

# **Sehat 2**

## **Class 2**



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A GUIDE FOR TEACHERS AND HEALTH WORKERS  
**SEHAT 2 — CLASS 2**

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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 two:

<b>Hygiene and Disease Prevention:</b>	Food at Home Food Hygiene
<b>Environmental and Community Health:</b>	Home Safety Preventing Accidents
<b>Family and Social Health:</b>	Caring for Children who are Sick Medicines — When and How They Can Help Us

## How will You Teach Health Topics?

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

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



## How to Help Children Plan and Conduct a Survey

### What is a survey?

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

### When do we conduct a survey?

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

### Who can conduct a survey?

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

### How should we conduct a survey?

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

**Family members**

**Children in the class**

**Children in other classes**

**Neighbours**

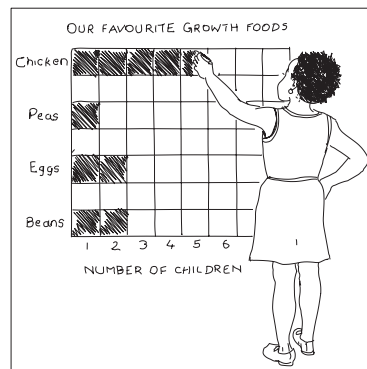
**Teachers**

**Friends who go to different schools**

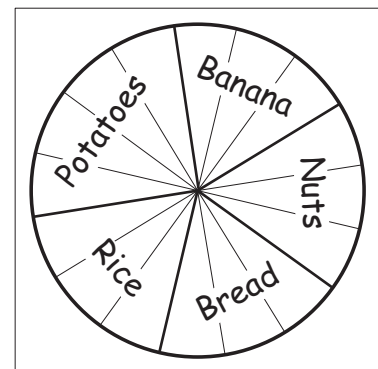
2. Children can record their survey results through drawing pictures or telling the class their results.

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

### Tick Chart



### Pictogram



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

### When teaching your health lesson remember:

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

**Each health lesson should be at least 30 minutes long.**

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

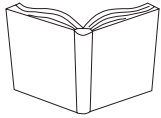
**Children's active participation is important!**

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

## HYGIENE AND DISEASE PREVENTION

# FOOD AT HOME

### IMPORTANT HEALTH INFORMATION



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

1. Good food is essential for the growth of our bodies and minds.
2. Hungry children are more likely than well-fed children to have behavioural, academic and emotional problems at school.
3. If children don't eat proper food they will feel tired all the time at school and not perform well.
4. To be healthy we need to eat a good mixture of food:
  - Body-building foods such as beans, vegetables, meat, fish, chicken (curries), eggs and milk.
  - Staple foods such as naan, chappati, daal, rice, potatoes.
  - Energy-rich foods such as sugars, fats, and oils.
  - Protective foods such as fruits and vegetables, which contain minerals such as iron (also found in meat, fish, eggs) and vitamins such as vitamin A (also found in eggs, dairy products, oils).
5. Children should bring healthy homemade snacks to school rather than buying unhealthy snacks from hawkers.

### IMPORTANT HEALTH SKILLS



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

1. Eat daily meals that include a good mixture of foods.
2. Drink plenty of water everyday.
3. Avoid spending money on fizzy drinks, which have no nutritional value.

### IMPORTANT HEALTH ATTITUDES



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

1. Proud of eating healthy meals both at home and at school.
2. Responsible for encouraging their younger siblings to eat well-balanced and healthy meals rather than unhealthy foods.

## Planning and Teaching My Topic

### Remember:

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

### STEP 1

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

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

1. Start the lesson by telling the story Healthy Food on page 7 to introduce this topic.
2. Remember to stress the following important health messages:
  - Good food is essential for the growth of our bodies and minds.*
  - To be healthy we need to eat a good mixture of food.*
  - Children should bring healthy homemade snacks to school rather than buying unhealthy snacks from hawkers.*
3. After telling the story, the children can draw pictures of healthy meals they can eat in the morning, afternoon and evening.

*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 unhealthy snacks do hawkers sell?
2. Children can observe and draw pictures of the unhealthy and unhygienic snacks they see hawkers sell.
3. The teacher can report and display the class survey results using a pictogram or tick chart to show the unhealthy foods hawkers sell.

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

## Step One Activity: Story

**Topic: Food at Home**

**Title: Healthy Food**

**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.

Jamila, who was in class two, was always tired and falling asleep in class. She did not do well in her studies. **Why do you think this was happening to Jamila?** Jamila's teacher thought this was because Jamila was not eating healthy foods that would help her body and mind grow. One day Jamila's teacher saw her drinking a bottle of fizzy drink but she did not see her eat anything else as a snack. She told Jamila that it was important for her to eat a good mixture of foods every day. **What are healthy foods to help our bodies and minds grow?** Fruits and vegetables contain minerals and vitamins that protect our bodies from getting sick. Beans, vegetables, meat, fish, chicken, eggs and milk help our bodies grow. She also added that we should choose one or two foods out of naan, daal, rice and potatoes to be part of every meal. Also, small amounts of sugar, fats and oils give us the energy we need so we are not tired all the time. Fizzy drinks have no nutritional value and we should instead drink plenty of water every day. **Which of these healthy foods do you eat?** Jamila thought about what her teacher told her. She didn't like feeling tired and not doing well in school. She went home and told her mother what she had learnt about how different foods help our bodies and minds grow. Her mom made daal and rice for dinner which Jamila enjoyed eating and then she ate a mango and drank water with her meal instead of a bottle of fizzy drink. The next day at school, she brought a roti, potato curry, an apple and boiled drinking water for her snack. After one month, Jamila felt less tired, was happier at school, and even did well in her exams. **Why do you think this change happened?**

### NOTES TO THE TEACHER

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

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

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

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

**STEP 3**

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

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

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

*What did you find out from the survey?*

*How will these results help us plan action?*

*Why is it important to take action?*

*What health messages are important to spread?*

*Who will we spread health messages to?*

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

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

**Idea 1: Posters**

Children at one health promoting school made posters about healthy foods (body-building, staple, protective, energy-rich) to create awareness among the rest of the children in the school about the types of healthy foods that are important to eat.

