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Sehat-4: Class 4: Teacher's guide

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HEALTH ACTION SCHOOLS

CLASS - 4

SEHAT - 4

TEACHER'S GUIDE



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2008

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

HEALTH ACTION SCHOOLS

The Aga Khan University, Institute for Educational Development

Save the Children, UK

Child-to-Child Trust

Sehat 4

Class 4

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SEHAT 4 — CLASS 4

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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 four:

Hygiene and Disease Prevention:	Coughs, Colds and Pneumonia Immunization
Environmental and Community Health:	Diarrhoea Clean Safe Water
Family and Social Health:	Feeding Young Children Breastfeeding

How will You Teach Health Topics?

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

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

How to Help Children Plan and Conduct a Survey

What is a survey?

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

When do we conduct a survey?

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

Who can conduct a survey?

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

How should we conduct a survey?

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

Family members

Children in the class

Children in other classes

Neighbours

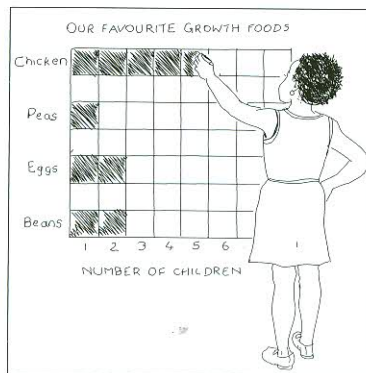
Teachers

Friends who go to different schools

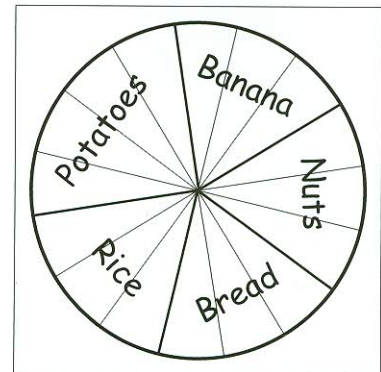
2. Children can record their survey results through drawing pictures or telling the class their results.

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

Tick Chart



Pictogram



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

When teaching your health lesson remember:

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

Each health lesson should be at least 30 minutes long.

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

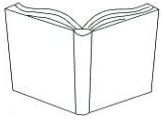
Children's active participation is important!

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

HYGIENE AND DISEASE PREVENTION

COUGHS, COLDS AND PNEUMONIA

IMPORTANT HEALTH INFORMATION



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

COUGHS AND COLDS:

1. Coughs, colds and pneumonia are all Acute Respiratory Infections (ARI).
2. Germs in the nose and throat cause an infection that is called a “cold”.
3. Most coughs and colds can get better without special medicine. Antibiotics kill bacteria, but not viruses so they do not help to cure colds because a cold is a viral infection.
4. Babies and children who suffer from coughs or colds will usually get better in a few days. We can help them if we:
 - Keep them comfortable—warm if they are cold, or cool if they have fever.
 - Encourage them to eat and drink as much as possible.
 - Clean their noses, especially before eating and going to sleep.
 - Keep the air around the child clean and smoke free.
5. A child with a cough and cold should be kept warm. However, if a child has fever keep the windows open and do not cover the child with a warm blanket, keep the child cool (but not cold) instead.
6. You cannot catch a cold by eating cold foods like ice cream.
7. Cold weather does not cause coughs and colds! Colds are spread in poorly ventilated rooms (e. g. when it is cold) and are common in dusty and dry weather.

HYGIENE AND DISEASE PREVENTION

COUGHS, COLDS AND PNEUMONIA

PNEUMONIA:

1. Sometimes colds turn into pneumonia, an infection of the lungs. The clearest sign of pneumonia is **QUICK BREATHING** (more than 50 breaths a minute for babies 2-12 months old and more than 40 breaths per minute for children 12 months to 5 years old) as well as a high fever and cough. They should see a health worker immediately.
2. Pneumonia is a bacterial infection and needs proper medical treatment usually with antibiotics, as it does not go away by itself.
3. Pneumonia is a major cause of childhood illness in Pakistan. Two million children under 5 years of age die of pneumonia world wide each year. Ninety-nine percent of these deaths occur in developing countries.
4. Healthy eating (especially Vitamin A-rich foods like liver, fish, eggs, dairy produce and vegetables), exclusive breastfeeding for babies until 6 months, immunization for measles and whooping cough and smoke-free environments can help prevent pneumonia.

IMPORTANT HEALTH SKILLS



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

1. Notice the signs of fast breathing and know when to call a health worker.
2. Provide comfort to family members who suffer from coughs, colds, and pneumonia.
3. Avoid taking medicine (antibiotics) when they have common cold and coughs.
4. Take plenty of drinks and encourage others who suffer from coughs and colds to do the same.

