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Behavioral change communication tool kit to promote hygiene among school children

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THE AGA KHAN UNIVERSITY

Behavioral Change Communication Tool Kit to Promote Hygiene among School Children

Foreword

School health remains an ignored aspect in Pakistan. Young school-going children in Pakistan and elsewhere are at risk of developing communicable diseases due to poor hygiene habits and a lack of awareness. Among the communicable disease, pneumonia and diarrhea are regarded as the deadliest killers of young children.

A school-based interventional study on improving the knowledge and practices of school children was conducted during 2018-2020 in three schools in Gaddap town, Karachi. This study was funded through the Faculty of Health Sciences Research Committee at AKU. (PF 90/1016). As part of the study, eight hygiene modules were developed, and pilot tested before their actual implementation in the project schools. This includes (1) an introduction to personal and environmental hygiene, (2) ear hygiene, (3) coughing and sneezing etiquette (4) sneezing and coughing etiquette, (5) hand hygiene, (6) food hygiene, (7), safe drinking water and (8) environmental hygiene. The implementation of these modules demonstrated significant improvement in children's knowledge and practices post-intervention across the three school settings.

All eight modules, alongside various activities and educational material are compiled into this handbook. I am optimistic that this handbook will serve as a useful behavioral change educational toolkit for school children. This can be used by a wide range of stakeholders including school teachers, health educators, researchers, school health staff, etc.) who desire to improve the health and hygiene of school children.

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Module 1: Introduction to Personal & Environmental Hygiene

Objectives

- Educate children about the significance of personal and environmental hygiene.
- Facilitate their understanding to relate the transmission of germs via different routes.
- Nominate a hygiene monitor from each class.

Time duration	30-40 min
Material required	<ul style="list-style-type: none">▪ Activity sheet 1▪ Poster▪ Colored cards▪ Basket/ envelope

Introduction

Ask children to share what they have learned to date about hygiene and also encourage them to demonstrate if applicable.

- Today you are going to learn about how to keep yourself clean and healthy.
- You will enjoy the session if you all participate in the class.
- Raise your hand if you want to say anything.
- You all have to speak loudly.
- Ask questions if things are not clear.

Step 1. Brainstorming exercise

While introducing the topic, ask the children:

- How do germs spread? Ask children to complete Activity Sheet 1.
- Are there germs in the class (environment surrounding us)?
- Can these germs make us sick? (We can get fever, cough, sneezing, etc.)
- How environment can be kept clean?

Health game

Ask children that we are now going to play a hygiene game today and they will enjoy it.

Instructions

1. Ask children to pick up two pieces of color cards of their choice.
2. Provide them with pencils and erasers.
3. You all need to write 1 Good and 1 bad hygiene habit.
4. Once all children have written, ask who would like to collect all these cards in a separate folder for good and bad hygiene habits.
5. Upon completion of the activity, appreciate the children that they all did a good job.

Step 2. Provide important health information

The environment is full of germs, and they easily spread via different means. Do you know how germs get transmitted? germs can transmit via;

- Shaking hands when hands are dirty / not washing hands with soap after using the toilet, before and after eating, or after playing and touching animals
 - Sneezing and coughing while not covering mouth properly
 - Drinking unclean water
 - Not brushing teeth properly and not rinsing mouth (bacteria and germs can stay in mouth)
 - Eating outside food

- Not washing fruits and vegetables before eating
- Inserting cotton buds/ anything in ears for cleaning
- Keeping nails long/ nail biting
- Throwing garbage/ spitting on streets

Therefore, all these are bad hygiene habits.

- Call any child in front of the class and ask him/her to read aloud any bad habit loudly.

Now what we should do? We need to adopt certain measures via which we can protect ourselves from getting sick. This includes good hygiene habits.

- Call any child in front of the class and ask him/her to read aloud any good habits loudly.

[**Note:** if any habit is left, please read from the below list and explain it to the child].

- Proper handwashing with soap after using the toilet, before and after eating, or after playing with and touching animals
 - Covering mouth via elbow while sneezing or coughing
 - Always drink boiled water or clean water
 - Brushing teeth twice a day in a circular manner
 - Avoid eating outside food
 - Washing fruits and vegetables before eating
 - Clean ears by using fingers only and **Not** using any other object
 - Keeping nails trimmed
 - Always throw garbage in dustbins

Step 3. Emphasis on hygiene through storytelling

Ask any child to read the story in front of the class and ask all children what went wrong.

Story Card

There was a school in Malir where 200 students were registered. School classrooms didn't have trash bins; these were only present in the courtyard. During break time, students were throwing trash on the floor. While going out of the school building, they keep throwing things. This made the environment very dirty. After two weeks, teachers and students noticed a lot of mosquitoes in the school. These were due to trash that students have thrown. Mosquitoes bite a few children, and they had a fever and have to miss their classes. Their performance was also affected in the exams.

Also, only a few children were coming in clean uniforms with properly combed hair and short nails. During break time, students didn't wash their hands before eating and this practice continued. After a few months, two students got very sick, they were taken to a doctor who advised them medicine and told them that they can't attend school as they are sick.

- What did you learn from this story?
- Ask children what is going wrong in this scenario

Note for Teachers

- If most of the children have remembered the important messages appreciate them.
- Those who were not able to remember and didn't answer, emphasize the key concepts again.
- **Next day: ask children to share what they learned the previous day and ask them to demonstrate if applicable.**
- While discussing this in the class, observe whether children cover their mouths while sneezing and coughing and their handwashing practice after using the toilet, etc. Remind them to adopt these important practices.

Step 4. Motivate children to share health messages at home

Motivate children to:

- Discuss what they have learned in class with their family members.

Step 5. Assign hygiene and sanitation monitors

Note: Assign hygiene monitors from each class after consulting teachers. And inform children that they need to cooperate with them.