**Idea 2: Action at School**

After finding out that unhealthy snacks are commonly sold at hawkers' stalls, children can take action at school by bringing homemade and healthy snacks (e.g. fruits, roti) to school rather than buying unhealthy snacks.

**Idea 3: Drama**

In small groups, children can do short dramas to share with others about what can happen to children if they do not eat healthy foods (e.g. not doing well in school, feeling tired) and what types of foods are important to eat.

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

### Step 3 – Active Method Idea: Posters

Posters are an effective way to spread messages about the importance of eating healthy foods and what types of foods should be part of a healthy diet.

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

1. As these children are young, the teacher should help them think of ideas for pictures and health messages before they start drawing.
2. Children can make posters individually, in pairs or in small groups.
3. If children need help with writing you can help them write a health message on their poster.
4. After the pictures are done, take the time during this or any other lesson to allow children to show each other their picture and health message.
5. Arrange with other teachers in the school for the children to present their work to one or more classes. Children can show their posters to other teachers and children in an assembly too.

## STEP 4

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

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

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

*Was the health message about eating healthy food understood?*

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

*Are more children bringing healthy snacks to school?*

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

### Teacher's Reflection

1. Did the children learn the following health messages?

*Good food is essential for the growth of our bodies and minds.*

*To be healthy we need to eat a good mixture of food.*

*Children should bring healthy homemade snacks to school rather than buying unhealthy and unhygienic snacks from hawkers.*

2. How do you feel after teaching this topic?

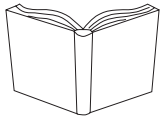
*What are you happy about?*

*What will you do better next time?*

## HYGIENE AND DISEASE PREVENTION

# FOOD HYGIENE

### IMPORTANT HEALTH INFORMATION



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

1. Flies spread germs to food. These germs could make us ill.
2. Germs contaminate:
  - Raw foods like meat and chicken
  - Fruits and vegetables
  - Food that is not covered
  - Warm food
3. Food should be cooked properly and should be eaten as soon as possible.
4. Raw foods should be cooked right away.
5. Keep food covered so that flies don't sit on it.
6. Food that has been saved and left over can be dangerous. It should be re-heated very well before eating it.
7. Do not buy food from hawkers that do not appear clean and safe.

### IMPORTANT HEALTH SKILLS



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

1. Eat daily meals that include a good mixture of foods.
2. Drink plenty of water everyday.
3. Avoid spending money on fizzy drinks, which have no nutritional value.

### IMPORTANT HEALTH ATTITUDES



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

1. Responsible for making sure their younger siblings eat clean and safe food.
2. Happy about eating good, clean and safe food.



## Planning and Teaching My Topic

### Remember:

- Read page 10 for the health content you will teach.
- The Four-Step Approach helps you plan and teach a health topic in a series of 4 to 6 lessons.
- Each lesson should be at least 30 minutes long.

### STEP 1

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

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

1. Start the lesson by telling the story Amin's Food on pages 12 and 13 to introduce the topic.
2. Remember to stress the following important health messages:

*Flies spread germs to food.*

*Germs contaminate raw, warm, and uncovered cooked food and fruits and vegetables. These germs can make us ill. Food that has been saved can be dangerous and should be re-heated very well before eating it.*

*Do not buy food from hawkers that do not appear clean and safe.*

*Keep food covered so that flies don't sit on it.*

*Always wash your hands before preparing and eating food.*

3. After telling the story, the children can plan and perform short dramas about what can happen if food has germs on it and is eaten.

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

### STEP 2

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

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

1. Example Survey Question: Do your mothers wash their hands before cooking?
2. Children can observe their mothers at home and draw pictures or report whether or not they wash their hands.
3. The teacher can report and display the class survey results using What other ideas do you a pictogram or tick chart (see diagrams on page 4) to show how many have to teach this lesson? mothers wash their hands before cooking.

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

## Step One Activity: Story

**Topic: Food Hygiene**

**Title: Amin's Food**

**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.

Amin's mom was a wonderful cook. She made excellent pakora, samosas and chicken karai, which was Amin's favourite food. Amin loved what his mother cooked but would sometimes get sick after eating. **Why do you think Amin would get sick after eating his mom's food?** Sometimes Amin's mom would keep hot samosas on the table and flies would get on them and spread germs because they love warm and uncovered food. She also would forget to wash her hands before cooking and handling food. **How else can germs spread to our food?** Flies not only spread germs to warm and uncovered food, but they like raw foods like meat and chicken. Also, Amin would sometimes get sick if he ate an apple that was not washed with clean water because germs love to live on unwashed fruits and vegetables. One day, Amin went to his cousin Shahid's house for dinner. Amin noticed that the karai chicken his aunty made was eaten right away so that no flies could touch the food. He also noticed that the food was covered properly and it was reheated very well because it was saved from the previous day. Also, the fruits that she served them were washed with boiled water. **How do you think Amin felt the next day after eating at Shahid's house? Why?** The next day Amin was very happy because he did not get diarrhoea. Amin told his mother how his aunty prepares food in a clean and safe way and how she remembered to wash her hands before cooking. **What are some important food hygiene rules that Amin can tell his mother about?** Amin told his mom about the following hygiene rules:

1. Wash vegetables and fruits with clean water.
2. Always wash hands before cooking food.
3. Eat cooked foods as soon as possible.
4. Cook raw foods right away.
5. Re-heat food very well before eating it.
6. Cover food properly.