IMPORTANT HEALTH ATTITUDES



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

1. Confident about spreading messages about coughs and colds at home and school.
2. Responsible for providing care and comfort to those who suffer from coughs and colds.

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 giving children the health quiz on coughs and colds on page 8. You can write the quiz questions on the blackboard or read them out orally for children to write their answers on paper.
2. Remember to stress the following important health messages:

Most coughs and colds can get better without special medicine.

Do not stop eating food when suffering from a cough and cold.

Take plenty of drinks when suffering from coughs and colds.

Sometimes colds can turn into pneumonia. The clearest sign of pneumonia is QUICK BREATHING (more than 40 breaths a minute for babies 2-12 months old and more than 50 breaths a minute for a 12-month to 5-year-old) as well as a high fever and cough.

Pneumonia can kill—take the child to see a health worker immediately!

3. After this discussion, the children can do an activity to recognise quick breathing (40-50 breaths a minute) using a watch or clock. In pairs, with one person doing the activity and the other timing him, they can count how many breaths a minute they breathe after running on the spot very fast or jumping as high as possible 30 times.

What other ideas do you have to teach this lesson?

STEP 2

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

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

1. Example Survey Question: Do you know the causes of coughs and colds? Do you know the signs of pneumonia?
2. The children can interview all of the family members living in their house and record the results of their survey using a tick, tally chart or pictogram.
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?

Quiz on colds, coughs and pneumonia

Place a tick or a cross beside the following statements to show which ones you think are right and which are wrong.

1. All children with a cough need a cough medicine
(Answer: False)
2. If there is rapid breathing in a child with a cough it is important to take the child to the clinic
(Answer: True)
3. Children get coughs and colds from sitting in draughts
(Answer: False)
4. A child with a cough should not be given food
(Answer: False)
5. Drawing in of the lower chest is a sign that the child needs to be taken to a clinic
(Answer: True)
6. Children are less likely to have serious colds and coughs when mother:
 - a. Keeps her children, particularly small babies, away from crowded places
(Answer: True)
 - b. Keeps her child well dressed even in warm weather
(Answer: False)
 - c. Gets her child immunised at the correct time
(Answer: True)
 - d. Where possible keeps her children in separate beds particularly when they have coughs and colds
(Answer: True)
 - e. Only gives dilute food when the child has fever and a cough
(Answer: False)
 - f. Breastfeeds the child for at least 2 years and provides the family with foods rich in vitamin A
(Answer: True)
7. Coughs and colds are more common in the cold and wet season
 - a. Because people feel cold
(Answer: False)
 - b. Because there is less food
(Answer: False)
 - c. Because people shut their doors and windows and live close together encouraging infections to spread
(Answer: True)
 - d. Because there are more draughts
(Answer: False)

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

Children can help notice the signs of pneumonia (quick breathing) in babies and family members in their homes. They can also provide comfort and care to family members suffering from coughs and colds.

Idea 2: Drama

Children in one health promoting school performed plays about the signs and symptoms of coughs, colds and pneumonia for lower classes in their school.

Idea 3: Stories

Children can write or tell stories about the myths related to coughs and colds to help other children and family members understand correct information about coughs and colds.

What other ideas do you have to teach this lesson?

Step 3 – Active Method Idea: Drama

Drama is an effective way through which children can spread health messages to others at school and at home about the signs and prevention of coughs, cold and pneumonia. 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 the signs and symptoms of coughs, colds and pneumonia understood?

How do you know if the health message was understood?

Are there fewer cases of coughs and colds affecting teachers and children in the school?

What other ideas do you have to teach this lesson?

Teacher's Reflection

1. Did the children learn the following health messages?

Most coughs and colds can get better without special medicine.

Take plenty of drinks during coughs and colds.

*Sometimes colds turn into pneumonia. The clearest sign of pneumonia is **quick breathing** (more than 40 breaths a minute for babies 2-12 months old and more than 50 breaths a minute for a child 12 months to 5 years old when a child is sleeping or resting) as well as a high fever and cough. Pneumonia kills—take the child to see a health worker immediately.*

Coughs and colds are not caused by eating cold foods or by cold weather.

2. How do you feel after teaching this topic?

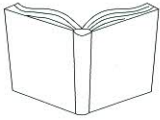
What are you happy about?

What will you do better next time?

