



INTER-AIDE

Health & Water Supply Project
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HEALTH EDUCATION IN SCHOOLS

For Standards 5 to 8

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Booklet 3

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Children who receive health education at school can do a lot for their own health and also for others. (to wash their hands, for example...). They should be encouraged to transmit some messages to their friends, brothers and sisters, families, communities... In addition to that, the good habits they have, they'll keep them for life and transmit them to their children.

Tips for teaching

Tools:

The teaching tools such as posters should always be used as specified in the pamphlets.

The poster is the heart of participatory method !

N.B. In the case where the poster for a session may get lost there is a copy of the poster at the end of each session to be recopied.

It is necessary to prepare each day's work to know which material or poster shall be used.

Questions and answers

Ask the class questions. (You have many examples of questions in the pamphlets). The pupils who want to answer, must be advised to raise up their hands. You must choose one amongst them to answer the question. However you may sometimes choose other people who didn't raise their hands. This is to encourage everyone to participate and avoid shy people from not participating.

NO COLLECTIVE ANSWER should be allowed.

If the answer is correct, the teacher must repeat it with high voice and congratulate the pupil. If the answer is wrong or incomplete, you have to ask another pupil to help the first pupil. Then you have to give or complete the answer loudly.

When answers are many or important, you have to write them on the chalkboard. For example : ***“When are we supposed to wash our hands?”*** For this kind of question with many answers, choose many pupils so that each part is answered by a different pupil. E.g. if based on the above question,

- The first pupil can say : “After visiting the toilet”, write this answer on the board.

Then ask another pupils to give another answer.

You could have all the answers :

- After visiting the toilet
- After all dirty activities
- Before and after eating
- Before cooking
- Before and after washing a baby or taking care of him/her
- Before and after treating wounds

When you repeat these answers and write them on the chalkboard you assist the pupils **to build themselves**, the knowledge you want to give them.

Activities

In each lesson one concrete activity has been included.

Example: On the topic of hygiene of the body pupils will be asked to wash their hands using the materials provided.

On “Hygiene of the environment”, pupils shall be expected to describe the 3 posters provided and discuss on each one of them.

This activity will help you to make the pupils discover one of the main messages of the lesson their own.

E.g. Hygiene of the body: They will discover that our hands are always too dirty and it's unhealthy to eat without washing them.

Hygiene of the Environment: Thanks to the discussions on the posters, pupils will on their own discover why it is so important to have toilets (chimbudzi) and refuse pit at home.

During these activities, pupils themselves are involved.

E.g. Pupils wash their hands not the health worker, not the teacher.

E.g. Environmental hygiene: Pupils describe the posters and state what to do in order to improve cleanliness of the house. Here too, it's not the health worker or the teacher who does this.

At the end of the lesson you should give them a SUMMARY

This will help the pupils to keep the main messages.

For the pupils who are able to read and write (senior and junior classes), you can write on the chalkboard 2 or 3 sentences, which are clear, short and factual. This will help them to read on their own. The summary must be in their mother tongue and they have to write in their exercise books.

At the end of each pamphlet, you'll find an example of summary.

For young pupils of Std. 1 & 2, give them a song or poem (it's included in the pamphlets). You can also give it to the teacher who could continue assisting them to know their song or poem. If time allows, the song or poem could be also recited in the senior classes.

Topics, main objectives and teaching aims

Standards 5, 6, 7 and 8

1-Water is life and water chlorination :

- Water sources and uses of water.
- How water may become unsafe.
- Waterborne diseases.
- Chlorination.
- To be taught with the poster provided.

2-Worms :

- How worms are spread.
- Signs and symptoms of worms infestation.
- How to prevent worms.
- To be taught with the poster provided.

3-Diarrhoea :

- Signs and symptoms of diarrhoea.
- First aid for diarrhoea patient.
- How diarrhoea is spread.
- How it can be prevented.
- To be taught with the poster provided.

4-Hygiene of the environment :

- Importance of using pit latrines and rubbish pits properly.
- To be taught with the 3 posters provided.

5-Growing up and changing :

- Define puberty.
- State some common feelings.
- Explain causes of feelings and ways of expressing them
- State things that adolescents like to experiment.
- Think about ways of avoiding those problems.

6-AIDS and STDs :

- How AIDS is spread.
- How to prevent AIDS.
- Why is it important to treat STDs.
- To be taught with the poster provided.

