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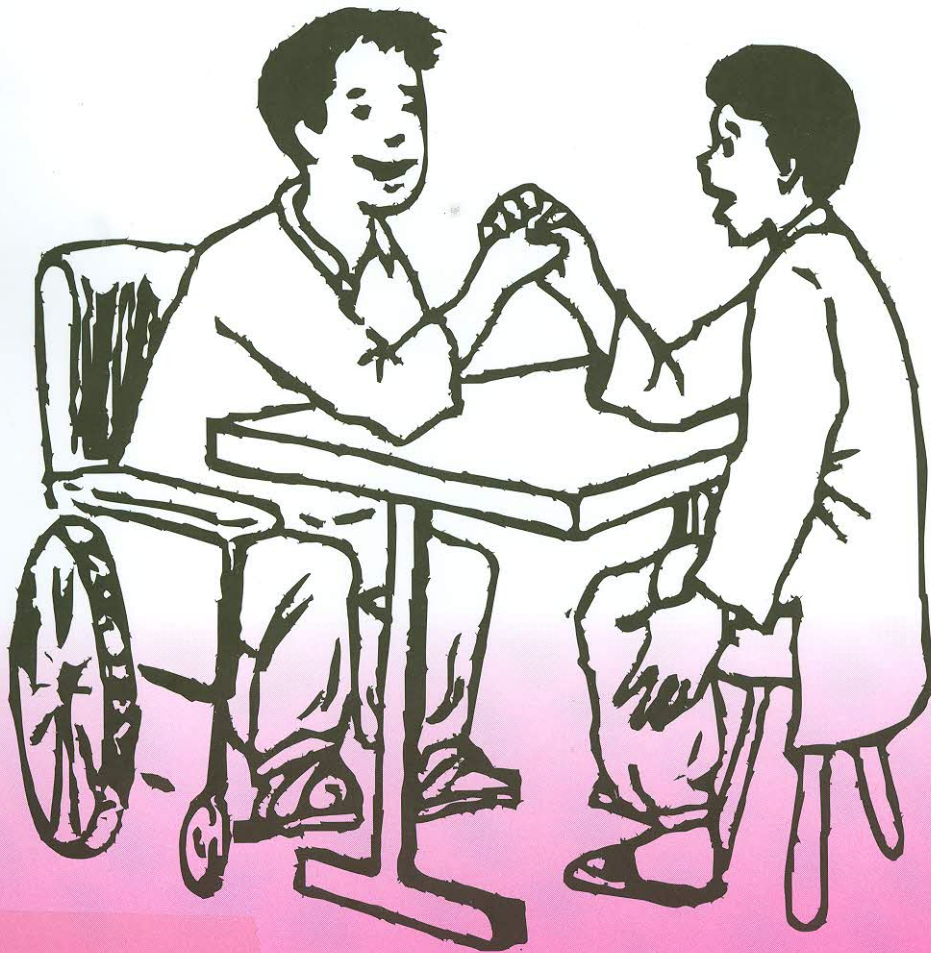
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HEALTH ACTION SCHOOLS

CLASS - 3

# SEHAT - 3

## TEACHER'S GUIDE



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2008

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& Sadia Muzaffar Bhutta

HEALTH ACTION SCHOOLS

The Aga Khan University, Institute for Educational Development

Save the Children, UK

Child-to-Child Trust

# Sehat 3

## Class 3

**Tashmin Kassam-Khamis, Farah Shivji,  
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# A Guide for Teachers and Health Workers

## Introduction: Health Priorities

### What is sehat (health)?

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

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

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

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

### What health topics does this guide include?

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

<b>Hygiene and Disease Prevention:</b>	Looking After Our Eyes Growing Vegetables
<b>Environmental and Community Health:</b>	First Aid Road Safety
<b>Family and Social Health:</b>	Children with Disabilities Helping Children Who Do Not See or Hear Well

## How Will You Teach Health Topics?

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

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

## How to Help Children Plan and Conduct a Survey

### What is a survey?

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

### When do we conduct a survey?

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

### Who can conduct a survey?

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

### How should we conduct a survey?

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

**Family members**

**Children in the class**

**Children in other classes**

**Neighbours**

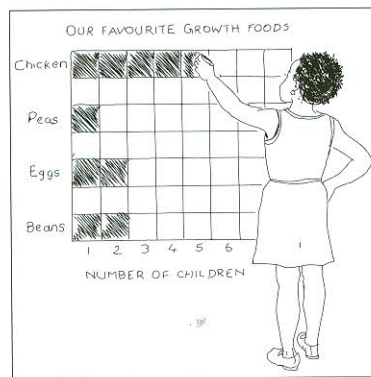
**Teachers**

**Friends who go to different schools**

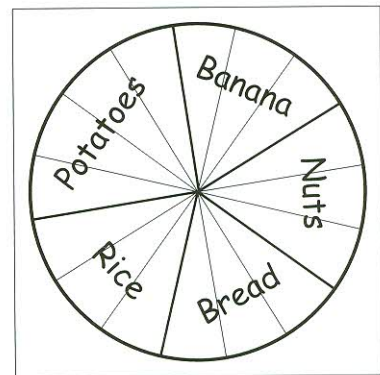
2. Children can record their survey results through drawing pictures or telling the class their results.

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

**Tick Chart**



**Pictogram**



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

**When teaching your health lesson remember:**

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

Each health lesson should be at least 30 minutes long.