## Step One Activity: Story (contd.)

**Which of these hygiene rules do your mothers follow at home?** The next day Amin passed by Ramzanbhai, the hawker's, stall where he sold bun kababs. Amin noticed that Ramzanbhai's hands were not clean and that flies were getting on the bun kababs. **What health messages should Amin speak to Ramzanbhai about?** Amin told Ramzanbhai that he should wash his hands before cooking and that he should keep the food covered so that people who buy bun kababs from him will not get sick. Ramzanbhai thanked Amin for spreading health messages to him so he can keep the food he sells safe and clean.

### NOTES TO THE TEACHER

- ❑ After telling this story, the children can plan and perform short dramas about what can happen if food has germs on it and is eaten.
- ❑ 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: Drama**

After conducting a survey, the children at one health promoting school took action on this topic by doing a role - play on clean safe food at a school Health Mela. They spread messages to all of the families living in the colony about how germs can contaminate food and the importance of washing hands when cooking.

### **Idea 2: Demonstrations**

Children can bring fruits from home to school to demonstrate to other classes in the school how the fruits should be washed and to spread health messages about the importance of washing fruits before eating them.

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

The children in another health promoting school have started a health buddies programme in which classes are twinned so children can check each other's snacks to see how clean and healthy they are.

*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 properly wash fruits to spread health messages about the importance of eating clean food.

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

*When doing a demonstration, always make sure the audience can easily see what you are demonstrating.*

*Always speak loudly, slowly and clearly when presenting.*

*Have all of the equipment ready for the demonstration so that time is not wasted.*

*Before, during and after the demonstration, ask the audience questions to see how much they are learning from the demonstration.*

*Once the demonstration is complete, make sure you reinforce health messages for the audience to remember.*

## STEP 4

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

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

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

*Was the health message about eating clean and safe food understood?*

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

*Are more children bringing homemade snacks to school rather than buying food from hawkers?*

*Are they washing their hands before eating?*

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

### Teacher's Reflection

1. Did the children learn the following health messages?

*Flies spread germs to food.*

*Germs contaminate raw, warm, and uncovered cooked food and unwashed fruits and vegetables. These germs can make us ill.*

*Do not buy food from hawkers that do not appear clean and safe.*

*Keep food covered so that flies don't sit on it.*

*Always wash your hands before preparing and eating food.*

2. How do you feel after teaching this topic?

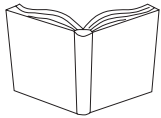
*What are you happy about?*

*What will you do better next time?*

## ENVIRONMENTAL AND COMMUNITY HEALTH

# HOME SAFETY

### IMPORTANT HEALTH INFORMATION



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

1. The five most common accidents that happen in homes are
  - Burns** (from hot cooking pots, lamps, hot food, boiling water, steam, irons)
  - Poisoning** (from drinking harmful things like bleach, Dettol, kerosene oil)
  - Electrical shocks** (from touching a broken electrical appliance or wire)
  - Falls** (from climbing on chairs, out of windows, slipping on wet floors)
  - Cuts** (from broken glass, rough wood, sharp knives, rusty pins)
2. The kitchen is usually the most dangerous part of the house, especially for babies.
3. Children under four years old are particularly at risk in the home.
4. This is where the most deaths and serious accidents occur. Almost all accidents in the home can be prevented.

### IMPORTANT HEALTH SKILLS



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

1. Keep buttons, coins and other small objects away from the reach of small children.
2. Keep stoves, matches, medicines, dangerous chemicals, knives and razors in a safe place and out of children's reach.
3. Never put dangerous products like kerosene oil, petrol or bleach in a drinking bottle.
4. Keep a first aid box in an easily accessible place in the house.
5. Keep the floor clear of objects that people can trip over.
6. Make sure young children do not climb on tables and beds or on stairs if unsupervised.

### IMPORTANT HEALTH ATTITUDES



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

1. Responsible to make sure that their homes are safe for all of their family members, particularly younger children.
2. Proud about living in a safe home.

## Planning and Teaching My Topic

### Remember:

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

### STEP 1

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

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

1. Start the lesson by using the picture and discussion questions on pages 18 and 19 to introduce the topic.
2. Remember to stress the following important health messages:
 

*Children under four years old are most vulnerable to household accidents such as burns, cuts, falls, electrical shocks, and poisonings.*

*The kitchen is usually the most dangerous part of the house.*

*Almost all household accidents can be prevented.*
3. After the discussion, children can draw pictures of ways to keep their own homes safe and to prevent the five common types of household accidents.