7-Malaria :

- How malaria is spread and how it can be prevented.
- To be taught with the poster provided.

Session 1

AIDS AND STD

WHY MUST WE LEARN ABOUT AIDS AND STD's

HIV/AIDS continues to be a killer disease in the world. There is 80 000 Malawians who die every year from HIV. AIDS and other STDs are spreading quickly and are one of the greatest problems today.

It is very important that pupils of all age groups know how AIDS and STD's are spread, how they can be prevented and the impact of the condition.

OBJECTIVES

By the end of the session pupils should be able to:

- Define HIV and AIDS
- Know the difference between HIV and AIDS
- Know how HIV/AIDS can be spread
- Know how HIV/AIDS cannot be spread
- Know the signs and symptoms of AIDS
- Know how to prevent HIV/AIDS
- Care for AIDS victims
- Describe the impact of AIDS
- List sexually transmitted diseases
- Say what the relationship is between AIDS and STD's

SUGGESTED TEACHING/LEARNING MATERIALS

- Pamphlet
- Poster

TEACHING/LEARNING METHODOLOGY

What does the term HIV mean?

H = Human : The virus is only found in people, **not** in animals, insects or plants

I = Immuno – deficiency : The body is not able to fight infections

V = Virus : Germs

What does the term AIDS mean ?

A = Acquired : You are not born with it, it is something that you get

I = Immune : Fights against infection

D = Deficiency : Weak or lack of

S = Syndrome : Illness

What is the difference between HIV and AIDS?

- HIV is the virus which enters the body of a person and kills the cells which protect the body against illnesses, now the body is not able to fight against illnesses, it has no defence
- AIDS is a collection of illnesses that attack the body when the HIV is in the body, when the body has no defence.

Show the picture « Kafalidwe ka AIDS » and ask the following questions

How is HIV/AIDS spread?

- **Sexual intercourse** : when a person who is infected with HIV has sexual intercourse with a partner without a condom. The HIV passes onto the partner.

80% (8 out of 10) of Malawians who have HIV got the disease through sexual intercourse.

- **Blood** : If the blood from a HIV infected person is allowed to enter the body of an uninfected person, this person will also become infected.

8 % of Malawians who have HIV got the disease from blood.

The ways how blood from one person can enter into the body of somebody else are:

- Blood transfusion (In Malawi the blood is tested before transfusion)
- Sharing razor blades, knives, needles, scissors – even after washing, there can be invisible amounts of blood that remains on these instruments, this is enough to pass on the virus.
- Sharing toothbrushes as the toothbrush can cause the gums to bleed
- Wet kissing when there are sores in the mouth

- **Mother to unborn child** : HIV can pass from an infected mother to her baby either before or during birth

8 % of Malawians who have HIV got the disease from Mother to child transmission.

How is HIV/AIDS not spread?

- Holding hands, shaking hands
- Living together
- Dancing
- Hugging, or wearing clothes of sick persons
- Sharing eating utensils
- Playing together
- Mosquitoes, flies
- Coughing, sneezing, breathing the same air

What are the signs and symptoms of AIDS?

- Diarrhoea (for more than a month)
- Fever
- Chest infection
- Swelling of glands
- Skin rashes

- Oral thrush
- Loss of body weight up to 10% within a month

How can you prevent yourself from contracting HIV/AIDS?

- Know the ABC of AIDS :
 - Abstinence – avoid sexual intercourse
 - Be faithful – have sex with only one person
 - Condoms – use a condom every time that you have sex
 - Death – if you ignore the ABC of AIDS then you may get infected and die
- Not sharing skin cutting instruments
- If either of the partners has HIV/AIDS the woman should avoid getting pregnant

Describe how to take care of AIDS patients in the community

- Do not fear, hate or isolate people who have AIDS
- Be kind and caring
- Sit and talk with the patient
- Ask the patient if there is anything he or she wants
- If the patient doesn't wish to talk just sitting with them can help them not to feel so lonely
- Give them food and drinks
- Advise them to stop smoking and taking alcohol
- Encourage them to get treatment for other treatable infections like STD
- Encourage them to see an AIDS counselor

Describe the impact of HIV/AIDS

- Increase in the number of orphans in Malawi
- Because there is a lot of people who have AIDS in the country and not a lot of hospitals, the hospitals become overcrowded and so patients cannot be cared for properly.
- Friends and relatives, churches, government and other organisations spend a lot of money to care for the HIV patients
- Because a lot of young people die in Malawi due to AIDS, the development of the country is slow as it is the youth who are the country's future leaders