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

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

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



## HYGIENE AND DISEASE PREVENTION

# LOOKING AFTER OUR EYES

### IMPORTANT HEALTH INFORMATION



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

1. Sight is important because we use our eyes for almost everything we do.
2. Eyes may become sore, infected or even blind if we do not care for them.
3. Three main causes of eye problems are dirty faces which attract germs and flies; not eating enough foods rich in vitamin A, and diseases like measles or trachoma that can cause blindness.
4. Children should look after their eyes by washing their faces and around their eyes every day with soap and water. It is better not to dry eyes because towels or cloths may carry germs.
5. Flies should be kept away from children's faces. Trachoma is an eye disease, spread by flies and direct contact, which can cause blindness. Prevent it by keeping flies away from the face and washing faces and eyes daily with soap.
6. Eating foods which are rich in vitamin A like fruits and vegetables, oils, eggs, dairy products, and breastmilk for babies, can help protect our eyes.
7. If sand or dirt gets in children's eyes they should not leave it there or else it will cause infection. They should not rub their eye, but wash it with clean water and go to see a doctor or health worker.
8. If eyes become red, sticky with pus or swollen they should be cleaned carefully with a clean cloth. Throw away the cloth and wash hands after cleaning so that the infection will not spread to others. Then go to see a health worker.
9. If children have a painful lump on the edge of the eyelid this is called a sty and bathing the eye in warm and clean water can ease the pain. We can put cotton soaked in clean, hot water on the eye both in the morning and evening to help relieve the sty.

## HYGIENE AND DISEASE PREVENTION

# LOOKING AFTER OUR EYES

### IMPORTANT HEALTH SKILLS



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

1. Protect their eyes by washing them and their faces daily with soap and water, eating foods that are rich in vitamin A, and keeping flies away from their faces.
2. Ensure that infected eyes are looked after because eye infections can easily spread to other people.

### IMPORTANT HEALTH ATTITUDES



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

1. Responsible for making sure that they take care of their eyes.
2. Concern for those at school and home who have eye problems.

## Planning and Teaching My Topic

### Remember:

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

### STEP 1

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

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

1. Start the lesson by telling Ammar's Story on page 8 to introduce the topic.
2. Remember to stress the following important health messages:

*Three main causes of eye problems are dirty faces, which attract germs and flies, not eating enough foods rich in vitamin A, and diseases like measles or trachoma that can cause blindness.*

*We can protect our eyes from infections and disease by washing our eyes and faces daily with soap, eating foods that are rich in vitamin A, and keeping flies away from our faces.*

3. After the story and discussion, children can write or tell their own stories about ways to look after our eyes using Ammar's Story as an example. It is important to make sure that health messages about the importance of protecting our eyesight are stressed in the stories.

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

### STEP 2

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

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

1. Example Survey Question: What eye problems (e.g. infections, styes, trachoma) have people in your family experienced or know about?
2. The children can interview their family members about what eye problems they have experienced or are aware of. They can make a simple tick chart, tally chart or pictogram to record the information.
3. The children can report and display their survey results using a pictogram, tick charts and tally charts. The teacher will have to give them examples of tick charts, tally charts, and pictograms before they do these on their own (see page 4).

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

## Step One Activity: Story

**Topic: Looking After Our Eyes**

**Title: Ammar's Story**

**When you are telling a story remember:**

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

Ammar lived with his parents in a village high up in the mountains. The family always ate a lot of rice and some meat. Ammar always ate his share but his mother never gave him any green, leafy vegetables or any yellow fruit or vegetables. When Ammar was five he found it difficult to see in the evening. **Why do you think this happened to Ammar? (Answer: This was due to too little vitamin A.)** His sister who was two years old had measles. She also had too little vitamin A in her diet and due to the lack of vitamin A and the measles she became blind. **How can we get enough vitamins in our diet?** Ammar went to the health worker with his mother and the health worker explained the causes of eye diseases. **Can you guess what she suggested to prevent eye infections?** She said that we can protect our eyes from infections and disease by:

- washing our eyes and faces daily with soap and water,
- eating foods that are rich in vitamin A, such as carrots, mangoes, oils, eggs, milk and milk products,
- keeping flies away from our faces.

**If you were Ammar's friend what would you advise him to do?**

### NOTES TO THE TEACHER

- After telling this story, the children can draw pictures of healthy meals they can eat in the morning, afternoon and evening.
- If you do not want to tell this story, you can plan your own story using the following questions to help you.

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

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

**WHAT** is the health message going to be?

**STEP 3**

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

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

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

*What did you find out from the survey?*

*How will these results help us plan action?*

*Why is it important to take action?*

*What health messages are important to spread?*

*Who will we spread health messages to?*

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

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

### **Idea 1: Posters**

The children can make posters with health messages about how to protect eyes. These can be displayed at home, at school or even at the local health clinic.

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

The children at one health promoting school have taken action at home related to this topic by making sure that they wash their faces and eyes daily with soap to help keep their eyes clean and free from germs. Parents are reporting to the Head and teachers that older children are now helping their younger siblings wash their faces and eyes every day to prevent eye infections at home.

### **Idea 3: Drama**

Drama is an effective way through which children can spread health messages to others at school and at home about ways to look after their eyes. Teachers can help children plan and perform their dramas to make sure that they convey simple and clear health messages.

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

Children can plan and perform short dramas about ways to look after our eyes that can be performed for other classes or at a Health Mela.

### Step 3 – Active Method Idea: Drama

Drama is an effective way through which children can spread health messages to others at school and at home about ways to look after their eyes. Teachers can help children plan and perform their dramas to make sure that they convey simple and clear health messages.