Responsibility of hygiene monitors:

Note: Under the supervision of a health educator/ teacher, a hygiene monitor needs to do the following tasks. He/ she will regularly observe children for the below-listed aspects;

- Nails are properly cut and clean
- Clean uniform
- Clean hands and will ask if they have washed hands with soap
- Handwashing with soap after using a toilet
- Clean shoes
- Hairs are properly tied

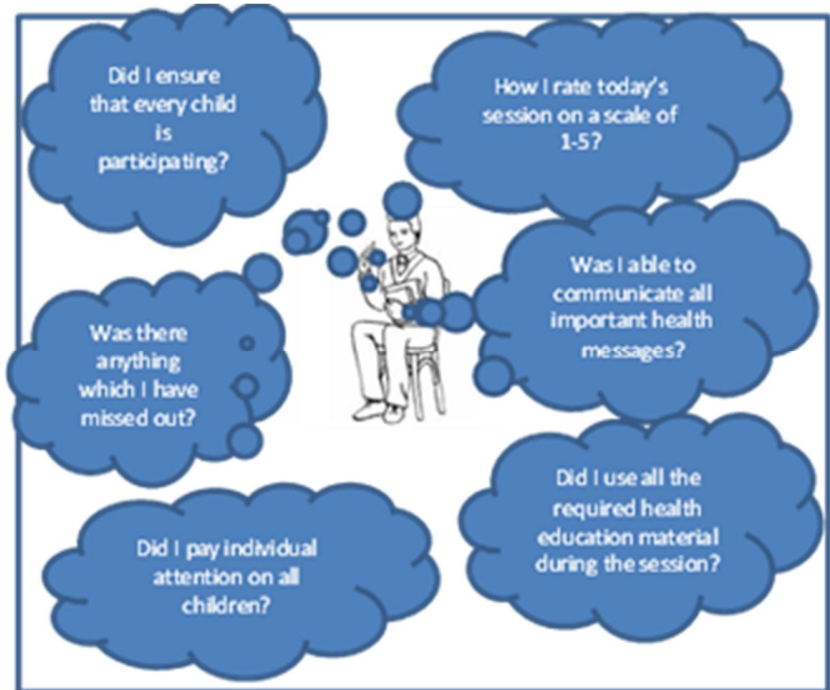
Note: A day in a week can be specified for this inspection. Health educator/ teacher needs to get in touch with hygiene monitor to assess the progress of children in the class and counsel children who are not maintaining good hygiene.

Responsibility of sanitation monitor

Note: Assign 1-2 sanitation monitors from the school after consulting teachers. The responsibility of the sanitation monitor is to randomly visit washrooms to inspect cleanliness and availability of water and soap. Health Educator will conduct meetings with hygiene and sanitation monitors in presence of schoolteachers and will document the findings.

Step 6. Teacher's/ health educators' self-evaluation

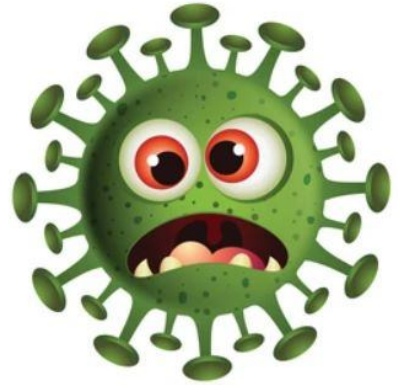
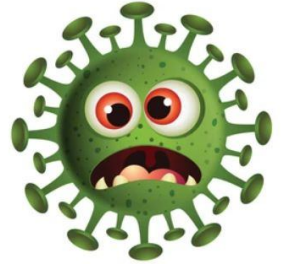
Upon completion of every module, teachers/health educators must evaluate themselves on various aspects shown in the adjacent diagram to improve their teaching skills.



Activity Sheet 1: How do germs spread?

سرگرمی شیٹ 1: جراثیم کیسے پھیلتے ہیں؟

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____



Module 2: Ear Hygiene

Session Objective

- Educate children about ear hygiene.

Time duration	10-15 min
Material required	<ul style="list-style-type: none">▪ Picture cards for ear and ear cleaning with fingers▪ Cotton buds▪ Match sticks



Introduction

Ask children to share what they have learned to date about hygiene and encourage them to demonstrate if applicable.

- Today you are going to learn about how to keep yourself clean and healthy.
- You will enjoy the session if you all participate in the class.
- Raise your hand if you want to say anything.
- You all have to speak loudly.
- Ask questions if things are not clear.

Step 1. Start by brainstorming questions

Before introducing the topic, ask the children.

1. How do you clean your ears?
2. Do you use anything to clean your ears? Please mention.
3. How frequently do you use that material for cleaning ears?

Step 2. Provide important health information¹

- Ears only need to be cleaned from the outside.
- No object or fluid should be inserted or instilled into the ears.
- If you insert anything inside the ears, it can damage your ears.
- The wax produced by the ear is good for the ears.
- Do not let water directly enter the ear.

(For middle and secondary grade students)

- The ear is a self-cleaning organ and does not require any active cleaning.
- If you want to use anything, you can use hair oil to clean the outside ear.
- Don't insert anything into your ear or instill any liquids.

Step 3. Emphasis on ear hygiene through storytelling

Ask any child to read the story in front of the class and ask all children what went wrong with Maryam.

¹ WHO. Ear Care. <http://www.who.int/features/qa/81/en/>

Story Card

Maryam is in class 2. She always keeps herself clean. She always gets good marks in her studies. Her mother bought cotton buds from the bazaar to clean the ears. One day Maryam used cotton buds to clean her ears. After using the cotton buds frequently, she noticed a lot of wax on the stick. She developed this habit and regularly clean her ears with cotton buds. During school hours, she often uses a pencil and inserts it in the ears to clean it. After 6 months, she experienced pain in her ears. She has to miss school. Her mother gave her some medicine. At night she again had some discomfort in her ears. Her parents took her to the doctor, the X-ray of her ear was carried out and it was found that she developed an infection in her ears. The doctor told her parents that Maryam developed an ear infection due to inserting materials inside her ears.