Mention the common sexually transmitted diseases

- HIV/AIDS
- Syphilis
- Lympho Granuloma Venereal
- Gonorrhoea
- Chancroid

What are some of the signs of sexually transmitted diseases

- **Women :**
 - ◇ An unusual discharge or smell from the vagina
 - ◇ Itching or burning around vagina
 - ◇ Bleeding from vagina

- ◇ Swelling and painful glands
- ◇ Pain in the pelvic area
- ◇ Pain and burning when urinating

- **Men:**

- ◇ A drip or discharge from the penis
- ◇ Painful ejaculation
- ◇ Swelling and painful glands
- ◇ Burning and pain when urinating

What is the relationship between STD and HIV infection?

When a person has an STD he/she is more likely to get HIV/AIDS than a person who has no STD. This is because of open sores, ulcers on or near the genitals.

SUMMARY

Health-worker should write the summary on board, pupils should copy into their books

- AIDS remains a killer disease
- It is incurable
- Prevention is the best solution through abstinence from sexual intercourse, faithfulness to partners and use of condoms (ABC)
- AIDS patients need a lot of care

Session 2

WORMS

WHY SHOULD WE LEARN ABOUT WORMS?

Infestation with worms is very common throughout Malawi. Worms usually live in the intestines of infected people.

Worms enter the body by swallowing adult worms eggs or larva together with water and food. The common ones are hook worms, tape worms and round worms.

OBJECTIVES

By the end of the session, pupils should be able to:

- State the causes of worm infestation
- State the common types of worms
- Describe the major cause of each type of worm infestation
- **Explain how worm infections are spread**
- Describe signs and symptoms of worms
- **Explain how worm infestation can be prevented**

SUGGESTED TEACHING/LEARNING MATERIALS

- Pamphlet
- Poster

TEACHING /LEARNING METHODOLOGY

Participatory approach whereby questions shall be asked by the health worker and pupils will give answers. Where the answers are not complete, the health worker should add.

What are the causes of worm infestation?

- Poor personal hygiene
- Contact of the bare skin with soil or water which is contaminated with worm eggs
-

Mention the common types of worms.

- **Hook worm :**
 - ◇ caused by the worm penetrating the skin usually bare feet
 - ◇ It sucks the blood of a patient and causes anaemia
 - ◇ Safe disposal of faeces will reduce infestation.
- **Tape worm :**
 - Caused by eating incompletely cooked beef or pork
- **Round worm :**
 - ◇ Caused by eating eggs together with contaminated food or water.

Show the poster - “Njoka za m’imba I”

How are worms spread among the community members? (Refer to the poster Njoka za m'mimba I)

- Not using pit latrines/toilets
- Not washing hands after using the toilet
- Walking bare foot on contaminated soil
- Eating unwashed contaminated vegetables and fruits

State the possible signs and symptoms of worms. (Refer to the poster Njoka za m'mimba II)

- Loss of appetite
- What are the other signs and symptoms of worms ?
 - ◇ Worms in faeces
 - ◇ Abdominal pains
 - ◇ Itching of the skin where larvae are entering the body and at the anus.
 - ◇ Anaemia due to sucking of blood
 - ◇ Loss of body weight
 - ◇ Weakness and tiredness of the body
 - ◇ Vomiting, coughing or constipation.

Describe how worms can be prevented. (Refer to the poster Njoka za m'mimba II)

- Drinking safe water (boiled water)
- Personal hygiene : washing hands after passing stool, before handling and eating food
- Make use of latrines
- Washing and cooking of food
- Wash all food eaten raw like fruits and vegetables before eating
- Wearing shoes when walking on a contaminated soil

Ask them to state other ways that are not presented on the poster

- Cut nails (finger) short
- Treatment reduces source of infection (go to the health centre)

How to treat worm infestation

- Go to the health centre and take the prescribed medication

SUMMARY

The health worker should write on the board and ask pupils to copy into their books.

- Worms get into our bodies through the skin, the mouth and by eating infected food and drinking contaminated water.
- Some of the common types of worms are hook worms, round worms and tape worms.
- Worm infestation can be prevented by wearing shoes, boiling drinking water, proper handling of food and through cooking of meat.
- Worm infestation is a treatable disease

Session 3

MALARIA

WHY DO WE NEED TO LEARN ABOUT MALARIA ?