#### How can children plan a drama?

*What health messages is the drama going to be about?*

*Who are the characters going to be?*

*Where is the story going to take place?*

*How will the story end?*

#### What should children do when performing a drama?

*Always practise before performing.*

*Speak loudly, slowly and clearly.*

*Never turn your back to the audience.*

## STEP 4

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

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

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

*Was the health message about ways to look after their eyes understood?*

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

*Are fewer children suffering from problems with their eyes?*

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

### Teacher's Reflection

1. Did the children learn the following health messages?

*Three main causes of eye problems are dirty faces, which attract germs and flies, not eating enough foods rich in vitamin A, and diseases like measles or trachoma that can cause blindness.*

*We can protect our eyes from infections and disease by washing our eyes and faces daily, eating foods that are rich in vitamin A, and keeping flies away from our faces.*

2. How do you feel after teaching this topic?

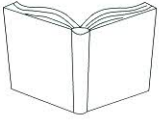
*What are you happy about?*

*What will you do better next time?*

## HYGIENE AND DISEASE PREVENTION

# GROWING VEGETABLES

### IMPORTANT HEALTH INFORMATION



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

1. It is important for us to eat fruits and vegetables. They give us vitamins, minerals, and energy that help our bodies and minds grow, and protect us from disease.
2. Dark green vegetables like spinach contain minerals, like iron, which are needed to make blood.
3. Orange, red and yellow fruits and vegetables like mangoes, tomatoes, and carrots contain important vitamins, like vitamin A, that keep us healthy.
4. If we grow our own vegetables at home or at school, we can save money and feel proud about eating fruits and vegetables that we have grown. We can also help improve the health of our families and friends who eat the vegetables we grow.
5. Vegetables can be grown even if you have a small space in your backyard or around the house. If you do not have an open space at home or at school, you can grow spinach, brinjal (aubergine), bhindi (lady's fingers) and tomatoes in plastic containers or flowerpots. You can get the seeds for the vegetables you want to grow from nearby nurseries.

### IMPORTANT HEALTH SKILLS



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

1. Grow vegetables in containers or in a space around their home or school.
2. Eat a variety of fruits and vegetables daily.

### IMPORTANT HEALTH ATTITUDES



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

1. Proud about eating vegetables they have grown.
2. Confident about spreading messages to their family members about the importance of eating fruits and vegetables.

## Planning and Teaching My Topic

### Remember:

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

### STEP 1

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

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

1. Start the lesson by telling Adam's Story on page 13 to introduce the topic.
2. Remember to stress the following important health messages:

*It is important for us to eat fruits and vegetables.*

*They give us vitamins, minerals, and energy that help our bodies and minds grow and protect us from disease.*

*There are many benefits to growing our own vegetables at school or at home (e.g. getting fresh vegetables without spending money).*

3. After the story and discussion, children can draw pictures of vegetables that they like to eat. They could also write stories like Adam's Story to stress health messages about the importance of eating vegetables and the benefits of growing vegetables.

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

### STEP 2

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

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

1. Example Survey Question: Which vegetables can be grown in your home and where?
2. The children can interview friends, family members or even a sabziwala to find out which vegetables are locally grown in their area. They can make a simple tick chart, tally chart or pictogram to record their information.
3. The children can report and display their survey results using a pictogram, tick charts and tally charts. The teacher will have to give them examples of tick charts, tally charts, and pictograms before they do these on their own (see page 4).

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



## Step One Activity: Story

**Topic: Growing Vegetables**

**Title: Adam's Story**

**When you are telling a story remember:**

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

Adam loved to eat vegetables. Every day when the vegetable seller came around with his cart of vegetables, Adam would run up to see what colourful vegetables he had. **What vegetables do you like to eat?** Sometimes Adam's mother would buy dark green vegetables like spinach, which contain minerals like iron to make blood. **How often do you eat spinach?** Adam's favourite vegetables were tomatoes and carrots. Adam knew orange, red and yellow fruits and vegetables contain vitamins that keep us healthy. **Can you think of other red, yellow or orange fruits or vegetables that have vitamin A in them?** One day, Adam decided to try growing tomatoes in a plastic container because he did not have a backyard. **How many of you have grown fruits or vegetables before?** Adam made sure that he watered his tomato plant daily and gave it enough sunshine to grow. **What are the advantages of growing your own vegetables?** Adam saved some money by growing his own tomatoes and felt very happy that he and his family members could eat vegetables. Adam told his class about the tomato plant he grew. **What do you think Adam can do at school to spread health messages about the importance of eating vegetables?**

### NOTES TO THE TEACHER

- After the story and discussion, children can draw pictures of vegetables that they like to eat. They could also write stories like Adam's Story to stress health messages about the importance of eating vegetables and the benefits of growing vegetables.
- If you do not want to tell this story, you can plan your own story using the following questions to help you.

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

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

**WHAT** is the health message going to be?

**STEP 3**

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

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

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

*What did you find out from the survey?*

*How will these results help us plan action?*

*Why is it important to take action?*

*What health messages are important to spread?*

*Who will we spread health messages to?*

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

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

### **Idea 1: Action at School**

Children at one health promoting school planned and planted their own vegetable garden at their school. They planted coriander and tomatoes and are proud of taking the responsibility to maintain the garden.

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

The children can take action by planting seeds in pots, tins or containers to grow at home. It is important to make sure that there are holes in the bottom of the container in which the seeds will grow and that the children are responsible for watering the plants daily and giving them enough sunshine.

### **Idea 3: Puppets**

Children can plan and perform puppet shows about the benefits of growing vegetables and the importance of eating vegetables that can be performed for other classes or at a Health Mela.