Ask children, what did they learn from this story?

Step 4. Assess knowledge retention

The purpose of the step is to assess children's knowledge and encourage them to write whatever they have learned today in their hygiene diaries.

1. What should **not be** used to clean ears?
2. Ask children from now onwards what they will do to keep their ears healthy.

Note for Teachers/ Health educators

- If most of the children have remembered the important messages appreciate them.
- Those who were not able to remember and didn't answer, emphasize the key concepts again.

Step 5. Motivate children to share health messages at home

Motivate children to share the aspects of hygiene discussed in class today with family members.

Step 6. Teacher's/ health educators' self-evaluation

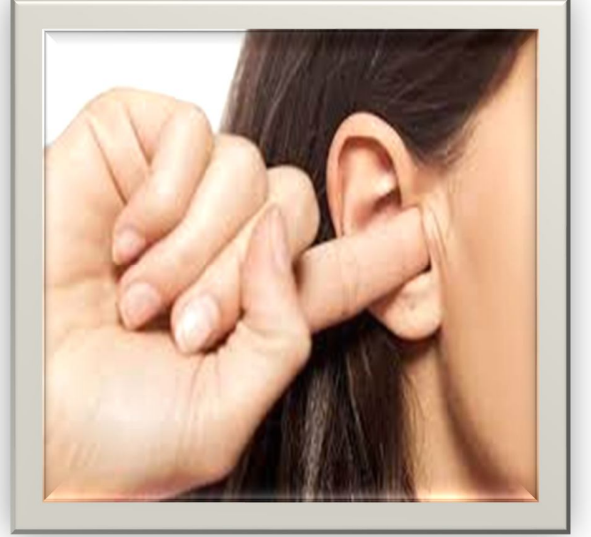
Upon completion of every module, teachers/health educators must evaluate themselves on various aspects shown in the adjacent diagram to improve their teaching skills.



Picture Card

What should we use to clean our ears?

ہمیں کان صاف کرنے کے لیے کیا استعمال کرنا چاہیے؟



Module 3: Coughing and Sneezing Etiquette

Session Objective

- Educate children about appropriate sneezing and coughing etiquette to avoid germ transmission.

Time Duration	10-15 min
Teaching strategy	<ul style="list-style-type: none">▪ Picture Card- to mark right and wrong.▪ Demonstration of covering mouth with an elbow.



Introduction

Ask children to share what they have learned to date about hygiene and encourage them to demonstrate if applicable.

- Today you are going to learn about sneezing and coughing etiquette.
- You will enjoy the session if you all participate in the class.
- Raise your hand if you want to say anything.
- You all must speak loudly.
- Ask questions if things are not clear.

Step 1. Brainstorming exercise

While introducing the topic, ask the children.

- How do germs spread while sneezing and coughing?
- Ask all of them to sneeze and cough.
- **Notice what children do and advise them appropriate method.**
- Can these germs make us sick? (we can get fever, cough, and sneezing)
- Ask them while sneezing and coughing how many of them covered their mouth. And with what?

Activity 1

Distribute activity sheet 1 to all children.

Step 2. Provide important health information

- While sneezing and coughing all of us transmit germs. We can get sick if we don't cover our mouths properly while sneezing and coughing.

- We all should stand at a distance from others while sneezing and coughing and advise others to cover their cough and sneeze.
- How to cover your mouth while sneezing and coughing?

To help children stop the spread of germs²

1. Cover your mouth with your elbow while sneezing or coughing.
2. If you are using a tissue to cover sneeze or cough, discard that in a waste basket after use.
3. Don't cover your mouth with your hand directly.

Activity 2: Bacteria in the air

- Divide children into groups keeping in view the class size
- Explain to them that there are bacteria and other germs in the air
- Educate children that one way to protect themselves from these bacteria is to cover their mouth when you or someone sneezes or cough

Play

- Each group will be given a ball. The ball represents bacteria.
- During this game you will pass the ball around the circle with one and the person who catches it has to catch with one hand only while covering the mouth with another hand.
- If the team drops the ball in middle, you have to start again.

Note for health educators:

- Are the children covering their mouths with their elbows when they throw and catch the ball?
- Are the children supporting each other to achieve this task and win the game?
- Clap for the team by taking children's names.

Source: Right to Play module

Step 3. Assess knowledge retention

The purpose of the step is to assess children's knowledge and encourage them to answer what children have learned.

- How do germs spread while coughing and sneezing?
- How we should cover our mouth while sneezing or coughing?
- Show picture cards to them and assess knowledge retention.

Activity 3

Ask children to demonstrate again as they cough and sneeze.

Note for Teachers:

- If most of the children have remembered the important messages appreciate them.

²Water, Sanitation & Environmentally-related Hygiene
https://www.cdc.gov/healthywater/hygiene/etiquette/coughing_sneezing.html

- Those who were not able to remember and didn't answer, emphasize the key concepts again.
- While discussing this in the class, please observe if children are not covering their mouths while sneezing and coughing and make them remember to cover their mouths always using their elbows.

Step 4. Motivate children to share health messages at home

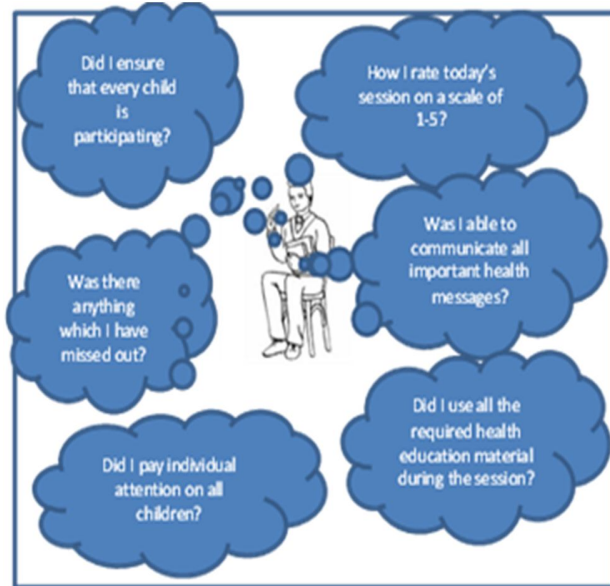
Motivate children to:

- Share at home how to cover mouth with elbow while sneezing and coughing.