HYGIENE AND DISEASE PREVENTION

IMMUNIZATION

IMPORTANT HEALTH INFORMATION



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

1. Worldwide, every year 5 million children die and another 5 million children become disabled from diseases, which could have been prevented by immunization. Immunization is urgent!
2. Immunization helps make antibodies (soldiers) to fight the germs that cause particular diseases. Every child needs a series of immunizations during the first year of life.
3. Some of the diseases that can be prevented by immunization are measles, diphtheria, tuberculosis, tetanus, polio, and whooping cough.
4. Vaccines, which can be given by mouth or injection, can immunize a child.
5. All immunizations should be completed in the first year of a child's life. If the disease strikes before the child has been immunized, it is too late and the child may suffer from that disease.
6. If for some reason a child is not immunized in the first year of their life, it is essential to have them immunized as soon as possible. A child who is not immunized is more likely to suffer illness, become permanently disabled or become undernourished and die.
7. A child may feel a little sick or experience swelling in the area injected after being immunized, but it is nothing to worry about. All vaccines are very safe and it is safe to immunize a child who has a minor illness, a disability or who is malnourished.
8. Children should follow the Immunization Schedule on page 13.

IMPORTANT HEALTH SKILLS



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

1. Ensure that their younger siblings have been immunized.
2. Provide care and comfort to children after they have been immunized.

IMPORTANT HEALTH ATTITUDES



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

1. Concern for younger children who have not been immunized.
2. Empowered to spread awareness about the importance of immunization to those at home and at school.

Planning and Teaching My Topic

Remember:

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

STEP 1

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

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

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

Immunization is urgent! It helps make antibodies (soldiers) to fight the germs that cause particular diseases.

A child who is not immunized is more likely to suffer illness, become permanently disabled or become undernourished and die.

All immunizations should be completed in the first year of a child's life.

It is vital for infants to complete a full course of immunization otherwise vaccines may not work.

What other ideas do you have to teach this lesson?

3. After the story, the children can plan and perform short dramas about the importance of getting immunized.

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 neighbourhood have been fully immunized?
2. The children can interview members of their family about what diseases (e. g. measles, diphtheria, tuberculosis, tetanus, polio, and whooping cough) they have been immunized against and record their results using a tick chart, tally chart or pictogram.
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: Immunization

Title: Tariq'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.

Tariq and his family live in a village. He is only two years old and has had a high fever for six days, with red eyes, a runny nose, noisy breathing, a cough and a rash all over. **What do you think is wrong with Tariq?** He has measles and is very ill. **What do you know about measles?** Measles is caused by a virus, which can make you weak, become disabled or even die from this disease. If Tariq gets better, he will be weak for a long time and may catch other diseases. One of his friends became blind after being ill with measles. **Do you know how he could have been saved from getting measles?** (Immunization) **What other diseases can we be immunized for?** Measles and other diseases, for example diphtheria, tuberculosis (TB), tetanus, whooping cough, and polio can be prevented by immunization. **What do you know about immunization?** Immunization means making the body strong and well prepared to fight particular diseases. It is vital for infants to complete a full course of immunization, otherwise vaccines may not work. (See Immunization Schedule below)

IMMUNIZATION SCHEDULE

AGE	Diseases	Drops / Injections
Birth	Tuberculosis (and polio; in some countries Hepatitis B)	BCG (Injection) Polio (Drops)
6 weeks	Diphtheria, whooping cough, tetanus, polio	DPT (Injection) Polio (Drops)
10 weeks	Diphtheria, whooping cough, tetanus, polio	DPT (Injection) Polio (Drops)
14 weeks	Diphtheria, whooping cough, tetanus, polio	DPT (Injection) Polio (Drops)
9 months	Measles, Mumps and Rubella	MMR (Injection)
2-4 years	Diphtheria, whooping cough, tetanus	DPT booster (Two injections two months apart)
2-4 years	Polio	Polio booster

Step One Activity: Story (Contd.)

NOTES TO THE TEACHER

- ❑ After telling this story children can perform short dramas about the importance of getting immunised.
- ❑ 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

Children can spread messages to their family members and neighbours about the importance of having young children immunized.

Idea 2: Posters

Children can make posters to spread health messages about the importance of immunization in preventing diseases.

Idea 3: Drama

Class 4 and 5 children at one health promoting school spread health messages about how immunization works to prevent diseases through a drama they performed for other classes in the school.

What other ideas do you have to teach this lesson?

Step 3 – Active Method Idea: Posters and Pictures

Posters and pictures are an effective way to spread messages about the importance of immunization.

If children are going to take action through pictures and 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 about the importance of being immunized against diseases.
2. Children can draw posters individually, in pairs or in small groups.
3. Once the posters have been drawn, take the time during a lesson to allow children to show each other their poster and health message.
4. Arrange with other teachers in the school for the children to present their posters to one or more classes. Children can also show their posters to other teachers and children in an assembly too.
5. Posters can be displayed around the school or in the children's homes.

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 immunization understood?

How do you know if the health message was understood?

What other ideas do you have to teach this lesson?