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

### Step 3 – Active Method Idea: Puppets

Puppets are a powerful way for children to spread health messages about the importance of eating vegetables and the advantage of growing vegetables at school or at home. They can be made using any materials you can find at home, at school or in the community such as:

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

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

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

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

#### Remember:

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

## STEP 4

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

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

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

*Was the health message about the benefits of eating and growing vegetables understood?*

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

*Are children growing vegetables at home or at school?*

*Are children eating more vegetables at snack time?*

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

### Teacher's Reflection

1. Did the children learn the following health messages?

*It is important for us to eat fruits and vegetables.*

*Fruits and vegetables give us vitamins, minerals, and energy that help our bodies and minds grow and protect us from disease.*

*There are many benefits to growing our own vegetables at school or at home (e.g. saving money, getting fresh vegetables).*

2. How do you feel after teaching this topic?

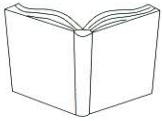
*What are you happy about?*

*What will you do better next time?*

## ENVIRONMENTAL AND COMMUNITY HEALTH

# FIRST AID

### IMPORTANT HEALTH INFORMATION



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

1. First Aid is the first medical aid a person receives after they meet with an accident.
2. Children should learn basic First Aid skills because they are often the first ones at the scene of an accident.
3. Every home and school should have a First Aid kit which should include bandages, antiseptic cream, safety pins, cotton wool, thermometer, Dettol and scissors.
4. The most common accidents that happen in school or at home are nosebleeds, burns, and wounds.
5. To treat a basic burn that can happen at home or at school:
  - Remove the person from the source of heat. If a person's clothing is on fire, quickly wrap them in a blanket or roll them on the ground to put out the fire.
  - Cool the burnt area immediately using lots of cold clean water. Do not put anything except cold water on the burn.
  - For small burns (less than the size of a stamp or coin), keep the burnt area clean and dry and protected with a loose bandage. For a large burn or one that blisters, show it to a health worker. Do not break the blisters as they protect the injured area.
6. A wound is an injury that breaks the skin and allows blood to escape and germs to enter it. To treat a wound:
  - Wash the wound with clean, boiled water and clean any germs or dirt. Germs spread disease! **WASH YOUR HANDS FIRST!**
  - Dry the surrounding area and cover the wound with a clean cloth and bandage it.
  - Wash the wound and put on a clean bandage twice a day until it heals.
  - **WASH YOUR HANDS AFTERWARDS.**
  - If the wound is serious, put a bandage on it and see a health worker.
7. If a person has a nosebleed:
  - Make sure the person is sitting up and breathing through their mouth.
  - Pinch the soft part of the nose for at least 10 minutes.
  - Tilt the head forward and downwards.
  - If the bleeding doesn't stop, take the person to a health worker.

## ENVIRONMENTAL AND COMMUNITY HEALTH

# FIRST AID

### IMPORTANT HEALTH SKILLS



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

1. Use their First Aids skills to deal with nosebleeds, burns, and wounds at home and at school.
2. Encourage family members and those at school to make and maintain a First Aid kit.

### IMPORTANT HEALTH ATTITUDES



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

1. Responsible for taking action and getting help if there is an accident that needs First Aid.
2. Proud of knowing basic First Aid Skills and teaching these skills to others.

## Planning and Teaching My Topic

### Remember:

- Read pages 16 and 17 for the health content you will teach.
- The Four-Step Approach helps you plan and teach a health topic in a series of 4 to 6 lessons.
- Each lesson should be at least 30 minutes long.

### STEP 1

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

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

1. Start the lesson by using the picture and discussion questions on pages 19 and 20 to introduce the topic.
2. Remember to stress the following important messages:

*Accidents are preventable.*

*Every home and school should have a First Aid kit which should include bandages, antiseptic cream, safety pins, cotton wool, thermometer, Dettol and scissors.*

3. After the discussion, with the help of children volunteers, demonstrate how to treat nosebleeds, burns and wounds. Then children can practise how to treat these with a partner. Remember to stress the need to wash hands before and after giving First Aid to stop germs spreading.

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

### STEP 2

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

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

1. Example Survey Question: How many times have you suffered from a burn, nosebleed or wound in the last year? How did you deal with this?
2. The children use these survey questions to interview friends or family members to find out how many times they have suffered from burns, nosebleeds and wounds and if people had appropriate First Aid skills. They can make a simple tick chart, tally chart or pictogram to record the information.
3. The children can report and display their survey results using a pictogram, tick charts and tally charts. The teacher will have to give them examples of tick charts, tally charts, and pictograms before they do these on their own (see page 4).

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



## Picture Discussion Questions: First Aid

What do you see in this picture?

Why might this have happened?

How can we prevent such accidents?

What could you do if you were the older child in the picture? How should we treat wounds with First Aid?

Do you have a First Aid kit? What should a First Aid kit contain?

### NOTES TO THE TEACHER

**When leading a discussion remember the following:**

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



**STEP 3**

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

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

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

*What did you find out from the survey?*

*How will these results help us plan action?*

*Why is it important to take action?*

*What health messages are important to spread?*

*Who will we spread health messages to?*

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

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

### **Idea 1: Action at Home**

The children can take action at home by using the First Aid skills they have learnt to help those at home who suffer from burns, wounds or nosebleeds. They can also help make a First Aid kit for their home.

### **Idea 2: Demonstrations**

Children can demonstrate how to deal with nosebleeds, burns and wounds or how to make a First Aid kit for children in other classes, in an Assembly or for their family members at home.

### **Idea 3: Action at School**

At one health promoting school, the children decided to make First Aid kits for each class in the school after learning about this topic.

The children now help other children who suffer from nosebleeds or wounds in the school using their First Aid skills.

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

### Step 3 – Active Method Idea: Demonstration

Demonstration is a powerful way for children to spread health messages. For this topic, children can go to other classes, show them how to make a First Aid kit, or how to treat a burn, nosebleed or wound.