Step 5. Teacher's/ health educators' self-evaluation

Upon completion of every module, teachers/health educators must evaluate themselves on various aspects shown in the adjacent diagram to improve their teaching skills.

If all points are not up to the mark, please take time to pay attention to those points.



Activity Sheet 1: Cough and Sneezing Etiquette

Mark



on picture with right and wrong etiquettes



Picture Cards



Module 4: Oral Hygiene

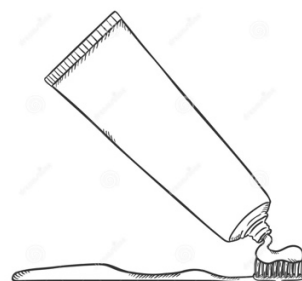
Part A: Use of toothpaste

Part B: Avoid the use of food items hazardous to oral health

Objectives

- Educate children about adequate oral hygiene by emphasizing the regular use of toothpaste and toothbrush.
- Teach them the hazards associated with the frequent use of pan, gutka (betel quid) sugar/sweet food, etc.

Time duration	30-40 min
Material required	<ul style="list-style-type: none">▪ Model of teeth, brush, and toothpaste▪ Miswak▪ Picture card 1▪ Picture card 2



Introduction

Ask children to share what they have learned to date about hygiene and encourage them to demonstrate if applicable. Pointers:

- Today you are going to learn about oral hygiene.
- You all will enjoy the session if you all participate in the class.
- Raise your hand if you want to say anything.
- You all have to speak loudly.
- Ask questions if things are not clear.

Part A

Step 1. Brainstorming exercise

Show picture card 1 to all children and ask them which child is doing good practice and why? Ask them to write down their responses.

- What is the function of teeth in the human body?
- What should we do to take care of our teeth?
- What do you use to clean your teeth? And why?
- Do you think using toothpaste and a toothbrush is important to clean teeth? Why?

Step 2. Provide important health information

Ask children to come forward and read important messages on the cards.

- Risk factors for oral diseases (a disease in the mouth) include poor oral hygiene, an unhealthy diet (sweet food), and the use of tobacco and alcohol³.

³ WHO. Oral Health. http://www.who.int/oral_health/publications/factsheet/en/

- Show picture card 2, and ask the children what they see.
- We all should use toothpaste and toothbrush to properly clean our teeth.
- Dental caries can occur if oral hygiene is not adequately maintained.
- Toothpaste should be used at least twice a day on regular basis (morning and at night).
- We should at least brush our teeth for 2-3 minutes in a circular motion.
- Toothpaste and brush can clean the mouth much better than miswak or powder or any other thing.
- If we don't use toothpaste, bad smells can come from our mouths, and nobody will like us.
- Also, there will be germs in our mouths if we don't use toothpaste.
- After eating food, many particles get inside our teeth, and they can only be taken out with proper gargles.
- Gargles should be done after eating any food.
- With regular use of toothpaste, our teeth will shine.

Activity

- Demonstrate the toothbrushing technique to children by using the model.
- Ensure that brushing should be done in all directions (vertical, horizontal, circular) on upper and lower jaw.
- Once the demonstration is over, ask any child to come forward and repeat the demonstration.
- Appreciate the child for his/her efforts.
- Correct if the child has done any wrong steps.

Part B

Step 1. Brainstorming exercise

Ask children:

- Do you know any food items which are not good for the oral cavity?
- If children list some food items which are bad (such as pan, gutka, etc). Ask them what will happen if they continue eating it.

Step 2. Provide important health information

- Dental caries can occur due to high consumption of sugars and not using proper toothpaste⁴.
- Other foods which make our teeth bad include pan, gutka, betel nuts, sugar/sweet food, and drinks.
- Frequent use of pan and gutka can lead to mouth cancer. It is therefore important to avoid eating pan and gutka.
- We all like eating sugary food (ice cream, mithai, drinks, etc.). But if we eat them regularly our teeth will be affected. Therefore, we all should try not to eat these items very frequently.

⁴ Poul Erik Petersen. Prevention of dental caries through the use of fluoride –the WHO approach. Community Dental Health (2016) 33, 66–68

Step 3. Emphasis on oral hygiene

Story 1: Salman's Sister suffered from toothache

Salman and Uzair are cousins and they live in Haji Hussain Goth. Salman's mother and the teacher told him to use a toothbrush always to properly clean his teeth. Salman use a toothbrush twice a day (at the time of breakfast and after dinner). No one at Salman's home cleans tooth with toothpaste and they use miswak.

One day Salman came home from school and saw his younger sister using miswak to clean her teeth. Salman told her sister not to use it and bought a brush and toothpaste for her sister. Salamn's sister threw the brush and toothpaste and started using miswak again. Another bad habit that his sister was doing was that she wasn't rinsing her mouth after eating food.

After 2 months, his sister was crying because she was having a toothache. Everyone at home got worried and they tooth her to the dentist. The dentist treated her sister and told the mother that she was having an infection in her teeth. The dentist told her sister that now she will use toothpaste and a toothbrush if she doesn't want any pain and discomfort in her teeth.

Story 2: Which is better miswak or toothpaste

The school teacher told every student the benefits of using toothpaste. Abid was also present in the class and he agreed to use toothpaste. When he was going home, he was very confused. Do you know why? Because everyone at his home was using miswak for so many years. He decided to share what the teacher has told him today with everyone at home so others should also use toothpaste.