Teacher's Reflection

1. Did the children learn the following health messages?

Immunization helps make antibodies (soldiers) to fight the germs that cause particular diseases (e.g. measles, diphtheria, tuberculosis, tetanus, polio, and whooping cough).

All immunizations should be completed in the first year of a child's life. If the disease strikes before the child has been immunized, it is too late and the child may suffer from that disease.

If for some reason a child is not immunized in the first year of their life, it is essential to have them immunized as soon as possible.

It is vital for infants to complete a full course of immunization otherwise vaccines may not work.

2. How do you feel after teaching this topic?

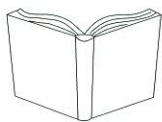
What are you happy about?

What will you do better next time?

ENVIRONMENTAL & COMMUNITY HEALTH

DIARRHOEA

IMPORTANT HEALTH INFORMATION



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

1. Germs that live in dirty food, dirty water, human and animal stools cause diarrhoea.
2. Diarrhoea can be prevented by:
 - washing hands thoroughly with soap or ash and water after going to the toilet.
 - before touching food or feeding younger children.
 - consuming clean water and food.
 - disposing of stools in a latrine or using a toilet or by burying.
3. Diarrhoea kills children by draining liquid from the body, thus dehydrating the child. It is the number one killer of children in Pakistan.
4. Diarrhoea is treated through drinking plenty of fluids (breastmilk, soups, rice water, fresh fruit juices, weak tea with a little sugar, coconut water, boiled clean water, Nimcol) as well as eating regularly. Soft foods such as kitchadi, yogurt and dowdo are recommended.
5. Breastfeeding can reduce the severity and frequency of diarrhoea. Mothers should breastfeed more often than usual when their babies suffer from diarrhoea.
6. A child who is recovering from diarrhoea needs to eat an extra meal every day for at least two weeks. Do not stop feeding a child if they have diarrhoea.
7. Most diarrhoea medicines are ineffective and should not be used unless recommended by a trained health worker. Instead use Oral Rehydration Solution (ORS or Nimcol) to replace lost fluids.
8. Immediate help from a trained health worker should be sought if a child passes several watery stools in one or two hours, passes blood in the faeces, vomits frequently, has a fever, is extremely thirsty, does not want to drink, refuses to eat, has sunken eyes, looks weak or lethargic, or has diarrhoea for more than a week.

ORAL REHYDRATION SOLUTION (ORS or Nimcol):

1. ORS can treat and prevent dehydration. ORS can be bought in a packet, **NIMCOL** and mixed with one litre of clean drinking water in a clean container.
2. Older children need to drink one glass of ORS every time they pass a stool and children under two need to drink half a glass every time they pass a stool. Adults should have two glasses of ORS each time they pass a stool.
3. Do not mix ORS with other liquids like milk, soup, juices, or soda.

ENVIRONMENTAL AND COMMUNITY HEALTH

DIARRHOEA

IMPORTANT HEALTH SKILLS



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

1. Prevent themselves and others from suffering from diarrhoea by keeping clean, drinking boiled water and eating clean, safe food.
2. Boil drinking water for at least 20 minutes.
3. Providing care and comfort to family members who are suffering from diarrhoea.
4. Make Nimcol for themselves and others at home who are suffering from dehydration.

IMPORTANT HEALTH ATTITUDES



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

1. Responsible for spreading messages about ways to prevent diarrhoea and dehydration to those at home, school and in the community.
2. Concern for family members who are suffering from diarrhoea or dehydration.

Planning and Teaching My Topic

Remember:

- Read pages 17 and 18 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 children the story A Wise Friend on page 20 to introduce this topic.
2. Remember to stress the following important health messages:
 - Diarrhoea kills children by draining liquid from the body, therefore dehydrating the child.*
 - Diarrhoea can be prevented by keeping ourselves clean and washing our hands with soap and water, drinking boiled water (boiled for at least 20 minutes) eating safe and clean food and disposing of stools properly.*
 - ORS or NIMCOL can treat and prevent dehydration.*
3. After the story, in small groups children can plan and perform short dramas to spread health messages about how to prevent and take care of children who suffer from diarrhoea.

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 people in your family have suffered from diarrhoea in the last three months? Do your friends and family know the danger signs of diarrhoea and when to call a trained health worker? (If a child passes several watery stools in one or two hours, passes blood in the stools, vomits frequently, has a fever, is extremely thirsty, does not want to drink, refuses to eat, has sunken eyes, looks weak or lethargic, has diarrhoea for more than a week.)
2. The children can interview their family members and record the results of their survey using a tick chart, tally chart or pictogram.
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: Diarrhoea

Title: A Wise 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.