*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.**

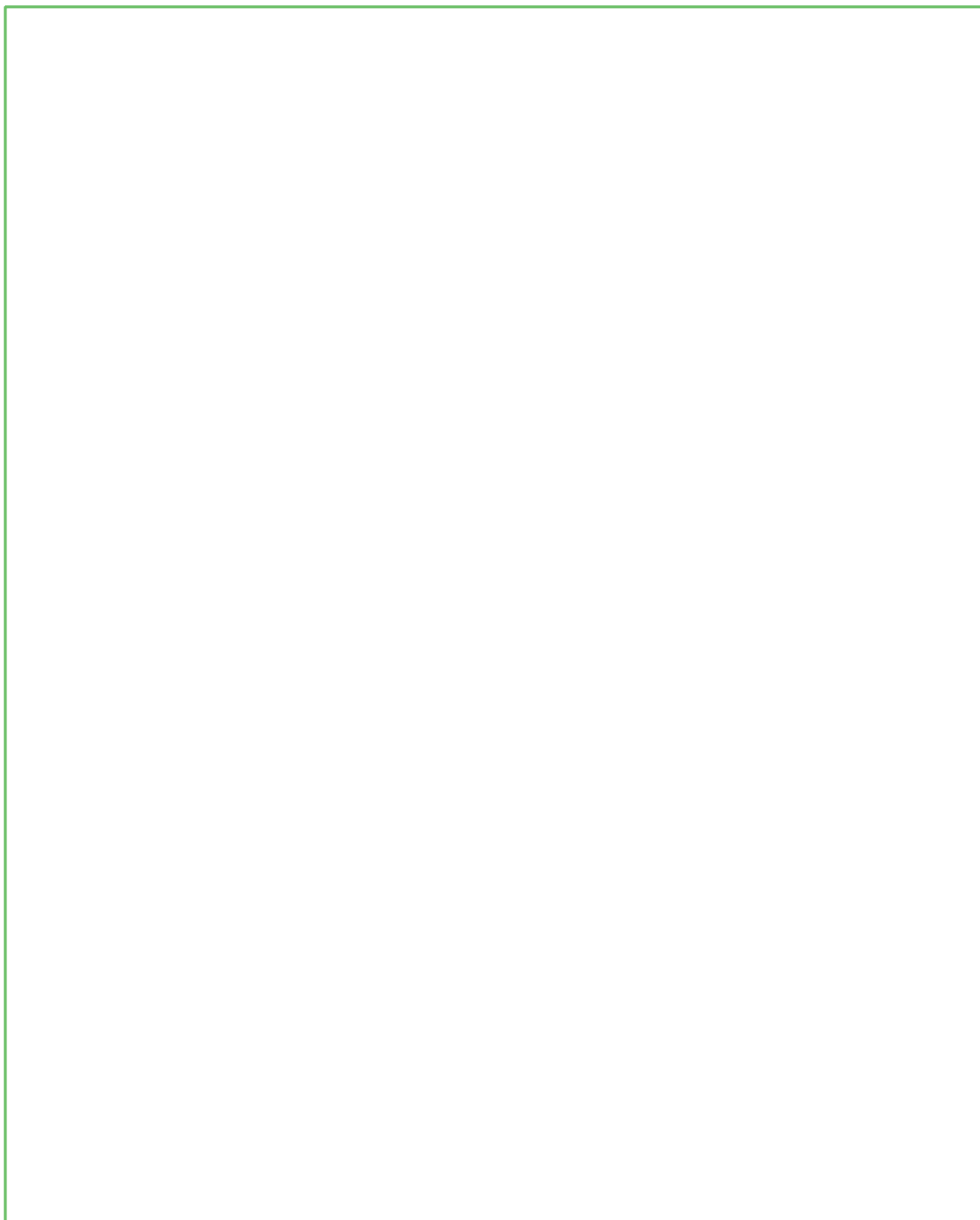
*Do you need help planning and teaching Step 2 (Find Out More)?*

1. Example Survey Question: Who in your home has suffered from one of the following accidents: cuts, falls, shocks, poisoning, burns, and how old were they when they had the accident?
2. The children can interview one person in their family to find out what accidents their family members have suffered from at home (cuts, falls, electrical shocks, poisoning, burns) and whether younger children were more vulnerable.
 

They can draw pictures or tell the class about what they find out.
3. The teacher can report and display the children's survey results using a pictogram to show how many people have suffered from the different types of common household accidents.

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

Another way that the results of the survey can be reported through using a tick chart.





## Picture Discussion Questions: Home Safety

What is wrong in this picture?

What do you think could happen next?

If you were in the picture what would you do?

What is the most dangerous place in your house for a young child and why?

### NOTES TO THE TEACHER

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

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

**STEP 3**

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

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

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

*What did you find out from the survey?*

*How will these results help us plan action?*

*Why is it important to take action?*

*What health messages are important to spread?*

*Who will we spread health messages to?*

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

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

#### **Idea 1: Posters**

The children at one health promoting school found through the results of their survey that cuts and burns were the most common accidents occurring in their homes. They took action on this topic by spreading messages through posters on how to prevent cuts and burns from happening in their homes.

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

Children can identify potential dangers in their own homes and take action to make the home safer. At a health promoting school, parents are proudly reporting to teachers that their children are spreading health messages to them about ways to keep their homes safe.

#### **Idea 3: Puppets**

Children can take action on this topic by planning and performing a puppet show about common home accidents such as burns, poisoning, electrical shocks, falls or cuts to spread messages about ways to prevent these accidents.

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

### Step 3 – Active Method Idea: Games

Games are a fun way children can spread health messages to other children at school and at home. Children in class two can make up games and then teach them to one or more other classes. The games can also be played at home, with friends in the neighbourhood and with siblings.

Here are two examples of games that can relate to home safety:

1. One child at a time can act out a common home accident (e.g. child playing with matches and getting burnt) using actions but no words. The other children in the class have to guess what home accident they are acting out. The person who guesses the action correctly can then suggest a way to prevent that accident (e.g. keeping matches in a safe place) and then it is their turn to act out another accident.
2. Each child can draw two identical pictures of home safety accidents (e.g. picture of a baby drinking bleach). The teacher can collect all the pictures made by the class and put them face down on a table or on the floor. Children then take turns trying to match identical pictures. If they get a match, they have to suggest how the accident shown in the picture can be prevented.