When he reached home, he talked to his parents and brother about using toothpaste. They said they will only use miswak. When Abid told them that they can have dental caries, bad smell, and a lot of germs in their mouth if they don't use toothpaste. Everyone became silent. The next morning, no one used toothpaste except Abid. After 2 months, when his parents saw Abid is using toothpaste and his teeth were shining, they also started using toothpaste.

They were using miswak for so long, therefore they still use miswak but now they are also using toothpaste twice a day (morning and at night before sleeping).

Note for teachers:

- Discuss with children what they have learned from the stories.
- Emphasize the need for using toothpaste regularly for 2-3 minutes.
- Emphasize that every child should do gargles after eating food at any time.
- Avoid eating sugary food such as ice cream, sweets/candies/chocolates, and soft drinks on daily basis. These food items can lead to dental decay and caries.

Step 4. Assess knowledge retention

- How many times a day we should do tooth brushing?
- Which one is good for oral hygiene miswak or toothpaste?
- For how long we should be brushing our teeth?
- Which food items should be avoided for adequate oral hygiene?

Note for Teachers:

- If most of the children have remembered the important messages appreciate them.
- Those who were not able to remember and didn't answer, emphasize the key concepts again.

Step 5. Motivate children to share health messages at home

Motivate children to:

- Share health messages at home about brushing teeth with toothpaste twice a day regularly.
- Avoid eating pan, gutka, sugary food (mithai and ice cream, etc), and soft drinks on regular basis.

Step 6. Teacher's/ health educators' self-evaluation

Upon completion of every module, teachers/health educators must evaluate themselves on various aspects shown in the adjacent diagram to improve their teaching skills.



Picture Card 1



Picture Card 2



Module 5: Hand Hygiene

Part A: Handwashing

Part B: Nail hygiene

Session Objectives

- Educate children about the significance of hand hygiene.
- Make children demonstrate handwashing steps.

Time duration	30 min
Equipment needed	<ul style="list-style-type: none"> ▪ Tub ▪ Soap and towel
Material required	<ul style="list-style-type: none"> ▪ Picture cards ▪ Activity sheet 1- How do germs spread? ▪ Activity sheet 2- Sources of germs on hands.



Introduction

Ask children to share what they have learned so far about hygiene and encourage them to demonstrate if applicable.

Pointers:

- Today you are going to learn about hand hygiene.
- You will enjoy the session if you all participate in the class.
- Raise your hand if you want to say anything.
- You all have to speak loudly.
- Ask questions if things are not clear.

Part A. Handwashing

Step 1. Brainstorming exercise

Note: Before introducing the topic, ask the children:

1. What are microorganisms? Can we see them?
2. Are they present in this class? Where?
3. What can be done to protect ourselves from the harmful effect of microorganisms?
4. Do you all wash your hands? Ask reasons for 'Yes' and 'No' responses from children.
5. Why it is most important to wash hands?
6. Why do they use soap to wash their hands?
7. Do all of you have soap at home? If Not, what do you use to wash your hands?
8. Do you all generally wash your hands at school?
9. Did you all wash your hands at school today? Yes, No, ask for reasons.
10. At what times of the day do you usually wash your hands?
11. Does everyone in their family wash their hands with soap and water?

Step 2. Provide important health information

Educate children that microorganisms are everywhere in our surroundings. They are present at our homes, in this class, on your uniform, etc. Some microorganisms can cause diseases. We should protect ourselves from microorganisms by keeping ourselves clean.

Activity 1

Recap children's notes on Activity sheet 1 (from 1st module).

Provide children with activity sheet 2 and ask them to write possible sources of germs on their hands? Once all children have finished writing, ask few children to share what they have written.

Encourage them to always use **Soap** for handwashing before and after eating meals, after using the toilet, after touching pet animals, and after playing.

Discourage them to wash their hands in a hurry and without the use of soap.

Dirty hands are a great source of infection and they carry germs that cause many diseases and can make us ill.

- Germs can spread through coughing, sneezing, not washing hands, after using the toilet, playing with or touching animals, etc.
- We can prevent germs by handwashing with soap and water
- Germs are on our hands that are not visible to us. Therefore, we should not ignore handwashing. These germs are washed away only with proper handwashing with soap and water.
- Hands should always be washed with soap.
- Use a clean towel/ tissue to dry your hands or let them air dry.
- Ask children to demonstrate handwashing steps in front of the class.
 - Provide the children with a tub of water, soap, and a towel.

Step 2 b. Emphasis on handwashing through storytelling

Ask any child to read the story in front of the class.

Aslam and Ali were close friends. During the Eid holiday, Aslam went to Ali's home and they spent time together. They both had a lot of fun on Eid day. They went to see the qurbani of Ali's goat. Before qurbani they both played with the goat.

At 2 pm they returned home for lunch. Ali learned that handwashing before having a meal is important and should be done. Ali washed his hands with soap and water. Ali told Aslam to wash his hands, but Aslam said he doesn't want to wash his hands and that nothing will happen to him.

They both had lunch. They played outside and Ali returned to his home. After a few days, Ali had a fever, and his mother got worried. Ali was also absent from school. His mother took him to the Doctor, and he told his mother that Ali has worms in his stomach.

At the end of the story, ask the children why Ali fell sick.

Activity 2

Ask any child to come forward and demonstrate the technique of handwashing. Once the child has finished his/her handwashing demonstration, ask peers to comment on the technique. Teach handwashing steps to children by demonstrating below steps using tub, soap and water.

Step 3. Handwashing steps



Repeat the above activity again by asking any child to come and demonstrate the steps and asking all to follow the steps as the child lead the activity.

Activity 3

Make students stand in circle and ask anyone student to lead the hand washing song.

Wash your hands (rub together)
Wash your hands (rub together)
With some soap, with some soap
If you don't do this (point and shake finger)
If you don't do this (point and shake finger)
You will get sick
You will get sick

Part B. Nail hygiene

Step 1. Brainstorming exercise

Note: Before introducing the topic, ask the children

- How can we protect ourselves from getting sick through nails?
- Is nail biting a good or bad habit for health?
- Do you consider keeping your nails short or long? And why?