Ahmed and Bilal were good friends. After playing one day, Ahmed felt hungry and ate aloo cholay from a vendor who was selling food near the playground. The next morning, Ahmed did not come to school. **What do you think happened to Ahmed?** Bilal went to Ahmed's house and found him lying in bed and looking very weak. His mother was worried as Ahmed had been suffering from diarrhoea and had not eaten anything. **What do you think caused the diarrhoea?** Bilal explained to Ahmed's mother that it could have been the aloo cholay that caused the diarrhoea. He said that food that is not covered can attract lots of flies. Flies carry germs on their feet because they like to sit on dirt and rubbish. They spread germs to foods like aloo cholay. **What are other causes of diarrhoea?** Bilal told Ahmed's mother that diarrhoea is also caused by germs that live in dirty food, water, human and animal stools. **How can diarrhoea be prevented?** Bilal told Ahmed that diarrhoea can be prevented by keeping clean and washing hands with soap and water especially after going to the toilet and before eating, handling food or feeding younger children. It can also be prevented by drinking water that has been boiled for 20 minutes, eating clean and safe food, and disposing of all faeces in the toilet or latrine. He then made Ahmed some Oral Rehydration Solution (ORS or Nimcol) to treat the loss of fluids from Ahmed's body. **Have you had ORS (Nimcol) before? Do you know how to make it?** Bilal took one packet of Nimcol and dissolved it in four glasses of clean water in a clean container. He asked Ahmed to drink this liquid within 24 hours and not to stop eating. After having ORS Ahmed felt much better. He thanked his wise friend Bilal for saving his life as dehydration can kill children.

NOTES TO THE TEACHER

- After telling this story, in small groups children can plan and perform short dramas about the story to spread health messages on how to prevent and take care of children who suffer from diarrhoea.
- 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

Children can make sure that the water at home is boiled and make ORS or Nimcol for family members who are suffering from diarrhoea.

Idea 2: Demonstration

Children from one health promoting school who have studied this topic took action by showing children at the community's evening religious school how to make Oral Rehydration Solution (ORS).

Idea 3: Drama

Children in another health promoting school planned a drama to spread messages about how children can take care of those in their family who suffer from diarrhoea and about the danger signs of diarrhoea.

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 to show them how to make Oral Rehydration Solution (ORS or Nimcol). The children can either use the package to make ORS or use the recipe for making ORS when doing the demonstration.

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 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 complete, make sure you reinforce health messages for the audience to remember. In this case, messages about the prevention of diarrhoea and dehydration and the treatment of dehydration would be important for children to reinforce. At the end of the demonstration, the children can even taste ORS.

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 preventing diarrhoea understood?

How do you know if the health message was understood?

Are children drinking boiled water at home and at school?

Do they know how long to boil drinking water for?

Do more people in the home and neighbourhood know how to recognise the danger signs of diarrhoea and when to call a health worker?

What other ideas do you have to teach this lesson?

Teacher's Reflection

1. Did the children learn the following health messages?

Diarrhoea kills children by draining liquid from the body and dehydrating the child.

Diarrhoea can be prevented by keeping ourselves clean and washing our hands with soap and water, drinking boiled water (boiled for at least 20 minutes) eating safe and clean food and disposing of faeces properly.

ORS or NIMCOL can treat and prevent dehydration.

2. How do you feel after teaching this topic?

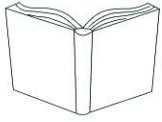
What are you happy about?

What will you do better next time?

ENVIRONMENTAL AND COMMUNITY HEALTH

CLEAN, SAFE WATER

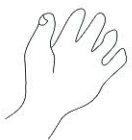
IMPORTANT HEALTH INFORMATION



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

1. Germs and dirt, which cause disease, can get into water and make those who drink the water sick.
2. Illnesses caused by dirty water are diarrhoea, cholera, typhoid, Hepatitis A, and worms.
3. Clear water does not mean it is clean and safe to drink.
4. Boil water for at least 20 minutes to kill all germs even if you think the water is clean. Otherwise purify water by filtering. **DO NOT TAKE ANY RISKS EVEN IF WATER IS FROM A TAP!**
5. Always put stored water in a clean container and do not touch it with dirty hands or utensils.
6. Cover containers in which water is stored with a wooden or metal lid so that flies, dust, and dirt cannot fall in.
7. Do not put dirty hands, cloths, ladles or cups in the water.
8. Do not share cups and glasses, especially with a sick family member.

IMPORTANT HEALTH SKILLS



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

1. Ensure that water is boiled for at least 20 minutes in their homes before they or their family members drink it.
2. Bring boiled drinking water from home to school.

IMPORTANT HEALTH ATTITUDES



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

1. Pride in drinking clean safe water.
2. Concern for younger siblings and family members who do not drink clean safe water.