Malaria is one of the diseases which kills many people in Malawi. It attacks persons of all age groups, however children and pregnant women are at high risk of being severely ill and dying of malaria.

It is therefore important that pupils should learn what causes the disease, how it is spread and how to prevent it.

OBJECTIVES

By the end of the session pupils should be able to:

- State the cause of malaria
- Explain how malaria is spread
- Mention the incubation period of malaria
- State the group of people which is at high risk of being attacked by malaria parasites
- Describe signs and symptoms of malaria
- State treatment of malaria
- Explain preventive measures for malaria

Show the poster of malaria diseases

SUGGESTED TEACHING/LEARNING MATERIALS.

- Pamphlet
- Poster of cycle of malaria disease

How is malaria spread?(According to the poster)

1. This is a person who is suffering from malaria. He has a fever, a headache and he is shivering. Malaria is carried in the blood.
2. This mosquito bites the sick person and sucks the diseased blood
3. When this same mosquito bites another person, it puts malaria into that other person's blood. The malaria travels through the blood stream and settles in the persons liver and destroys the red blood cells.
4. 11 to 14 days after been bitten by the mosquito the person starts to feel sick. He has a fever and other symptoms like headache, shivering and diarrhoea.

How long does it take a person who has been infected by the parasite to start suffering?

- 11- 14 days

Which group of people are severely attacked and die of malaria?

- Children under five years
- Pregnant women

Where do mosquitoes breed ?

- Tall grass around the house
- Stagnant water in pools, old tins, rubbish, drains, holes
- Bushy rivers
- Unclean rubbish in which water collect .

What are the signs and symptoms of malaria?

- Fever or history of fever
- Headache and joint pains
- Shivering and sweating
- Several cases of coma shock
- Anaemia
- Jaundice
- Neck stiffness, drowsiness(cerebral malaria)

What is the prevention for malaria?

- Personal protection:
 - ◇ use repellent sprays, coils
 - ◇ Bed-nets, preferably impregnated
- Prevention which reduces sources of future infections
 - ◇ Mosquito control:
 - ◇ Kill adult by use of insecticides
 - ◇ Kill larvae by use of larva larvicides or suffocating the larvae by putting oil paraffin over the stagnant water
- Environmental control:
 - ◇ Drain all stagnant water in holes, empty containers, swamps
 - ◇ Clear bushy rivers
 - ◇ Keep area clean of rubbish in which water can collect.

SUMMARY

The health worker should write on the board and ask pupils to copy into their books.

- Malaria is caused by mosquitoes.
- Prevention is possible by avoiding being bitten by mosquitoes through draining stagnant water and destroying other breeding areas
- Treatment reduces infection

Session 4

GROWING UP AND CHANGING

WHY SHOULD WE LEARN ABOUT GROWING UP AND CHANGING ?

Many changes takes places in boys and girls as they grow up. These changes may be exciting, they may cause new feelings, but they also may cause fears and frustrations.

This is why it is important to give accurate knowledge and especially guidance to help adolescents deal with these changes in a positive and a natural way.

OBJECTIVES

By the end of the session pupils should be able to:

- Define Adolescence
- State changes that take place in boys and girls as they grow up
- State some common feelings
- Explain causes of feelings and ways of expressing them
- State things that adolescents like to try or experiment
- Explain ways of avoiding those problems
- Explain dangers of early pregnancy

SUGGESTED TEACHING/LEARNING MATERIALS

Pamphlet

TEACHING/LEARNING METHODS

What do you mean when you say you are adolescents?

- You are an adolescent when you are between the age of 9 and 19. Adolescence means you are no longer a child but not yet an adult. It is one of the most exciting times of our lives. Our bodies change and our attitudes change in many ways.

What are the physical changes that take place during adolescence for a girl ?

- Grow taller and bigger
- Hips grow bigger
- Start growing big breasts
- Body hair grows under armpits and around genital area
- Monthly periods start
- Can become pregnant
- Very sensitive to appearance remarks
- Skin problems (acne) may develop

What are the physical changes that take place during adolescence for a boy ?