Activity 4- observing children nails

1. Ask any child to walk around and observe children's nails in the class while encouraging them to trim/ make it short.
2. Make a round and assess children's nails by yourself.
3. Appreciate kids whose nails are short by giving them any gift if available.
4. Discourage children for keeping long and dirty nails.

Step 2. Provide important health information

- Keeping nails long can harbor germs and microorganisms which can make us sick.
- Always trim your nails using a nail cutter.
- Cut fingernails almost straight across.
- Trim nails after taking a bath or shower. Nails are softer; thus, trimming is easier.
- Don't bite your nails, biting can damage the nails and spread infections.
- Handwashing steps that you have learned earlier will remove all germs from your nails.

Step 3. Assess knowledge retention

The purpose of the step is to assess children's knowledge and encourage them to write/tell whatever they have learned today.

3. What new things you have learned today?
4. What is to be used for washing hands? And why?
5. What are the steps to wash hands? Ask any 1-2 children to demonstrate.
6. How to maintain nail hygiene?
7. With how many steps we can do proper handwashing?

Step 4. Ask the children

At this step, teachers/ health educators will ask children do they have,

- soap for handwashing at home?
- soap for handwashing at school?
- Clean water at home and at school?

Note: Teachers/ health educator to note if any child reports No to the above question. The name of the child and his class need to be reported to the teacher.

Step 5. Motivate children to share health messages at home

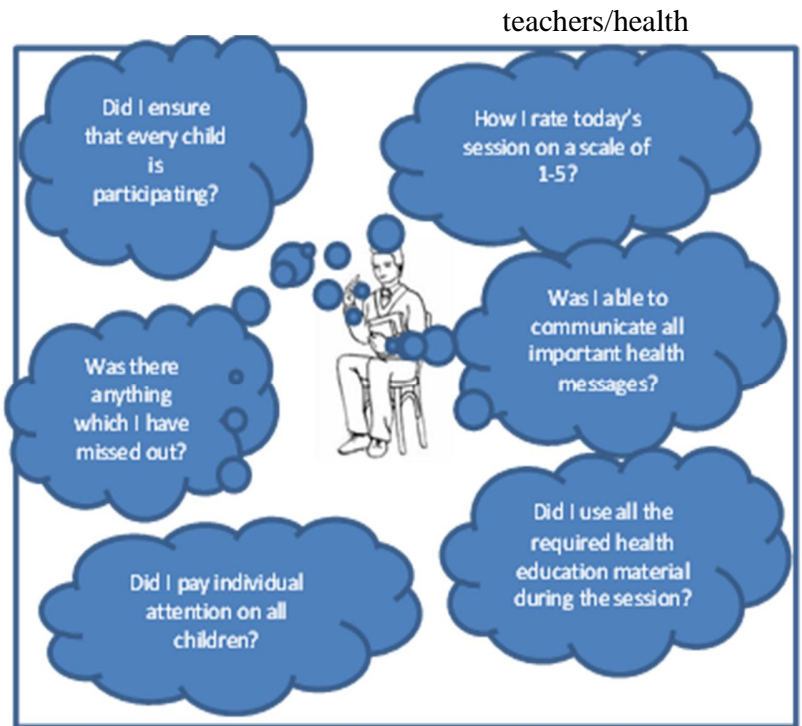
Motivate children to:

- Share messages of handwashing at home and among their peers.

- Encourage children if they observe that their parents/ anyone in their family is not washing their hands with soap and advise them to always wash their hands with soap.
- Keep your nails short. Don't bite nails, always cut them with a nail cutter.

Step 5. Teacher's/ health educators' self-evaluation

Upon completion of every module educator must evaluate themselves on various aspects shown in the adjacent diagram to improve their teaching skills.



Activity Sheet 1

List sources of acquiring germs on hands?

ہاتھوں پر جراثیم ہونے کے ذرائع لکھیں؟



1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____

Module 6: Food Hygiene

Part A: Avoiding outside food items

Part B: Wash fruits and vegetables before eating

Session objective

- Educate children about avoiding food items outside the home and washing fruits and vegetables before eating.

Time Duration	10-15 min
Teaching strategy	<ul style="list-style-type: none"> ▪ Different food items from outside (samosa, juice, jalebi, French fries, etc) if possible. ▪ Fruits and vegetables ▪ Picture Card- with food and germs on them



Introduction

Ask children to share what they have learned to date about hygiene and encourage them to demonstrate if applicable.

- Today you are going to learn about eating safe and clean food.
- You all will enjoy the session if you all participate in the class.
- Raise your hand if you want to say any things
- You all have to speak loudly.
- Ask questions if things are not clear.

Part A

Step 1. Start by brainstorming questions

While introducing the topic, ask the children.

- Tell me your favorite food.
- How many of you eat food outside the home?
- Show them picture cards and ask if they like eating this food.
- Which food items do you like eating most from outside?
- Do you consider them good or bad for our health? Ask for reasons
- Which diseases they can cause

Step 2: Provide important health information

- Diseases such as diarrhea (loose motion) and hepatitis (liver infection) etc. can occur with contaminated food.
- At our homes, we can be careful of how food is cooked and stored to avoid contamination. However, outside the home, we don't know in what circumstances the food is cooked.
- Many flies/ germs can be there on those food items which are taken from the roadside, which can go inside our stomachs through food and can make us sick.
- We can get loose motions, vomiting, fever, stomachache problems, and worms. Do you want all these things?
- Cooking oil used by people at the roadside for food is not good.
- It is always important that we **should not be eating** the food items from outside such as samosa, juice, jalebi, and french fries, and have these items at our homes.
- Food that has become contaminated with harmful bacteria does not always taste bad. Most of the time it looks smells and tastes like it normally does⁵.

Activity: Story of Samosa

Ask any child to read this story.

Kulsoom and Amna were walking towards their homes from school. On their way to home, they saw a person selling delicious samosas. Amna likes it a lot and so Kulsoom, as the smell of samosa was very good.