Planning and Teaching My Topic

Remember:

- Read page 23 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 25 and 26 to introduce this topic.
2. Remember to stress the following important health messages:
 - Germs and dirt, which cause disease, can get into water and make those who drink the water sick.*
 - Clear water does not mean it is clean and safe to drink.*
 - Boil water for at least 20 minutes to kill all germs even if you think the water is clean. DO NOT TAKE ANY RISKS EVEN IF WATER IS FROM A TAP!*
3. After the discussion, the children can write stories, plan short dramas or make pictures to spread messages about the importance of boiling water and ways water can get dirty.

What other ideas do you have to teach this lesson?

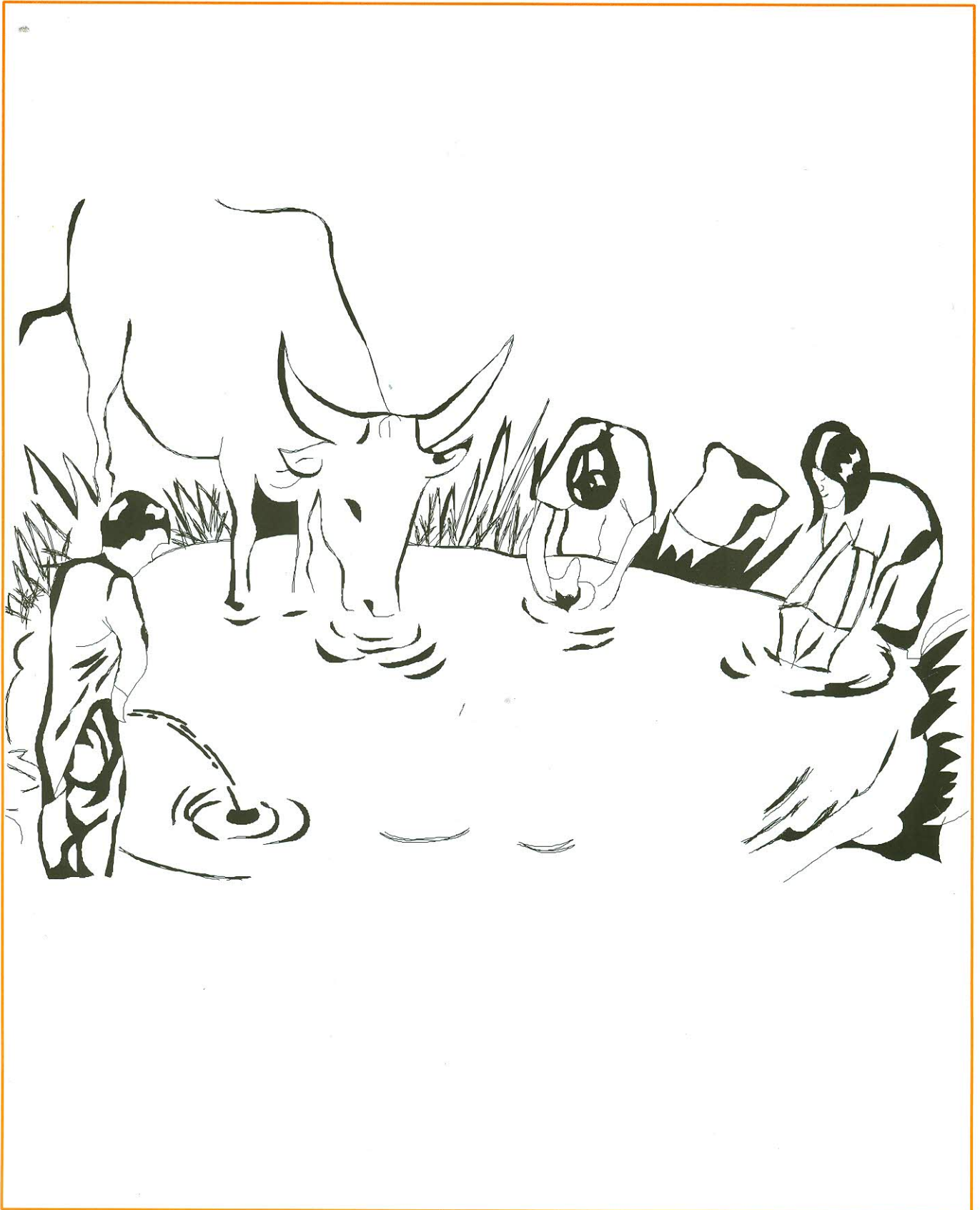
STEP 2

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: For how many minutes should we boil water to make it safe for drinking?
2. The children can interview children at school or family members about how many minutes water should be boiled for. They can record the results of their survey using a tick chart, tally chart or pictogram.
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: Clean, Safe Water

What do you see happening in the picture?

What is wrong in this picture?