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

*Games can be planned individually, in pairs or in small groups.*

*The instructions for the game should be simple and easy. They can be written or told to the participants playing the game in a loud and clear voice.*

Health messages about ways to prevent home accidents should be understood by those playing the game. The children can evaluate this through asking participants questions about what they learnt after they have played the game.

## STEP 4

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

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

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

*Was the health message about ways to prevent common household accidents understood?*

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

*Are children and their family members suffering from fewer household accidents?*

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

### Teacher's Reflection

1. Did the children learn the following health messages?

*The five common household accidents are burns, cuts, falls, electrical shocks, and poisonings, which children aged four years and under are most vulnerable to.*

*The kitchen is commonly the most dangerous part of the house.*

*All household accidents can be prevented.*

2. How do you feel after teaching this topic?

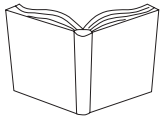
*What are you happy about?*

*What will you do better next time?*

## ENVIRONMENTAL AND COMMUNITY HEALTH

# PREVENTING ACCIDENTS

### IMPORTANT HEALTH INFORMATION



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

1. Common accidents that affect children in Pakistan are:
  - Burns
  - Broken bones
  - Bites from animals
  - Drowning
  - Electrical shocks
  - Cuts
2. Most accidents that happen at school, at home or in the neighbourhood can be prevented.

### IMPORTANT HEALTH SKILLS



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

1. Keep medicine and dangerous chemical products away from children.
2. Make sure young children are not left alone in or near water as they can drown in less than two minutes and in a very small amount of water.
3. Be careful when climbing trees.
4. Never play near or with fire or matches and watch that babies do not go near fires, cooking stoves, lamps and electrical appliances.
5. Keep sharp and dangerous objects out of the reach of young children.

### IMPORTANT HEALTH ATTITUDES



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

1. Responsible to make sure that their younger siblings and family members are safe from common and preventable accident hazards.
2. Concern to protect children at school, at home and in the neighbourhood from accidents.

## Planning and Teaching My Topic

### Remember:

- Read page 22 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 24 and 25 to introduce the topic.
2. Remember to stress the following important health messages:

*Most accidents that happen at school, at home or in your neighbourhood can be prevented.*

*Never play near or with fire or matches and watch that babies do not go near fire.*

*Keep medicines and dangerous chemical products away from the reach of children.*

*Make sure little children are not left alone when near or in water.*

3. After the discussion, children can tell each other stories of accidents they have been involved in or know about and think why the accident happened and how it could have been prevented. They can draw a picture about a common accident (e.g. burns, broken bones, animal bites, drowning, shocks, poisoning, cuts, falls, tripping) and how to prevent that accident.