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

1. When doing a demonstration, always make sure the audience can easily see what you are demonstrating.
2. Always speak loudly, slowly, and clearly when presenting.
3. Have all of the equipment (e.g. First Aid kit) ready for the demonstration so that time is not wasted.
4. Before, during and after the demonstration, ask the audience questions to see how much they are learning from the demonstration.
5. Once the demonstration is finished, make sure you reinforce health messages for the audience to remember.

## STEP 4

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

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

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

*Was the health message about how to use First Aid to treat burns, wounds and nosebleeds understood?*

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

*Is there a First Aid kit in our school?*

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

## Teacher's Reflection

1. Did the children learn the following health messages?

*Accidents are preventable.*

*How to use and maintain a First Aid kit.*

*How to deal with nosebleeds, burns and cuts/wounds.*

*The need to wash hands before and after giving First Aid.*

2. How do you feel after teaching this topic?

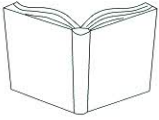
*What are you happy about?*

*What will you do better next time?*

## ENVIRONMENTAL AND COMMUNITY HEALTH

# ROAD SAFETY

### IMPORTANT HEALTH INFORMATION



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

1. Each year in Pakistan and all over the world, thousands of children are killed or injured in road accidents while walking or riding bicycles.
2. When children are walking, accidents can happen if children are:
  - Not looking before they run out onto the road.
  - Not watching for traffic because the road seems empty.
  - Taking risks like jumping onto the back of a bus.
3. When children are riding bicycles, accidents happen if:
  - Bicycles are too big or have poor brakes.
  - Too many people or parcels are on the bicycle.
  - Children and adults ride too fast or don't signal a turn.
  - Children and adults ride bicycles at night without proper lights.
4. Road accidents can be prevented if the following rules are followed:
  - Don't play on or near any road where there is traffic.
  - If there is no sidewalk, keep to one side of the road. Face the traffic when you are walking.
  - When near the road, always look and listen for cars and trucks.
  - Find a safe place to cross. Always cross where you can see for a long distance in both directions and where drivers can see you.
5. Bicycle accidents can be prevented if the following rules are followed:
  - Make sure the bicycle is in good working order, paying special attention to the brakes, reflectors and lights.
  - Ask yourself if the bicycle is too big for you. Do you have too many passengers? Are you carrying too many parcels?
  - Ride at the side of the road, not in the middle.
  - When riding, concentrate with both eyes, and pay attention to where other vehicles are in relation to you.

## ENVIRONMENTAL AND COMMUNITY HEALTH

# ROAD SAFETY

### IMPORTANT HEALTH SKILLS



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

1. Follow safety rules when crossing the road and riding bicycles to avoid getting involved in road accidents.
2. Help younger children when crossing the road.

### IMPORTANT HEALTH ATTITUDES



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

1. Proud of following important road safety rules.
2. Concern for the safety of their younger siblings when they are playing near roads.
3. Concerned when adults are not following traffic signals and rules.

## Planning and Teaching My Topic

### Remember:

- Read pages 23 and 24 for the health content you will teach.
- The Four-Step Approach helps you plan and teach a health topic in a series of 4 to 6 lessons.
- Each lesson should be at least 30 minutes long.

### STEP 1

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

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

1. Start the lesson by telling the story Waqas and his Friend on page 26 to introduce the topic.
2. Remember to stress the following important health messages:

*We should not play on the road.*

*Children under five years old are particularly at risk on the roads. They should be watched and taught road safety rules as soon as they can walk.*

*We must follow safety rules when crossing the road and riding bicycles, particularly at night, to avoid getting involved in road accidents.*

3. After the story, children can either do short dramas about ways to prevent road accidents by following road safety rules, or in small groups write lists of important road and bicycle safety rules.

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

### STEP 2

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

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

1. Example Survey Questions: How many road accidents have you seen in the last three months? What hazards have you noticed that can cause road accidents?
2. The children can interview friends or family members to find out how many road accidents they have seen in the last three months or what hazards they have noticed that could cause accidents. They can make a simple tick chart, tally chart or pictogram to record the information (see page 4).
3. The children can report and display their survey results using a pictogram, tick charts and tally charts. The teacher will have to give them examples of tick charts, tally charts, and pictograms before they do these on their own (see page 4).

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

## Step One Activity: Story

**Topic: Road Safety**

**Title: Waqas and his Friend**

**When you are telling a story remember:**

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

Once upon a time, in a village not far from Hyderabad there lived a very nice family. There was Abu, Umi, baby Rashna along with little Saif, and their big brother Waqas who was seven years old. One morning Waqas woke up early for school, got ready and left his home half an hour earlier than his usual time. He took his ball with him and started slowly walking to school. Waqas began to bounce the ball and thought about playing football with his friends. Just then Waqas's younger friend Faizan, who was 5, came along. Waqas said, "Come on Faizan, let's play catch!" They were walking near the tall grass at the side of the road. "We cannot play in the long grass; let's play on the nice smooth road," said Waqas. "Hmm, my mother told me never to play on the road," Faizan replied thoughtfully. "It's O.K. we'll just stay close to the side and jump off the road if a car comes!" Waqas said. Faizan agreed, "Well, O.K. let's play." **What do you think of the boys' decision to play on the road? What may happen next?**

The children began playing and they were laughing and enjoying themselves. One car passed but the friends saw it and quickly moved off the road. Waqas then threw the ball so high Faizan could not catch it and it sailed over his head. **Can you guess what may happen next?** The ball bounced in the middle of the road and rolled to the other side. Without thinking Faizan ran right after the ball. A big bus came speeding down the road towards him. Waqas saw everything that was happening. **What do you think he did?** Waqas saw the bus at the last minute and shouted, "Faizan! move quickly. A bus is coming!" Waqas and Faizan managed to leap to safety in the tall grass on the other side of the road. Both children were very frightened but they were not hurt. Waqas helped Faizan up and they both brushed off their clothes. Waqas realized how irresponsible he had been and apologized to Faizan. **What did we learn from this story?**

*"Accidents are preventable and we must never play on the road!"*

## Step One Activity: Story (Contd.)

### NOTES TO THE TEACHER

- ❑ After the story, children can either do short dramas based on the story about ways to prevent road accidents by following road safety rules or in small groups write lists of important road and bicycle safety rules.
- ❑ If you do not want to tell this story, you can plan your own story using the following questions to help you.