They both decided to eat from that stall. While they were eating the samosa, they saw lot of flies sitting on the samosa and the person who was cooking his hands were very dirty.

Now what they should do? Should they eat?

If No, how they can eat samosa next time because they like it?

⁵ The Department of Health. The Australian Government.
<http://www.health.gov.au/internet/publications/publishing.nsf/Content/ohp-enhealth-manual-atsi-cnt-l-ohp-enhealth-manual-atsi-cnt-l-ch3-ohp-enhealth-manual-atsi-cnt-l-ch3.8>

Part B

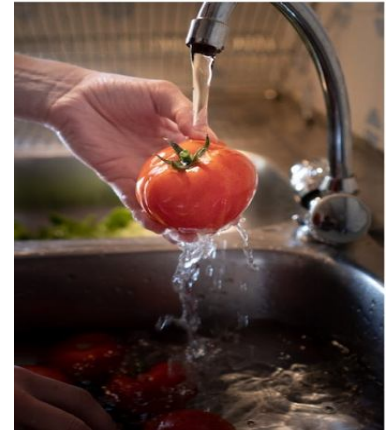
Step 1: Start by brainstorming exercise

While introducing the topic, ask the children

- Which fruit do you like?
- Which vegetable do you like?
- What do you do before eating them?
- Do you think we should wash fruits and vegetables before eating? Why?

Step 2. Provide important health information

- Microorganisms are everywhere; they sit on our hands, food, etc.
- It is always important to properly wash fruits and vegetables before we eat them.
- Some fruits which are covered such as pomegranates, bananas, melons, etc do not require to be washed. Fruits like apples, grapes, mangoes, etc should always be washed.
- We should also wash all the vegetables before eating and cooking.



Step 3. Assess knowledge retention

- Which food you will prefer to eat? cooked at home or outside?
- What can happen if we continue eating food from outside?
- What should be done before eating fruits and vegetables?
- What are the steps to wash hands?

Note for teachers

- If most of the children have remembered the important messages appreciate them.
- Those who were not able to remember and didn't answer, emphasize the key concepts again.
- **Next day: ask children to share what they learned the previous day.**

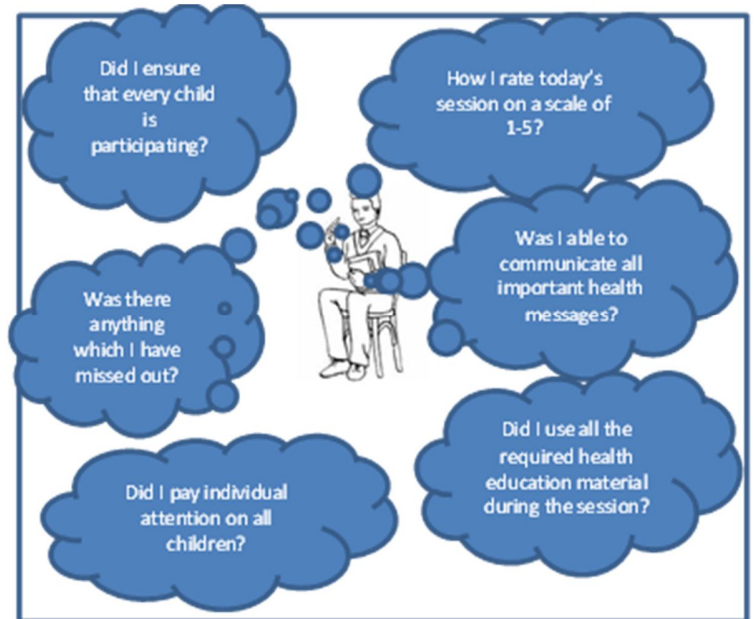
Step 4. Motivate children to share health messages at home

Motivate children to:

- Share with their mothers and others at the home to avoid eating outside food and always wash fruits and vegetables before eating.

Step 5: Teacher's/ health educators' self-evaluation

Upon completion of every module, teachers / health educators must evaluate themselves on various aspects shown in the adjacent diagram to improve their teaching skills.



Module 7: Safe Drinking Water

Session objectives

- Educate children about the use of safe water for drinking purposes and techniques to purify the water for drinking purposes.
- Inform them of the hazards impure water can have on health.

Time duration	10-15 min
Material required	<ul style="list-style-type: none">▪ Water tub▪ Two jars/bottles▪ Muddy water and clean water▪ Chlorine tablets



Introduction

- Ask children to share what they have learned to date about hygiene and encourage them to demonstrate if applicable.
- Today you are going to learn about clean and safe drinking water.
- You all will enjoy the session if you all participate in the class.
- Raise your hand if you want to say any things.
- You all have to speak loudly.
- Ask questions if things are not clear.

Step 1. Brainstorming exercise

While introducing the topic,

1. Show all children two jars of water (one clean and one muddy). Ask them what they see.
2. Which water you will prefer to drink and why?

Step 2. Provide important health information

- Water is important for the human body.
- Water contains very small organisms like bacteria and viruses that are invisible to the human eye. Some of the small organisms pose a severe threat to human health as they cause different diseases with the following symptoms: fever, vomiting, stomach pain, or diarrhea (loose motions).
- Diseases that can be contracted through drinking impure water include; diarrhea, typhoid, hepatitis, etc.
- We need to know whether the water we are consuming is good or bad for our health.
- If the water seems clear it does not mean it is safe to drink.
- NEVER drink the water from the tap. Show them a picture Card. Water from the tap contains many germs.
- You will learn how to make the water safe for drinking.

Water purification methods

1. Boiling the water

- Take the water in a container and keep it on the stove and make it boil for 20-30 minutes.
- Boiling can kill germs inside the water.

2. Strain through a cloth

- Using any cloth to filter the water can also be used.
- In this way, water gets cleaned and is safe to use.

3. Filtration plant

- Water can also be cleaned through filter machines. This is an expensive option.
- Share an example of a filter plant at the school (if applicable).

