. Worm medicine kills worms, but the whole family needs to be treated otherwise worms can easily come back.
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D O	<ul style="list-style-type: none"> •Recognise signs of worm infection such as worms in our faeces and those of our younger brothers and sisters. •Use latrines or bury faeces safely. Wash hands after defecating and before eating. Keep dirty hands away from our mouths and teach small children to do this. •Wear shoes outside the house to help avoid hookworms.
F E E L	<ul style="list-style-type: none"> •Concerned (but not frightened or ashamed) when we or smaller children have worms. •Responsibility for suggesting that worm medicine should be used by all the family (even if some do not think they have worms)

Before starting this topic briefly revise lessons on personal and community hygiene to make sure that pupils have the knowledge skills and attitudes they gained in the previous lessons (see pages 113 and 122)

Introduction	<p><i>Whole class</i></p> <p>Introduce the new topic about how to prevent and treat worm infections. Ask questions to find out what pupils already know about this topic.</p>
Activity 1 10 mns	<p>Draw a picture of each of the 4 types of worms (threadworm, roundworm, tapeworm and hookworm) and make a table to show 1) what it does 2)how it gets into our body 3) how we can get rid of it and 4)how we can prevent it from getting back in. (Use information from the pupils and add to it)</p>
Activity 2 10 mns	<p><i>4 groups (one for each of the worms)</i></p> <p>Ask each group to make their own poem or a song and to show who they are, how they can get into our body and become strong and numerous, and how we can keep them out.</p> <p>For example,</p>

	<p>A poem</p> <p><i>We round worms live in your stomach and love company, The more of us there are, the bigger we grow and the happier we get, As we grow big, you grow sick and weak. We have a back door for our eggs to go out (your bowel). We have a front door for them to come in on your fingers (your mouth). When you don't wash your hands we jump into your mouth. If you take the worm medicine, we all curl up and die.</i></p> <p>A song</p> <p><i>1. When all the worms come marching in; Through your mouth we march on in We shall build up our numbers; As we all come marching in. 2. And where you squat upon the ground; There our eggs can all be found; We shall build up our numbers; As our friends come marching in 3. But if you take the medicine; Then we curl up and die, If you wash your hands and cook meat well; You will stop us marching in.</i></p> <p>Make up some more versus of your own:</p>
Activity 3 10mns	Ask each group to make their presentation to the whole class and revise the learning from this lesson.
Home work	<p>Ask pupils to tell parents what they learned about worms and to sing their worm song to those at home.</p> <p>Remind them of their promise to practice the good hygiene rules.</p>

8.2 HIV/AIDS (Grade 5)

(see also Facts for Life messages on page 161)

Learning objectives: By the end of this sequence of lessons your pupils should:

K	•AIDS cannot be cured.
N	•Understand how HIV is spread and that it can be spread by people who appear well.
O	•Understand that HIV is not spread by normal social contact.
W	•Understand what decisions they have to make to avoid being infected with HIV. •Know how to resist sexual pressure from peers and adults such as those in authority, friends of the family. •Understand that people infected with HIV in families and communities need help and friendship from other community members including children.

Activities to help pupils understand

1. Collecting any information on HIV/AIDS and other Sexually Transmitted Infections (STIs). (Pamphlets, posters, other material) available in their community. Discussing: Why is HIV dangerous? How is it spread? How can we avoid getting it?
2. Doing a quiz (true/false) to make sure students know the facts about HIV/AIDS.
3. Playing the lifeline game to check they know the facts about risky and non-risky behaviours. Draw a thick line on the classroom floor (the lifeline) and place three large cards along the line. Place card 1 'No risk' at one end. Place card 2 'High risk' at the other end. Place card 3 'some risk' in the middle. Think of about 12 relevant behaviours and write each one on a separate card. Give two or three behaviours to each pair of pupils. Ask them to discuss the behaviours and decide whether each behaviour is no risk, low risk or high risk in relation to HIV. Invite pairs of pupils to come up and place their card on the relevant place on the lifeline and give their reason. Ask other pupils to comment and then comment yourself. (examples of behaviours could include: kissing, bathing together, taking drugs, sexual intercourse, shaking hands, breastfeeding, drinking from the same cup, having a vaccination, having a blood transfusion, sharing a toothbrush, walking alone after dark ...)
4. Drawing a diagram (web map) in groups to show why some young people have unprotected sex/inject drugs. Discuss.
5. Discussing when it is difficult to resist social pressure. Ask pupils to imagine how people might try to persuade them into unsafe practice and how they could avoid getting into unsafe situations.
6. Role-playing in pairs or groups to develop lifeskills. Ask them to choose a situation to practice verbal skill in resisting social pressure. In each group one or two of them are the persuaders and the others try to resist them. Help them discuss; How did it feel when you were asked to do the unsafe thing? How did it feel when the persuaders would not listen to what you said? In the real situation, what might change your mind? At the end summarise the importance of avoiding unsafe situations and learning how to resist pressure.