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

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

**WHAT** is the  
health  
message going  
to be?

**STEP 3**

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

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

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

*What did you find out from the survey?*

*How will these results help us plan action?*

*Why is it important to take action?*

*What health messages are important to spread?*

*Who will we spread health messages to?*

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

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

#### **Idea 1: Action at Home**

The children can take action at home by watching out for younger siblings or children in the neighborhood who are riding bicycles or playing near roads and teaching them road safety rules.

#### **Idea 2: Posters**

At one health promoting school children in class 3 who studied this topic made posters of road safety rules and presented them to younger classes. This action was so successful that they presented their posters and spread messages about road safety to the whole school in the Assembly.

#### **Idea 3: Action at School**

Children can set up a club to watch out for younger children in the school who are playing near roads before and after school and during break time.

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



### Step 3 – Active Method Idea: Posters

Posters are an effective way to spread messages about important road safety rules.

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

1. It is very important for children to write a health message on the poster so that it can spread health messages clearly.
2. Children can draw posters individually, in pairs or in small groups.
3. Once the posters are finished, take the time during the lesson to allow children to show each other their posters and spread health messages about road safety rules.
4. Arrange with other teachers in the school for the children to present their posters to one or more classes. Children can show their posters to other teachers and children in an assembly too.
5. Posters can be displayed around the school or in the children's home.

## STEP 4

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

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

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

*Was the health message about important road safety rules understood?*

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

*Are children being more careful when crossing the road and when riding bicycles?*

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

## Teacher's Reflection

1. Did the children learn the following health messages?

*We should not play on the road.*

*We must follow safety rules when crossing the road and riding bicycles, particularly at night, to avoid getting involved in road accidents.*

*Children under five years old are particularly at risk on the roads. They should be watched and taught road safety rules as soon as they can walk.*

2. How do you feel after teaching this topic?

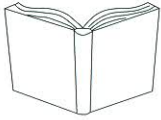
*What are you happy about?*

*What will you do better next time?*

## FAMILY AND SOCIAL HEALTH

# CHILDREN WITH DISABILITIES

### IMPORTANT HEALTH INFORMATION



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

1. An estimated 10% of children in Pakistan are coping with some type of disability.
2. There are different types of disabilities such as being unable to walk, run, see, hear, or talk. There are different causes of disabilities as well, such as illness, accident or it may have been present at birth.
3. Some disabilities are minor and hard to notice whereas other disabilities are very severe.
4. Children can at times tease, be unkind to or even bully children with disabilities because they are different. Some children may even be scared of children who have more severe disabilities. This negative attitude should be changed because some children with disabilities can do certain things as well as or even better than children who do not have disabilities.
5. In Pakistan, most children with disabilities attend special schools separate from other children. They do not have chances to be included in play, games, and activities that other children are involved in at school, home or in the community. This makes them sometimes feel sad, lonely, left out or even angry and affect the way they feel about themselves.
6. The best way to help children that have a disability is to make them feel accepted and encouraged by including them in activities at home or at school.
7. Some families may be ashamed of a family member with a disability or feel that they have been punished for doing something wrong, but nobody is to blame for a child's disability and there is no need to feel ashamed.

### IMPORTANT HEALTH SKILLS



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

1. Include children with disabilities in games and activities.
2. Never bully or make fun of people with disabilities but encourage and accept them.
3. Help people with disabilities only when necessary and never show pity towards them.

### IMPORTANT HEALTH ATTITUDES



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

1. Concerned about children with disabilities who are excluded from games and activities.
2. Responsible for helping children with disabilities feel accepted and encouraged.

## Planning and Teaching My Topic

### Remember:

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

### STEP 1

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

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

1. Start the lesson by using the picture and discussion questions on pages 32 and 33 to introduce the topic.
2. Remember to stress the following important health messages:

*We should focus on what children with disabilities CAN do!*

*Children with disabilities should be included in games and play activities at school, at home and in the neighbourhood so that they feel accepted and encouraged.*

3. After the discussion, children can write or tell stories about how they would feel if they were in a wheelchair. They can write about what they would still be able to do even if they could not walk but were in a wheelchair and how their life would be different.