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

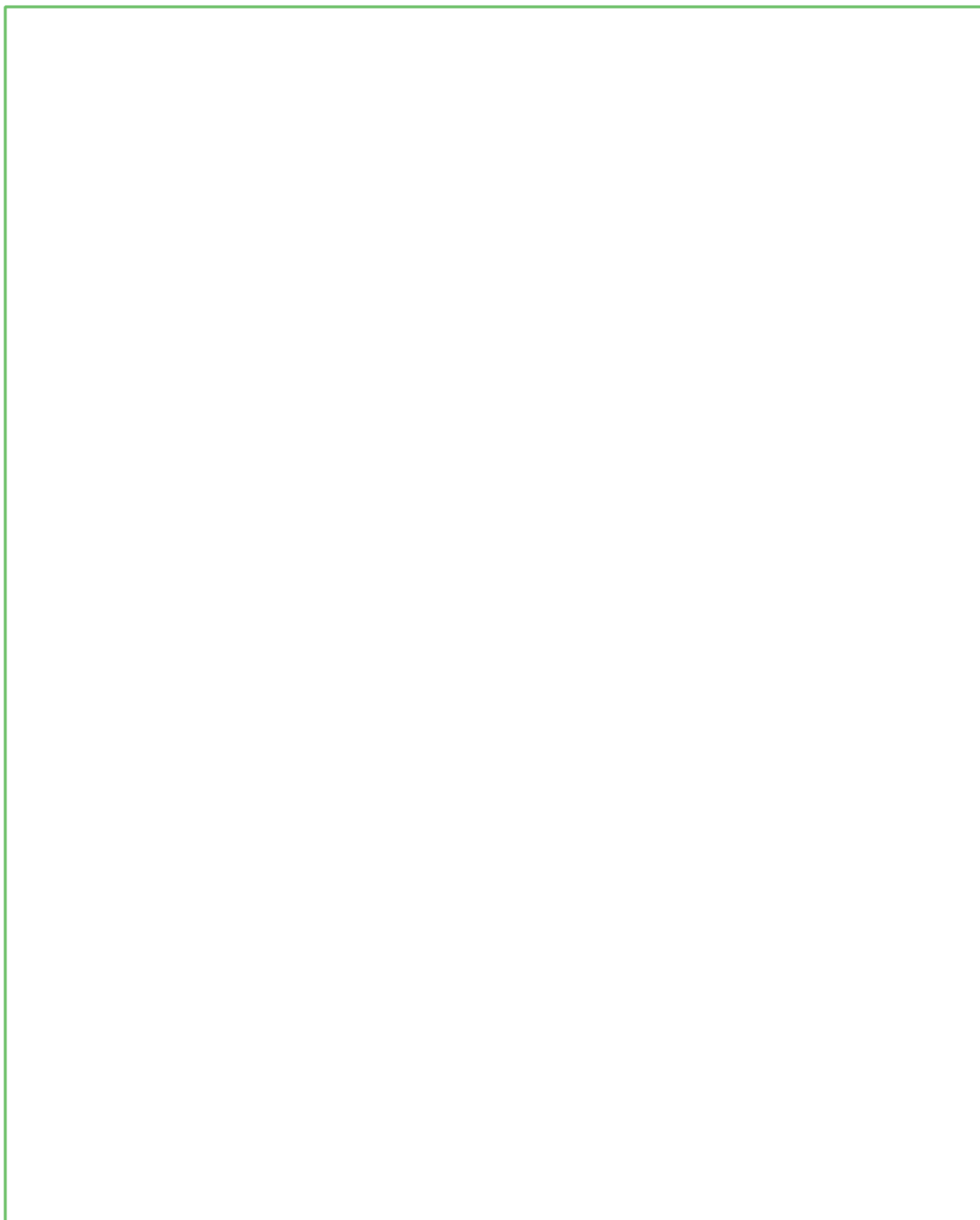
### STEP 2

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

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

1. Example Survey Question: Which of the following accidents have happened to you or your family in the last year? (e.g. cuts, burns, fall from a tree, broken bones)?
2. The children can interview members of their family to find out what accidents they have suffered from. They can draw pictures or tell the class what they find out.
3. The teacher can report and display the children's survey results using a pictogram to show how many people have suffered from the different types of common accidents. Another way that the results of the survey can be reported is through using a tick chart (see page 4).

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



## Picture Discussion Questions: Preventing Accidents

What health messages does the picture convey?

What poisons do you have in your house? Where are they kept?

How can we (older children) help to prevent accidents from harming younger 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: Posters**

At one health promoting school, children made posters to remind the students and teachers in the school of safety rules (e.g. no running in the corridors or classrooms), which they presented at the Assembly and later displayed around the school.

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

At another health promoting school, children made safety cards to warn other children about electrical hazards, poison, knives and other hazards that can cause accidents.

#### **Idea 3: Puppets**

The children can do short dramas about different types of accidents and ways that they can be prevented, which can be performed at an Assembly or for other classes.

*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 ways to prevent accidents at home, at school and in the neighborhood.

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

1. As these children are young, they will not be able to write stories but can tell stories. It may be easier for them to tell stories using one or more pictures they have drawn.
2. Teachers will have to help the children think of ideas for their story. These questions may help children plan their story:
  - Who will the story be about? (e.g. age, personality of characters)*
  - Where is the story going to happen? (e.g. home, Karimabad, school)*
  - What is the message going to be?*
3. The children can plan and present their stories individually, in pairs or in small groups.
4. The teacher will have to remind children who are telling stories to speak loudly, clearly and slowly so that everybody can hear them.
5. Children should first practise telling their stories to the class. Those children who are confident can tell their stories to children in other classes or to those at home.

## STEP 4

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

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

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

*Was the health message about ways to prevent common accidents understood?*

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

*Are there fewer accidents occurring at school?*

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

### Teacher's Reflection

1. Did the children learn the following health messages?

*Most accidents that happen at school, at home or in your neighbourhood can be prevented.*

*Never play near or with fire or matches and watch that babies do not go near fire.*

*Keep medicines and dangerous chemical products away from children.*

2. How do you feel after teaching this topic?

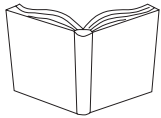
*What are you happy about?*

*What will you do better next time?*

## FAMILY AND SOCIAL HEALTH

# CARING FOR CHILDREN WHO ARE SICK

### IMPORTANT HEALTH INFORMATION



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

1. If a child has fever, keep them cool, uncovered, fanned and wiped with a damp cloth
2. If the child's breathing is noisy or quick, get help from the doctor.
3. If a child vomits, clean their clothes and give them a drink after they vomit. If they continue to vomit help them lie on their side. If they vomit many times take them to a health worker or doctor.
4. If a child has diarrhoea give them plenty of drinks and light food to eat, particularly salty foods. If the diarrhoea is more serious give Oral Rehydration Solution (ORS or Nimcol) to prevent dehydration.
5. Oral Rehydration Solution (ORS or Nimcol) prevents dehydration.
6. Give a full glass of the Nimcol ORS drink every time a loose stool is passed to older children and for children under two give them half a glass. Adults should have two glasses each time they pass a loose stool.
7. Do not mix ORS with other liquids like milk, soup, juices, or soda.
8. If a child has a high fever or continues vomiting and is dehydrated then children should seek help immediately.

### IMPORTANT HEALTH SKILLS



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

1. Sit with sick children and keep them company.
2. Provide comfort and care to sick children.
3. Play with sick children.
4. Give sick children lots of drinks.

### IMPORTANT HEALTH ATTITUDES



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

1. Concern for the health of younger siblings who are ill.
2. Confidence in taking care of sick children at home.

## Planning and Teaching My Topic

### Remember:

- Read page 28 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 30 and 31 to introduce the topic.
2. Remember to stress the following important health messages:

*Children can provide comfort and care to other children who are sick.*

*If a child has fever, keep them cool, uncovered, fanned and wiped with a damp cloth.*

*If the child's breathing is noisy or quick get help from the doctor. If a child vomits, clean their clothes and give them a drink after they vomit. If the child continues to vomit help them lie on their side. If they vomit many times take them to a health worker or doctor.*

*If a child has diarrhoea give them plenty of drinks and food to eat, particularly salty foods. If the diarrhoea is more serious give Oral Rehydration Solution (ORS or Nimcol) to prevent dehydration.*

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

3. After discussing the picture, the children can plan and perform short dramas about how they can help others when they are sick.