7. Creating short plays about caring for a person at home with AIDS. Discuss: How did it feel to be the person with AIDS? How did it feel to be the carer?
8. Listening to a story about an imaginary pupil who was thought to have AIDS. Divide the pupils into groups representing the pupil, other pupils, teachers and parents. Ask each group separately to consider: What do I feel? What are the main effects on me? What do I want to happen? Discuss in the whole group.

Action pupils can take

1. Be careful to avoid unsafe situations.
2. Be strong, say 'no' to unsafe practices.
3. Help someone who has HIV/AIDS.
4. Write a poem about AIDS and read it to the family.
5. Make a drama about a dangerous character called HIV that tries to lead people into unsafe practices. Some people are persuaded but others resist. A group of children have learned how to avoid HIV and they tell everyone else. The HIV character finds that fewer and fewer people will listen to it. Pupils can perform the play for other children and for parents.
6. Make posters and display them in the school, clinic and community.
7. Join an anti-AIDS club and plan a series of weekly activities e.g. visits, talks, drama, performing songs and dances, making posters, writing stories and poems.

8.3 Child development and early learning (See also – see Facts for Life messages on page 158)

Activities to help pupils understand

1. Keeping a scrap book on 'Growing up'
2. Make a height measure in the classroom and discuss about different heights.
3. Learning how to use growth charts available to mothers from a health centre.
4. Discussing whether they know any children who are too thin. Pupils look at a picture of a thin child. Each pupil gives a different reason why this pupil is too thin. Pupils think about who could help this pupil and how.
5. Making a record card of baby's development.
6. Discuss and list songs and games they know for playing with babies before they can walk and talk. Asking grandparents what songs and games they know.
7. Making up stories'When I was little.....' to remember what made them happy, sad, frightened. Writing them down and illustrating them.
8. Observing and reporting from home: What makes baby happy, cry, frightened?
9. Imagining ...If I were one year old – How big would the dog seem to be (the pig, the chicken, the chair) Drawing and writing about what they imagine.
10. Miming simple situations to show feelings – a boy is lost....A girl has torn her new book,,,,, A child snatches something from another.... Discussing how they would feel and what they could do to help.

Action pupils can take

1. Finding out if baby is weighed regularly and if necessary explain the meaning of the weight chart.
2. Helping mother to feed baby.
3. Helping to feed brothers and sisters after they have been ill and explain to others why this is important.
4. Looking after older children while mother takes baby to the clinic.
5. Measuring heights of siblings at home (with name and date)
6. Playing, talking, singing to baby at home, helping babies to look at and talk about objects and pictures they see.
7. Making toys and books for babies.
8. Watching over young children when they play.

8.4 Coughs, Colds and More Serious Illnesses

(See also – see Facts for Life messages on page 161)

Activities to help pupils understand

1. Carrying out a simple survey to find out how many pupils have had a cough or cold or both. How many family members have had a cough or cold? How many of those that cough smoke? Pupils make a chart to show the results.
2. Writing a story or a play and then discussing and drawing – right and wrong ways of treating a cold. (see facts for life messages on page 165)
 1. Discussing about pneumonia led by a health worker.
 2. Learning how to count breaths.

Actions pupils can take

1. Encouraging younger siblings to eat and drink when they have a cough or cold.
2. Telling parents what they have learned about the signs of pneumonia.
3. Counting breaths of younger siblings when they are very unwell and know the danger signs so they can be taken to a health worker quickly.
4. Helping to grow orange and yellow fruits and green leafy vegetables.
5. Making and displaying posters with messages about preventing and treating coughs and colds

8.5 Safe motherhood (See Facts for Life on page 160)

Activities to help pupils understand

1. Discussing a demonstration showing two sets of seeds: (1) seeds growing very close together and looking very thin and weedy (2) seeds planted well spaced and looking strong and healthy. What happens when seeds are planted too close together? How does this relate to child spacing in our families? How is it different?
2. Visiting a health worker to hear about (1) how to protect the unborn child (not drinking alcohol, not smoking or taking drugs, going to the clinic for an anti-tetanus vaccination) (2) how a baby is born and why it is important for a health worker to be present (3) the danger signs during pregnancy.
3. Drawing a village map to show where the health worker or trained birth attendant lives.
4. Writing a short story about early marriage and pregnancy: a girl marries and has a baby while she is still very young and at school. What happens?