Would you drink the water in this picture?

If you were in the picture what would you do?

NOTES TO THE TEACHER

When leading a discussion remember the following:

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

STEP 3

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

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

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

What did you find out from the survey?

How will these results help us plan action?

Why is it important to take action?

What health messages are important to spread?

Who will we spread health messages to?

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

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

Idea 1: Action at Home

Children can make sure that the water at home is boiled for 20 minutes and that the pot holding the water is kept covered.

Idea 2: Action at School

Children from one health promoting school who have studied this topic have taken action by bringing their own boiled water from home to drink in school.

Idea 3: Songs

Children can write and perform songs to spread health messages about the importance of drinking boiled water. The songs can also be taught to children in other classes or at home.

What other ideas do you have to teach this lesson?

Step 3 – Active Method Idea: Songs

Songs are an effective and entertaining way to spread messages about the importance of drinking boiled water to avoid illnesses.

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

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

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 drinking boiled water understood?

How do you know if the health message was understood?

Are children drinking boiled water at home and at school?

What other ideas do you have to teach this lesson?

Teacher's Reflection

1. Did the children learn the following health messages?

Germs and dirt, which cause disease, can get into water and make those who drink the water sick.

Clear water does not mean it is clean and safe to drink.

Boil water for at least 20 minutes to kill all germs, even if you think the water is clean. DO NOT TAKE ANY RISKS EVEN IF WATER IS FROM A TAP!

2. How do you feel after teaching this topic?

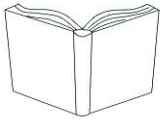
What are you happy about?

What will you do better next time?

FAMILY AND SOCIAL HEALTH

FEEDING YOUNG CHILDREN

IMPORTANT HEALTH INFORMATION



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

1. Children who do not eat plenty of good food are quiet, slow at learning, thin and small for their age, are often sick and take longer to get well after being sick.
2. When children do not eat enough of the right foods they are undernourished.
3. From birth to the age of three, children should be weighed every month. If there is no weight gain for two months, something is wrong.
4. A two-year-old child needs half as much food as an adult.
5. As children from six months to two years have small stomachs, they should eat energy-rich and nutritious meals 4 to 5 times a day.
6. Children who are sick need to be fed healthy foods at least every 2-3 hours to help their bodies fight germs, to build their immune system and to continue growing. Once they are better they need to eat extra food for two to three weeks to return to normal and not get sick again.
7. Watch for signs like changes in the child's mood, activity level and appearance to see if a child is not eating enough.
8. Examples of good food to feed to young children are as follows:
 - for energy—oil, whole milk, sooji ka halwa, butter and ghee.
 - for protein—beans, peas, daal, ground nuts, meat and fish.
 - for vitamins—fruits and vegetables like mangoes, oranges, spinach, carrots and tomatoes.

IMPORTANT HEALTH SKILLS



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

1. Recognise signs of under nourishment in young children at home and at school.
2. Ensure that children are being fed foods that provide energy, protein, and vitamins at home.
3. Encourage younger siblings who are sick to eat enough food.

IMPORTANT HEALTH ATTITUDES



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

1. Pride in spreading messages at home about the importance of feeding young children correctly.
2. Concern for younger siblings who are undernourished.

Planning and Teaching My Topic

Remember:

- Read page 29 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 31 and 32 to introduce this topic.
2. Remember to stress the following important health messages:

When children do not eat enough of the right foods they are undernourished.

From birth to the age of three, children should be weighed every month. If there is no weight gain for two months, something is wrong.

As children from six months to two years have small stomachs, they should eat energy-rich and nutritious meals 4 to 5 times a day.

Children who are sick need to be fed healthy foods at least every 2-3 hours to help their bodies fight germs, to build their immune system and to continue growing.

3. After the discussion, the children can write stories, plan short dramas or make pictures to spread messages about the importance of eating healthy food for children's growth and development.

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 foods were you fed when you were under two years old?
2. The children can interview their parents about what they were fed when they were under two years old and tell the class what they found out.
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: Feeding Young Children

What do you think is happening in this picture?

Why do young children need food?

What foods are good for them to eat?

How often should they be fed?

Who is responsible for feeding young children in your home?

How can we help mothers to feed their young children?

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

Children can make sure that younger children in their homes are fed healthy meals 4-5 times a day to prevent undernourishment.

Idea 2: Puppets

The children at one health promoting school planned and performed puppet shows about undernourished children who were always tired, moody and inactive, to spread messages about the importance of frequently feeding young children healthy foods.

Idea 3: Stories

Children can write and tell stories about the importance of feeding young children healthy foods to present to children in other classes. They can use pictures to tell the story that can either be drawn on the blackboard or on paper.