4. Water chlorination

- Water can be cleaned by adding chlorine tablets to the water tank.
- This is one of the less costly purifying techniques for drinking purposes.

Story

This is the story of two children; Ali and Ayesha. Ali studies in class 2 and Ayesha is a student of class 5. Ayesha often help Ali in his studies.

Ayesha take good care of her health and she always tell others about how to remain healthy. One day Ayehsa was telling her friends that we should never use tap water for drinking at school and also at home. It carries lot of germs and we can fall sick if we drink the tap water without purifying it.

Ayeha's friends were listening to her and Ali was also sitting there. Ali shared that he always drinks boring water, they don't boil water and don't do anything with water at home before drinking. Nothing has happened to them and they all are OK. On listening this, Ayesha mentioned that sometime germs takes times to cause diseases. If you are drinking the water directly without doing anything, it is not good for your health. But Ali didn't listen and went to home. For last one week nobody saw Ali in the school, he missed his exams. Ayeshsa and other went to his home and his mother told them that Ali was having loose motions and pain in the stomach.

Doctor told his mother that from now onwards they should not be drinking the boring water. It has lot of germs which we can't see from our eyes and those germs have made Ali sick. They should boil it or before drinking it.

Step 3. Exploration from children about the source of drinking water and emphasize the use of safe water

- Ask children to mention the source of drinking water at school and home.
- Ask them what their mothers do to clean the water. Do they know if any methods which they have learned today are being practiced at the home?
- Encourage them to share the water purification methods with their mothers at home.

Step 4. Assess Knowledge Retention

- The purpose of the step is to assess children's knowledge and encourage them to write/draw whatever they learned today in their hygiene diaries.
- Once all children have finished sharing their reflections on their diaries, randomly ask anyone to share what they learned today and check whatever they have written/drawn.

Note

- If most of the children have remembered the important messages appreciate them.
- Those who were not able to remember and didn't answer, emphasize the key concepts again.

Step 5. Motivate children to share health messages at home

Motivate children to share with their mothers about using water purification for drinking and using tap water directly for drinking purposes.

Step 6. Teacher's/ health educators' self-evaluation

Upon completion of every module, teacher/health educator must evaluate themselves on various aspects shown in the adjacent diagram to improve their teaching skills.



Picture Card



Module 8: Environmental Hygiene

Objectives

- Educate children about garbage disposal.
- Educate children about the adverse health effects of an unhealthy environment.
- Encourage children in taking ownership of keeping the school environment and surrounding area clean.



Time Duration	1-2 hours
Material required	<ul style="list-style-type: none">▪ Environmental cue cards▪ Student response sheets with questions/pointers▪ Dust bins▪ Gloves▪ Drawing cards/ sheets▪ Colors/ crayons▪ Plastic aprons for children▪ Soap and water

Introduction

- Ask children to share what they have learned so far about hygiene and also ask them to demonstrate if applicable.
- Today you are going to learn about environmental hygiene.
- You all will enjoy the session if you all participate in the class.
- Raise your hand if you want to say anything.
- You all must speak loudly.
- Ask questions if things are not clear.

Part A

Step 1. Activity

Instructions: Ask any 1-2 children to draw the school environment (this exercise has to be assigned to any two children before the start of the module)

- Show the drawing sheet to all children and ask their views on it.
- Take children outside the classrooms and ask them to observe the environment and compare the surrounding with what was drawn.

Ask children;

- How can you keep the school area clean?
- How many of you throw trash in dust bins at home and school?

- Do you have dustbins in class and the courtyard?

Step 2. Provide important health information

Activity

Instructions: Read out these pointers in front of the students and ask them to mark right or wrong / discuss these in the class (which will be provided to all students with these points).

1. Garbage should be thrown in dustbins always.
2. If we don't have dustbins, we can throw garbage on the streets. There is no problem with that.
3. Garbage not thrown in dustbins can lead to an unhealthy environment and the spread of germs.
4. Diseases such as malaria, typhoid, dengue, and pneumonia can be caused by an unhealthy environment.
5. An unhealthy environment can help mosquitoes breed and we can also get diseases due to those mosquitoes.
6. It is Ok to spit on streets while walking.
7. If we continue to throw garbage on the streets, it will make the environment dirty.
8. It is only the school's housekeeping staff's responsibility of keeping the environment clean.
9. It is our/ my responsibility to keep the environment clean.
10. It is Ok to throw garbage outside the school-on-school gate or on the streets.

Ask children,

Why do we use washrooms? (to properly dump the waste from the body). Likewise, waste from the environment should be dumped at the right place (dustbin)

Part B

Step 1: School cleaning day

Activity: Garbage collection challenge

1. Assign hygiene monitors from each class.
2. On school cleaning day: provide each class with gloves and aprons.
3. Students should be instructed to collect all the garbage inside and outside their classrooms and throw it in dustbins in 10 minutes.
4. Name of the team /class is to be announced with more garbage collection at the end of the activity.
5. Observe children whether they are doing handwashing after garbage collection or not.
6. If not, encourage them to wash their hands with soap.
7. Provide the team with some incentive (batch etc.).

Note for teachers:

- Discuss with children what they learned from this activity.
- Emphasize the need for using dustbins frequently.

Step 2: Assess knowledge retention

- Why we should be using dustbins?
- How do germs spread in the environment?

- What will happen if we continue to throw garbage on the streets?
- Which diseases can be spread in an unhealthy environment?

Note for Teachers

- If most of the children have remembered the important messages appreciate them.
- Those who were not able to remember and didn't answer, emphasize the key concepts again.

Step 3. Motivate children to share health messages at home

Motivate children to:

- Share health messages at home about proper garbage disposal.

Step 4: Teacher's/ health educators' self-evaluation

Upon completion of every module, teachers/health educators must evaluate themselves on various aspects shown in the adjacent diagram to improve their teaching skills.

If all points are not up to the mark, please take time to pay attention to those points.