Actions pupils can take

1. Help mother or auntie when she is pregnant, so that she has time to rest.
2. Tell older sisters and aunts about anti-tetanus vaccination.
3. Put on a play, 'Who knows best?' comparing nutrition before and after pregnancy in two families.
4. Help look after younger children when mother goes for health checks during pregnancy.

Appendix 1 Top Ten Health Messages that everyone should know

These messages have been agreed by three major international agencies concerned with the health and education. These organisations are the World Health Organisation (WHO), the United Nations Pupils' Fund (UNICEF) and the United Nations Education, Social and Culture Organisation (UNESCO).

Timing Births

1. Pregnancy before the age of 18 or after the age of 35 increases health risks for the mother and her child.
2. For the health of both mother and pupils, there should be a space of at least two years between births.
3. The health risks of pregnancy and childbirth increase after four pregnancies.
4. Family planning services provide couples with the knowledge and the means to plan when to begin having pupils, how many and how far apart to have them, and when to stop. /there are many safe and acceptable ways of avoiding pregnancy.
5. Family planning is the responsibility of both men and women: each needs to know about the health benefits. Information can be obtained from a doctor, nurse, teacher, family planning clinic, youth or women's organisation.

Child Development and Early Learning

1. The care and attention a child receives in the first eight years of life, especially during the first three years, is critically important and influences him or her for life.
2. Babies learn rapidly from the moment of birth. They grow and learn fastest when they receive affection, attention and stimulation in addition to good nutrition and proper health care.
3. Encouraging children to play and explore helps them learn and develop socially, emotionally, physically and intellectually.
4. Children learn how to behave by imitating the behaviour of those closest to them.
5. All parents and caregivers should know the warning signs that show the child's growth and development are faltering.

Safe Motherhood

1. It is important for all families to be able to recognise the warning signs of problems during pregnancy and childbirth and to have plans and resources for obtaining immediate skilled help if problems arise.
2. A skilled birth attendant, such as a doctor, nurse or trained midwife, should check the woman at least four times during pregnancy and assist at every birth.
3. All pregnant women need particularly nutritious meals and more rest than usual.
4. Smoking, alcohol, drugs, poisons and pollutants are especially harmful to pregnant women and infants. Physical abuse of women and pupils is a serious public health problem in many communities. Abuse during pregnancy harms both the woman and her infant.
5. Girls who are educated, healthy and have a good diet during their childbirth and teenage years have fewer problems in pregnancy and childbirth.
6. Every woman has the right to health care, especially during pregnancy and childbirth. Health care providers should be technically competent and should treat women with respect. These services should be readily available to all women.

Child Nutrition and Growth

1. A young child who is growing well gains weight rapidly. From birth to age two, pupils should be weighed every month. If a child has not gained weight for about two months, something is wrong.
2. Breastmilk alone is the best food and drink for infants below six months of age. After six months the child needs a variety of other foods in addition to breastmilk.
3. From the age of about six months to two years, pupils need to be fed three to five times a day, in addition to sustained breastfeeding.
4. Pupils need vitamin A to resist illnesses and prevent visual impairments. Vitamin A can be found in many fruits and vegetables, oils and eggs and other dairy products, fortified foods, breastmilk or vitamin A supplements.
5. Pupils need iron-rich foods to protect their physical and mental abilities. The best sources of iron are liver, lean meats, fish and eggs, and iron-fortified foods.
6. Iodised salt helps prevent disabilities and delayed development in pupils.
7. During an illness, pupils need to continue to eat regularly. After an illness, pupils need one extra meal every day for at least a week.

Coughs, Colds and More Serious Illnesses

1. A child with a cough or cold should be kept warm and encouraged to eat and drink a lot.
2. Sometimes, coughs and colds are signs of a serious problem. A child who is breathing rapidly or with difficulty might have pneumonia, an infection of the lungs. This is a life-threatening disease and the child needs immediate treatment at a health facility.
3. Families can help prevent pneumonia by making sure that babies are exclusively breastfed for at least the first six months and that all pupils are well nourished and fully immunised.
4. A child with a harsh cough needs immediate medical attention. The child may have tuberculosis, a bacterial infection in the lungs.
5. Pupils and pregnant women are at risk when exposed to smoke from tobacco or cooking fires.