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 feeding healthy foods to young children for their healthy growth and development. 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 importance of feeding young children understood?

How do you know if the health message was understood?

Are any children in the school looking undernourished?

What other ideas do you have to teach this lesson?

Teacher's Reflection

1. Did the children learn the following health messages?

When children do not eat enough of the right foods they are undernourished.

From birth to the age of three, children should be weighed every month. If there is no weight gain for two months, something is wrong.

As children from six months to two years have small stomachs, they should eat energy-rich and nutritious meals 4 to 5 times a day.

Children who are sick need to be fed healthy foods at least every 2-3 hours to help their bodies fight germs, to build their immune system and to continue growing.

2. How do you feel after teaching this topic?

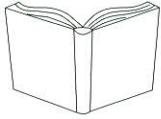
What are you happy about?

What will you do better next time?

FAMILY AND SOCIAL HEALTH

BREASTFEEDING

IMPORTANT HEALTH INFORMATION



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

1. For the first six months of a child's life breast milk is all a child needs to have. No other food or drink is required.
2. Breast milk contains enough water so that a baby does not need water even in hot weather.
3. Breast milk is always clean and free of germs and it never goes sour.
4. Deaths related to chest infections and diarrhoea occur less frequently among breast-fed babies. Bottle-feeding is more likely to lead to serious illness and death.
5. Colostrum is the special milk produced by the mother in the first few days after a baby is born. It is very important to feed this milk to babies as it improves the immunity against germs that can cause diarrhoea and other infections.
6. Even when babies are sick, breast milk is best for them and should not be stopped.
7. Breast milk does not cost money and is always ready. There is never too little as the more the baby sucks the more milk will be produced.
8. Breastfeeding encourages closeness and bonding between the mother and baby.
9. Exclusive breastfeeding to six months prevents babies suffering from allergies later on in life (such as Asthma, Eczema, etc.).

IMPORTANT HEALTH SKILLS



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

1. If mothers are breastfeeding, children can help with housework and take care of other siblings because tired mothers produce less milk.
2. Make sure their mothers are eating extra food and drinking plenty of liquids to replace the food used up to make breast milk.

IMPORTANT HEALTH ATTITUDES



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

1. Empowered to inform mothers about the benefits of breastfeeding.
2. Responsible for helping mothers at home who are breastfeeding younger siblings.

Planning and Teaching My Topic

Remember:

- Read page 35 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 37 and 38 to introduce this topic.
2. Remember to stress the following important health messages:

For the first six months of a child's life breast milk is all they need to have. No other food or drink is required.

Deaths related to chest infections and diarrhoea occur less frequently among breast-fed babies. Bottle-feeding is more likely to lead to serious illness and death.

Breastfeeding is better than bottle-feeding because it does not cost money, is clean, free of germs and is always ready.

3. After discussing the picture, the children can discuss and compare the advantages and disadvantages of breastfeeding and bottle-feeding for babies.

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: Up to what age should babies be exclusively breastfed? Do babies under six months need anything other than breast milk even in hot weather?
2. The children can interview their families about exclusively breastfeeding their children to six months.
3. The children can report and display their survey results in small groups using a pictogram or bar graph (see page 4).

What other ideas do you have to teach this lesson?



Picture Discussion Questions: Breastfeeding

What do you think is happening in the picture?

How will breastfeeding help this baby?

What are the dangers of bottle-feeding?

How long should children be breastfed? (Answer: Exclusively for 6 months and then until 2 years if possible)

How could you help your family members who are breastfeeding their babies?

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: Drama

Children can plan and perform a puppet show about the importance of breastfeeding for other children in the school. This will be beneficial for children whose mothers have young babies.

Idea 2: Posters

Children can spread messages about the advantages of breastfeeding and the possible disadvantages of bottle-feeding through posters. The teachers in the school will also find this information useful and related to their daily life.

Idea 3: Stories

Children can write and tell stories about the advantages of breastfeeding for a baby's healthy growth and development.

What other ideas do you have to teach this lesson?

Step 3 – Active Method Idea: Stories

Stories are an effective way to spread messages on the advantages of breastfeeding for young babies.

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.
5. The health message in the story should be clear!

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 advantages of breastfeeding for a baby's healthy growth and development understood?

How do you know if the health message was understood?

What other ideas do you have to teach this lesson?

Teacher's Reflection

1. Did the children learn the following health messages?

For the first six months of a child's life breast milk is all they need to have. No other food or drink is required.

Deaths related to chest infections and diarrhoea occur less frequently among breastfed babies. Bottle-feeding is more likely to lead to serious illness and death.

Breastfeeding is better than bottle-feeding because it does not cost money, is clean, free of germs and is always ready.

2. How do you feel after teaching this topic?

What are you happy about?

What will you do better next time?