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

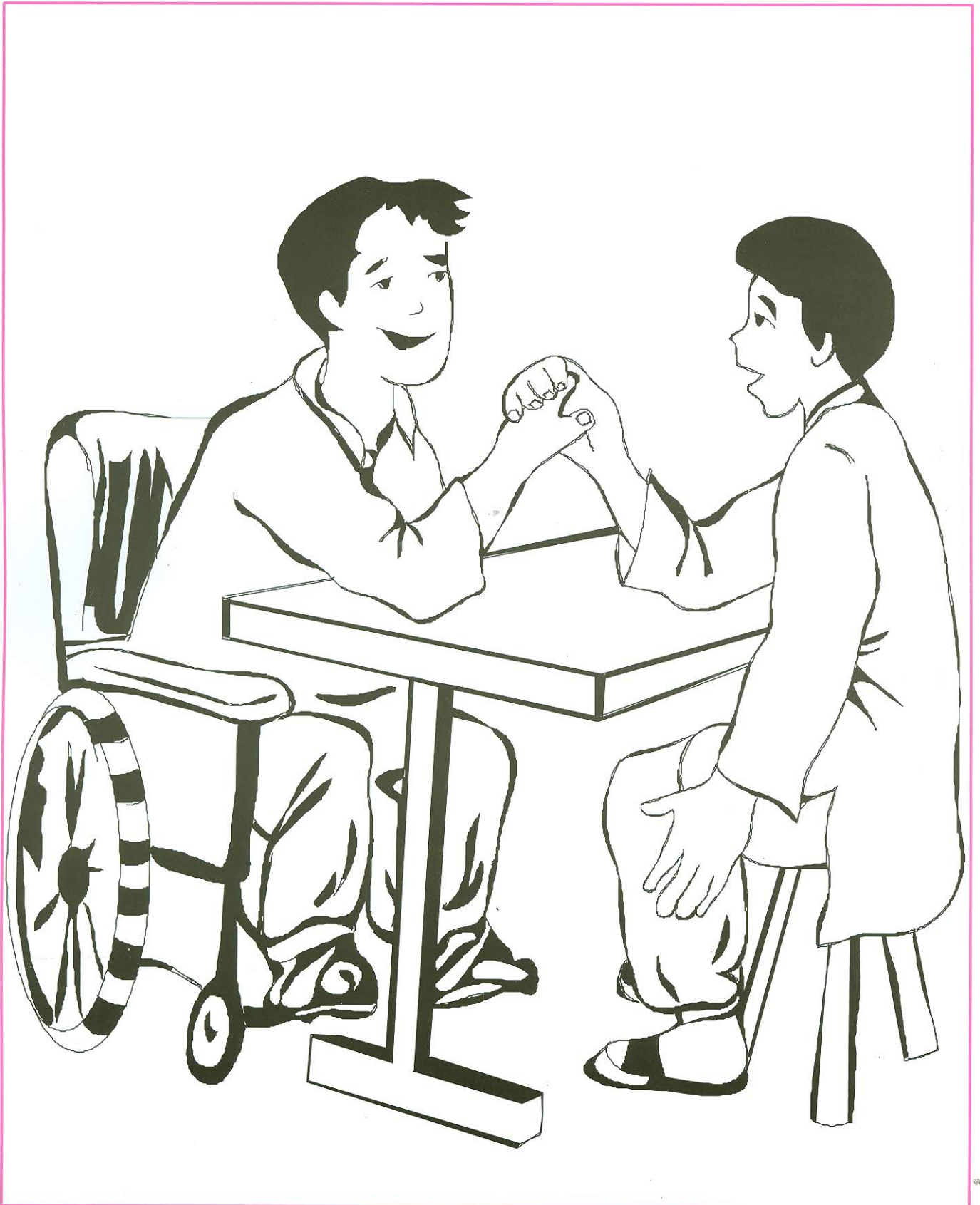
### STEP 2

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

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

1. Example Survey Question: How many people with a disability do you know at:
  - a) home/family
  - b) school
2. The children can do a tally chart to record how many people with disabilities they know at home or at school.
3. The children can report and display their survey results using a pictogram, tick charts and tally charts. The teacher will have to give them examples of tick charts, tally charts, and pictograms before they do these on their own (see page 4).

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



## Picture Discussion Questions: Children with Disabilities

What do you see in the picture?

How do you think the boy in the wheelchair feels about his disability?

What are some things he CAN do even in a wheelchair?

How do you think you would feel if you were in the wheelchair?

Is there anyone in your family or at school who has a disability? How can you include them more in your activities?

What can we do to help children with disabilities feel included?

### NOTES TO THE TEACHER

**When leading a discussion remember the following:**

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

**STEP 3**

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

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

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

*What did you find out from the survey?*

*How will these results help us plan action?*

*Why is it important to take action?*

*What health messages are important to spread?*

*Who will we spread health messages to?*

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

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

### **Idea 1: Action at School**

If there are any children with disabilities at the school, children can take action by playing with them and including them in school activities.

### **Idea 2: Visit**

The class can visit a school for children with disabilities and either perform a drama for them or make toys or cards together with them.

### **Idea 3: Games**

Children can organise a game for the children in another class. The game could help these children appreciate how life can be for people with disabilities. For example, children can play cricket using one hand or leg or the game could involve blindfolding children so they begin to understand how life is for blind children.

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

### Step 3 – Active Method Idea: Games

Games are a fun way for children to spread health messages to other children at school and at home. They can also be a powerful way for children to create awareness in others about how life is for children who cannot walk, run, see, talk or hear.

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

1. Make sure the instructions for the game are simple and easy for the children playing the game to follow.
2. The children can organise a disabilities game for children in another class to play and be fully responsible for running the game.
3. Children can play catch with a partner or try to do an activity like pour water in a glass while blindfolded. This will help them appreciate how challenging life can be for those who are blind.
4. Children can play cricket or be asked to walk around the school yard using one leg. This will help the players of this game appreciate how life is for those who cannot use their hands or legs and are in wheelchairs.

Once the game is finished, make sure the children playing the game discuss how they felt and what they learnt about people who have disabilities. It is crucial that health messages are spread at this time so that the fun of the game is balanced with learning from it.