Hygiene

1. All faeces should be disposed of safely. Using a toilet or latrine is the best way.
2. All family members, including, including pupils, need to wash their hands thoroughly with soap and water or ash and water after contact with faeces and before touching food and feeding pupils.
3. Washing the face with soap and water every day helps to prevent infections. In some parts of the world, eye infections can lead to trachoma, which can cause blindness.
4. Only use water that is from a safe source or is purified. Water containers need to be kept covered to keep the water clean.
5. Raw or leftover food can be dangerous. Raw food should be washed or cooked. Cooked food should be eaten straight away without delay or thoroughly reheated.
6. Food utensils and food preparation surfaces should be kept clean. Food should be stored in covered containers.
7. Safe disposal of all household refuse helps to prevent illness.

Malaria

1. Malaria is transmitted through mosquito bites. Sleeping under a mosquito net treated with a recommended insecticide is the best way to prevent mosquito bites.
2. Wherever malaria is common, pupils are in danger. A child with fever should be examined immediately by a trained health worker.
3. A child suffering or recovering from malaria needs plenty of liquids and food.
4. Families and communities can prevent malaria by taking action to stop mosquitoes from breeding.

HIV/AIDS

1. AIDS is an incurable but preventable disease. It is caused by a virus usually transmitted through sexual intercourse. The virus can also be passed on through infected blood or from mothers who are infected with HIV to their infants during pregnancy, childbirth or breastfeeding.
2. All people, including pupils, are at risk from HIV/AIDS. Everyone needs information and education about the disease.
3. Anyone who suspects that he or she might be infected with HIV should contact a health worker or an HIV/AIDS centre to receive confidential counselling and testing.
4. The risk of sexual transmission of HIV/AIDS can be reduced if people do not have sex, if uninfected partners only have sex with each other or if people have safer sex – sex without penetration or while using a condom. Correct and consistent use of condoms can save lives by preventing the transmission of the HIV virus.
5. Girls are especially vulnerable to HIV infection and need help to protect themselves and be protected against unwanted and unsafe sex.
6. Parents and teachers can help young people protect themselves from unwanted and unsafe sex and HIV/AIDS by talking with them about how to avoid getting and spreading the disease.
7. HIV infection can be passed from a mother to her child during pregnancy, childbirth or through breastfeeding. Pregnant women or new mothers who are infected with HIV, or suspect that they are infected, should consult a qualified health worker to seek testing and counselling.
8. HIV/AIDS can be transmitted by an unsterilized needle, syringe, razor blade, knife or any tool that cuts or pierces the skin.
9. People who have a sexually transmitted infection (STI) are at greater risk of being infected with HIV/AIDS and of transmitting their infection to others. People with STIs should seek prompt treatment and avoid sexual intercourse or practice safer sex (non-penetrative sex or sex using a condom).

Injury Prevention

1. Many serious injuries could be prevented if parents and caretakers watch young pupils carefully and keep their environment safe.
2. Pupils should be kept away from fires, cooking stoves, lamps, matches and electrical appliances.
3. Young pupils like to climb. Stairs, balconies, roofs, windows and play areas should be made secure to protect them from falling.
4. Knives, scissors, sharp or pointed objects and broken glass can cause serious injuries. These objects should be kept out of pupils' reach.
5. Young pupils like to put things into their mouths. Small objectives should be kept out of their reach to prevent choking.
6. Poisons, medicines, bleach, acid and liquid fuels such as paraffin (kerosene) should never be stored in drinking bottles. All such liquids and poisons should be kept in clearly marked containers out of pupils' sight and reach.
7. Pupils can drown in less than two minutes and in a ver small amount of water. They should never be left alone when they are in or near water.
8. Pupils under five years old are particularly at risk on the roads. They should always have someone with them and they should be taught safe road behaviour as soon as they can walk.

First Aid Advice

These first aid measures should be taken to prevent worsening of the situation if a health worker is not available.

First aid for burns:

- If the child's clothing catches fire, quickly wrap the child in a blanket or clothing or roll him or her on the ground to put out the fire.
- Cool burned area immediately. Use plenty of cold, clean water. If the burn is extensive, put the child in a bath or basin of cold water. It may take up to half an hour to cool the burned area.
- Do not remove anything that is sticking to the burn. Do not put anything except cold water on the burn.
- Give the child fluids such as fruit juice or water with a little sugar.

First aid for electric shocks:

- If the child has had an electric shock or burn, turn off the power before touching the child. If the child is unconscious, keep him or her warm and get medical help immediately.