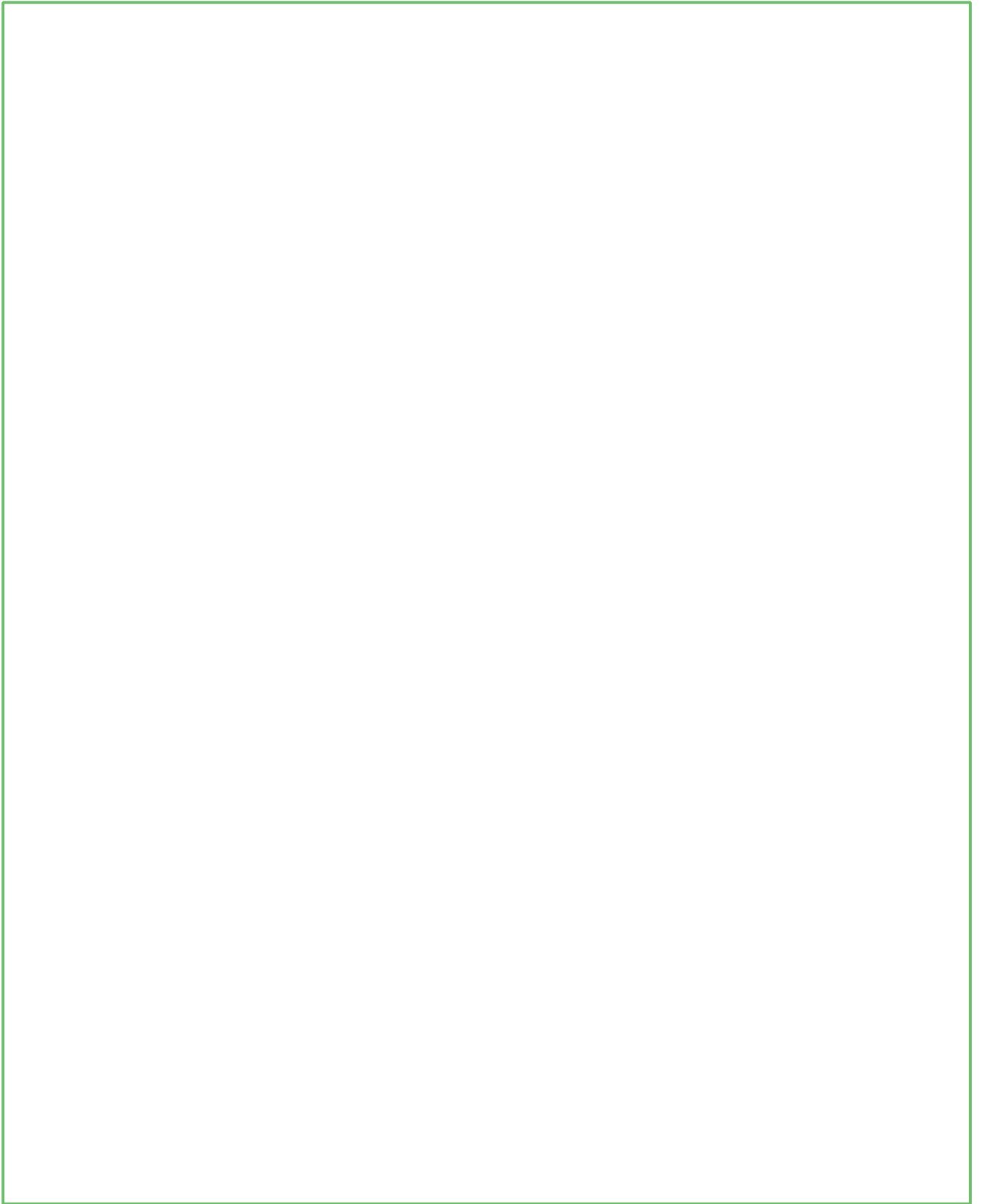
### STEP 2

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

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

1. Example Survey Question: How many times has one of your siblings or cousins had a fever in the last three months and how did you take care of them?
2. The children can interview their parents or siblings to find out about this question. They can draw pictures or tell the class about what they find out.
3. The teacher can report and display the children's survey results using a pictogram to show how many people have suffered from fever in the last three months. Another way that the results of the survey can be reported is through using a tick chart (see page 4).

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



## Picture Discussion Questions: Caring for Children Who Are Sick

What do you think is happening in the picture?

What do you think could have happened before?

What do you think might happen next and why?

How can you help sick people before taking them to the doctor?

### 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: Puppets**

Children can make puppets out of junk materials to plan and perform puppet shows about ways they can take care of family members who suffer from fever.

### **Idea 2: Stories**

Children can use pictures to tell stories about how to take care of sick children. They can plan and present their stories individually, in pairs or in small groups.

### **Idea 3: Action at Home**

Children can help not only siblings but also family members at home who are suffering from fever, vomiting, quick breathing or pneumonia.

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

### Step 3 – Active Method Idea: Puppets

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

Shoppers (Plastic bags)	Socks	Wool	Boxes
Buttons	Toilet Rolls	St raws	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 ways to provide comfort and care to children who are sick understood?*

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

*Are more children caring for younger children who are sick 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?