## STEP 4

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

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

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

*Was the health message about including children with disabilities understood?*

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

*Are children including children with disabilities in activities at home or at school?*

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

### Teacher's Reflection

1. Did the children learn the following health messages?

*We should focus on what children with disabilities CAN do!*

*Children with disabilities should be included in games and play activities at school, at home and in the neighbourhood.*

2. How do you feel after teaching this topic?

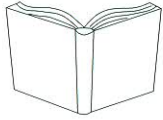
*What are you happy about?*

*What will you do better next time?*

## FAMILY AND SOCIAL HEALTH

## HELPING CHILDREN WHO DO NOT SEE OR HEAR WELL

## IMPORTANT HEALTH INFORMATION



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

1. Many of the problems children experience in school may be related to simple eyesight or hearing problems. By simply identifying these minor problems and seeking help from health workers (such as by obtaining spectacles/hearing aids) we can help improve the way children learn in school and cope at home.
2. the common signs of hearing problems in babies are:
  - if you speak loudly in their ears they do not respond.
  - they cannot judge where voices or sounds are coming from.
  - they do not learn to speak as they grow older.
3. The common signs of hearing problems in children are: they
  - frequently do not obey an order or request.
  - have infected ears or liquid or pus coming out of them.
  - watch people's lips when they are talking.
  - turn their heads in one direction to hear.
  - speak loudly and not very clearly.
  - may be quiet and prefer to be alone.
  - are not doing as well in school.
4. The common signs of sight problems in children are: they
  - bump into things and fall easily.
  - have problems seeing both distant or close objects.
  - have problems writing in straight lines.
  - hold books close to their face when reading.
  - may have headaches or itchy eyes.
  - fail to catch balls when playing.
  - arrange items incorrectly.
  - bring the wrong objects when asked to bring something.
5. Some hearing problems are temporary due to colds and ear infections.



## FAMILY AND SOCIAL HEALTH

**HELPING CHILDREN WHO DO NOT SEE OR HEAR WELL****IMPORTANT HEALTH SKILLS**

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

1. Help notice the signs of hearing and sight problems suffered by children at home or at school.
2. Play with children who cannot see or hear well so that they feel included at home and at school.

**IMPORTANT HEALTH ATTITUDES**

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

1. Concern for younger siblings and classmates who are having sight or hearing difficulties.
2. Pride in including children who do not see or hear well in all activities.

## Planning and Teaching My Topic

### Remember:

- Read pages 36 and 37 for the health content you will teach.
- The Four-Step Approach helps you plan and teach a health topic in a series of 4 to 6 lessons.
- Each lesson should be at least 30 minutes long.

### STEP 1

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

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

1. Start the lesson by having children play some of the suggested hearing and sight games on page 39 to introduce the topic.
2. Remember to stress the following important health messages:
 

*Many of the problems children experience in school may be related to simple eyesight or hearing problems.*

*Merely by identifying these minor problems and seeking help where necessary, we can help improve the way children learn in school and cope at home.*
3. After the game, children can write about or discuss how they would feel if they had sight or hearing problems.

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

### STEP 2

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

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

1. Example Survey Question: How many children in your class or school wear glasses?
2. The children can do a tally chart to record how many people wear glasses at school.
3. The children can report and display their survey results using a pictogram, tick charts and tally charts. The teacher will have to give them examples of tick charts, tally charts, and pictograms before they do these on their own (see page 4).

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

# Topic: Helping Children Who Do Not See or Hear Well

## Step One Activity: Game

### Introductory Activities: Understanding Sight and Hearing Problems

As a way to introduce the topic and help children understand how people with sight and hearing problems feel, they can do some of these activities blindfolded (Hint: a dupatta or scarf would be perfect to cover children's eyes with). Here are three examples of activities:

- Children can try to read the blackboard with one of their eyes covered.
- Children can be blindfolded and asked to identify objects both in and out of the classroom (e.g. pencil, glass of water) using their senses of taste, scent, hearing and feeling.
- The teacher can read the children a story. Some children in the class can have their ears covered during the story and are then asked to share how they felt about not hearing the story.

### NOTES TO THE TEACHER

Once the activity is finished, ask children the following questions so that they understand how children with sight or hearing problems feel.

- How did you feel when you could not see or hear well?
- What can you do to help children who cannot see or hear well?

Remember to discuss the following health messages with the children:

- Many of the problems children experience in school may be related to simple eyesight or hearing problems (e.g. hearing problems due to a cold).
- Merely by identifying these minor problems we can help improve the way children learn in school and cope at home.

**STEP 3**

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

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

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

*What did you find out from the survey?*

*How will these results help us plan action?*

*Why is it important to take action?*

*What health messages are important to spread?*

*Who will we spread health messages to?*

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

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

### **Idea 1: Stories**

Children can write stories to spread health messages about the signs of hearing and sight problems and the challenges faced by children who do not see or hear well. They can also identify where parents and children can get help with sight and hearing problems if it is needed.

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

Children can help notice the signs of sight and hearing problems in members of their family, particularly in younger babies and siblings.

### **Idea 3: Games**

Children can organise games to identify the signs of sight and hearing problems in children from other classes in the school.

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

### Step 3 – Active Method Idea: Stories

Stories are an effective way to spread health messages about the signs of sight and hearing problems and the importance of identifying them to help people who do not see or hear well.

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

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

## STEP 4

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

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

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

*Was the health message about the importance of identifying sight and hearing problems understood?*

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

*Are more children with eyesight problems having their eyes checked at a health clinic?*

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

### Teacher's Reflection

1. Did the children learn the following health messages?

*Many of the problems children experience in school may be related to simple eyesight or hearing problems.*

*Merely by identifying these minor problems we can help improve the way children learn in school and cope at home.*

2. How do you feel after teaching this topic?

*What are you happy about?*

*What will you do better next time?*