First aid for falls of road injuries:

- Injuries to the head and spine, especially to the neck, are very dangerous because they can cause lifelong paralysis or be life-threatening. Limit movement of the head and back and avoid any twisting of the spine to prevent further injury.
- A child who is unable to move or is in extreme pain may have broken bones. Do not move the injured area. Stead and support it and get medical help immediately.
- For bad bruises and sprains, immerse the injured area in cold water or put ice on the injury for 15

minutes. Do not put the ice directly on the skin, instead, use a layer of cloth between the ice and the skin. Remove the ice or water, wait 15 minutes and repeat if necessary. The cold should help reduce pain, swelling and bruising.

First aid for minor cuts and wounds:

- Wash the wound with very clean (or boiled and cooled) water and soap.
- Dry the skin around the wound.
- Cover the wound with a clean cloth and place a bandage over it.

First aid for serious cuts and wounds:

- If a piece of glass or other object is sticking in the wound, do not remove it. It may be preventing further bleeding and removing it could make the injury worse.
- If the child is bleeding heavily, raise the injured area above the level of the chest and press firmly against the wound (or near it if something is stuck in it) with a pad made of folded clean cloth. Maintain pressure until the bleeding stops.
- Do not put any plant or animal matter on the wound, as this could cause infection.
- Put a bandage on the wound. Allow for swelling by not tying the bandage too tightly.
- Take the child to the health centre or get medical help immediately. Ask the health worker if the child should have a tetanus injection.

First aid for choking:

- If an infant or child is coughing, do not interfere – let him or her try to cough up the object. If the object does not release quickly, try to remove the object from the child's mouth.
- If the object is still lodged in the child's throat:
For infants or small pupils: Support the head and neck. Turn the baby face down with the head lower than the feet. Deliver five blows to the back between the shoulder blades. Turn the baby

face up and press firmly on the breastbone between the nipples five times. Repeat until the object is dislodged. If you cannot dislodge the object, take the child to the nearest health worker immediately.

For larger pupils: Stand behind the child with your arms around the child's waist. Form a clenched fist with your thumb against the child's body above the navel and below the rib cage. Put the other hand over the fist and give a sharp inward and upward thrust into the child's abdomen. Repeat until the object is dislodged. If you cannot dislodge the object, take the child to the nearest health worker immediately.

First aid for breathing problems or drowning:

- If there is any possibility that the head or neck is injured, do not move the child's head. Follow the directions below without moving the head.
- If the child is having difficulty breathing or is not breathing, lie the child flat on the back and tilt his or her head back slightly. Hold the nostrils closed and blow into the mouth. Blow hard enough to make the chest rise. Count to three and blow again. Continue until the child is breathing.
- If the child is breathing but unconscious, roll the child onto his or her side so that the tongue does not block breathing.

First aid for poisoning:

- If a child has swallowed poison, do not try to make the child vomit as this may make the child more ill.
- If poison is on the child's skin or clothes, splash clean water in the eyes for at least 10 minutes.
- Take the child immediately to a health centre or hospital. If possible, bring a sample of the poison or medicine or its container with you. Keep the child as still and quiet as possible.

Appendix 2 Calendar of International Health Related Days

January 30 th	World Anti Leprosy Day
March 8 th	International Women's Rights and International Peace
March 20 th	World Forestry Day
March 24 th	World Tuberculosis Day
April 7 th	World Health Day
May 1 st .	Labour Day
May 15 th	International Day of Families
June 5 th	World Environment Day
May 31 st	World 'No Tobacco' Day
June 1 st	Pupils' Day
June 26 th	International Day against Drug Abuse and Illicit Trafficking 11 th
	World Population Day
August 1 st	World Breastfeeding Day

September 8 th	World Literacy Day
October 1 st	International Elderly Day
October 2 nd	Immunisation Day
First Monday in October	World Habit Day
October 16 th	World Food Day
October 24 th	World Health Day
November 1 st	Anti-Poverty Day
November 20 th	Teachers Day
December 1 st	World AIDS Day
December 3 rd	International Day of Disabled Persons
December 8 th	World Mental Health Day
December 10 th	Human Rights Day

For your own notes

This book provides clear and practical guidelines for teachers in multigrade schools on how to achieve the health-related aims of the Natural and Social Sciences and Science Curriculum. It can help teachers renovate their teaching methods and provide opportunities for pupils to learn actively – both independently and collaboratively – and develop good attitudes and healthy behaviours.

This book explains how to develop a whole school approach to teaching health in a multigrade school and gives practical suggestions to help teachers spread the health information, attitudes and behaviours taught and practised in the school to the community.

It presents the National Curriculum for the Natural and Social Sciences resequenced to help teachers of multigrade classes plan lesson. It also provides teachers with clear and simple lesson plans for teaching key health topics such as Safety, Hygiene and Nutrition in the multigrade classroom.