*Children can provide comfort and care to other children who are sick. If a child has fever, keep them cool, uncovered, fanned and wiped with a damp cloth.*

*If the child's breathing is noisy or quick, get help from the doctor.*

*If a child vomits, clean their clothes and give them a drink after they vomit. If the child continues to vomit help them lie on their side. If they vomit many times take them to a health worker or doctor.*

*If a child has diarrhoea give them plenty of drinks and food to eat, particularly sath,' foods. If the diarrhea is more serious treat it with Oral Rehydration Solution (ORS or Nimcol).*

2. How do you feel after teaching this topic?

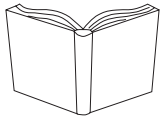
*What are you happy about?*

*What will you do better next time?*

## FAMILY AND SOCIAL HEALTH

# MEDICINES — WHEN AND HOW THEY CAN HELP US

### IMPORTANT HEALTH INFORMATION



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

1. Medicines can prevent disease or help us feel better when we are sick but do not always cure us, especially when we suffer from colds, flu and diarrhoea.
2. Receiving injections from untrained persons can be dangerous. If syringes are not sterilized they can spread diseases.
3. Two myths about medicines are:
  - Medicines and injections are always necessary when we get sick. This is not always true because we can get better when we are sick with rest, good food and plenty of drinks, without injections and medicines.
  - If we take more medicines we will get better faster. This is not true! Too much or even too little medicine can be dangerous and even kill us!
4. Only adults and much older children should give medicines to younger children.

### IMPORTANT HEALTH SKILLS



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

1. Only use medicines when they are needed and advised by a health worker.
2. Follow the directions on how much and when to take medicines.
3. Always take a full course of the medicines even if you feel better.
4. Don't share medicines with anyone.
5. Keep medicines stored in a safe place and out of children's reach.
6. Always check the expiry date of the medicine.

### IMPORTANT HEALTH ATTITUDES



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

1. Concern for younger siblings who are taking medicines.
2. Responsible for making sure that their family members are using medicines properly.



## Planning and Teaching My Topic

### Remember:

- Read page 34 for the health content you will teach.
- The Four-Step Approach helps you plan and teach a health topic in a series of 4 to 6 lessons.
- Each lesson should be at least 30 minutes long.

### STEP 1

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

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

1. Start the lesson by telling the story Sarah’s Baby on page 36 to introduce the topic.
2. Remember to stress the following important health messages:
  - We can often get well when we are sick without infections and medicines.*
  - Only use medicines when they are needed and advised by a health worker.*
  - Follow the directions on how much and when to take medicines.*
  - Medicines should be kept in a safe place away from children’s reach.*
3. After the story and discussion, children can plan and perform short dramas about wrong messages about using medicine (e.g. lots of medicines will make us better faster or we need to have an injection to feel better).

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

### STEP 2

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

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

1. Example Survey Question: Where are medicines kept in your home?
2. The children can observe where medicines are kept in their homes. They can draw pictures or tell the class about what they find out.
3. The teacher can report and display the children's survey results using a pictogram to show places where medicines are kept in the home. Another way that the results of the survey can be reported is through using a tick chart (see page 4).

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

# Step One Activity: Story

**Topic: Medicines - When and How They Can Help Us**

**Title: Sarah’s Baby**

**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.

Sara's baby had a bad cold. **What do you think Sara should do to help her baby feel better?** Sara took him to the health worker and asked for an injection. **Do you think the baby needs an injection?** The health worker told Sara that the baby did not need an injection and that he would get better with rest, good food, and lots of drinks. **Do you think the health worker's advice is correct? Why?** Sara asked the health worker if there were any tablets, drops, liquid medicines or ointments that would help the child's cold. The health worker told Sara that none of these things would cure the cold. He also told Sara that we should only take medicine when it is needed and advised by a health worker. **What else should Sara know about medicines?** He told Sara that the directions for when and how much medicine to take should be strictly followed, even if one feels better, because too much or too little medicine can be dangerous and even kill us. He also reminded her that medicines should not be shared with other people and should be stored in a safe place out of children's reach. **Where is medicine kept in your home?** Sara thanked him and took her baby home to make sure he rested and had plenty of food and drinks. **What did Sara learn about medicine from the health worker?**

## NOTES TO THE TEACHER

- After telling this story, the children can discuss or draw a picture about what they would do to make Aliya feel happy.
- If you do not want to tell this story, you can plan your own story using the following questions to help you.

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

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

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

## STEP 3

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

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

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

*What did you find out from the survey?*

*How will these results help us plan action?*

*Why is it important to take action?*

*What health messages are important to spread?*

*Who will we spread health messages to?*

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

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

### Idea 1: Drama

Children can plan and perform short dramas about the myths related to medicines (e.g. more medicines will help us get better faster, which is not true!) They can present their dramas at an Assembly or at a Health Mela for parents and members of the community.

### Idea 2: Action at Home

Children can check that medicines are stored in a safe place away from the reach of younger children in their homes.

### Idea 3: Message Cards

Children can draw pictures with messages about ways to use medicines properly. They can present their message cards to other classes in the school or hang them around the house where medicines are kept.

*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 when and how to use medicines properly. Teachers can help children plan and perform their dramas to make sure that they convey simple and clear health messages about ways to use medicines properly.

#### How can children plan a drama?

*What is the drama going to be about?*

*Who are the characters going to be?*

*Where is the story going to take place?*

*How will the story end?*

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

*Always practise before performing.*

*Speak loudly, slowly and clearly.*

*Never turn your back to the audience.*

## STEP 4

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

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

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

*Was the health message about ways to properly use medicines understood?*

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

*Are medicines at school and at home safely stored out of children's reach?*

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

### Teacher's Reflection

1. Did the children learn the following health messages?

*We can get well when we are sick without injections and medicines.*

*Only use medicines when they are needed and advised by a health worker.*

*Follow the directions on how much and when to take medicines. Medicines should be kept in a safe place away from children's reach.*

2. How do you feel after teaching this topic?

*What are you happy about?*

*What will you do better next time?*