- Grow taller
- Become more muscular (broad chest)

- Body hair starts to grow under armpit, around sexual organs and faces
- Starts producing sperms
- Can impregnate a lady
- Start experiencing wet dreams
- frequent emotional changes
- Voice becomes deeper sometimes

Besides your bodies what other things have changed for you since you became an adolescent

Girls

- Attracted to boys
- Wants to be nice to please boys
- Wants to be an adult by wearing adult clothes and changing behaviour

Boys

- Attracted to girls
- Wants to be nice to please girls
- Wants to show that he is an adult and so changes his behaviour
- Doesn't want to obey parents

Things in common for both boys and girls

- Feelings and moods
- Feelings about yourself
- Wanting to be popular, to have a lot of friends
- Plans and hopes for the future
- More responsibilities
- Likes to experiment with new things

What are the 3 most common things that adolescents like to experiment with ?

- Sexual intercourse
- Alcohol
- Smoking

What are the problems that can arise from these activities?

Sexual intercourse:

- Early pregnancies: Girls become pregnant and so cannot continue going to school to get a good education. Without a good education, girls will not be able to find work and so there will be very little money for the child's future and their own future. Early pregnancies are very dangerous as the girl's body has not fully developed often resulting in death of the mother or the child. Early pregnancies can also cause infertility in girls.
- AIDS/HIV : There are 800 000 Malawians who die every year from AIDS! In the next 5 years one out of five primary school children will be infected with HIV. To avoid getting HIV/AIDS, abstinence is the only solution, if you can't abstain use condoms!
- STDs : STDs are contagious and are contracted through sexual intercourse. STDs are dangerous and can seriously damage a person's health. STDs can make girls infertile and so not able to have children, they can cause blindness, mental illness, miscarriage, severe pain and an increased risk to

to get HIV. So to avoid getting STDs abstinence is the only solution and if you cannot abstain then use a condom.

Alcohol :

Boys and girls drink alcohol for many reasons; to show that they are adults, to laugh, to be happy, to give them courage, to make them popular. Alcohols like Kachasu, and kabangu affect the brain and can cause mental illnesses. Alcohols like Chibiku , Masese and Napoloukana affect the liver and can lead to serious health problems, even death. A person who drinks alcohol cannot think clearly. They cannot even walk properly. They can become aggressive and violent. They can cause serious road accidents. If a person drinks too much alcohol, the person can get alcohol poisoning and can die. Remember alcohol is very dangerous and has caused huge amounts of deaths all over Malawi.

Smoking :

Boys and girls smoke cigarettes or Chamba to show that they are adults, to look cool in front of their friends, to make them popular. Smoking causes lung cancer and eventually causes death. When we breathe in the smoke, we pollute our bodies. Even when we breathe out, there is still some smoke that remains inside our bodies. Smoke stays in our hair and on our clothes and gives us bad breath. It leaves a horrible stale smell. Even passive smoking is dangerous, that is when there is a person near you that is smoking, you breathe in this smoke. This smoke can give you lung cancer. There have been many people who have got lung cancer from passive smoking. Smoking chamba is also dangerous as it affects the way we think, it can also cause damage to our brain and smoking chamba may lead to the use of other drugs.

SUMMARY

The health worker should write on the board and ask pupils to copy into their books.

- The bodies of boys and girls change as they grow up. So too do their sexual organs.
- During adolescent boys and girls would like to try out things. Some of the things they try out are drinking alcohol, smoking, and having sex. These activities can be dangerous.
- The decisions that we make when we are an adolescent often predicts who or what we become in the future. It is important to make the right decisions.

Session 5

DIARRHOEA

WHY DO WE NEED TO LEARN ABOUT DIARRHOEA ?

Diarrhoea causes dehydration, and malnutrition and kills over a million people every year in the world.

So it is essential to give pupils information about the disease so that, deaths due to diarrhoea will be reduced

OBJECTIVES

By the end of the session pupils should be able to:

- Describe diarrhoea
- State the main causes of diarrhoea
- Explain how diarrhoea is spread
- Mention signs and symptoms of diarrhoea
- Identify a dehydrated person
- Prepare oral rehydration salt solution
- State measures of preventing diarrhoea

SUGGESTED TEACHING/LEARNING MATERIALS

- Pamphlet
- Poster “*khalidwe loipa*” and “*Khalidwe la bwino*”

TEACHING/LEARNING METHODOLOGY

Participatory approach whereby questions shall be asked by the health worker and pupils will give answers. Where the answers are not complete, the health worker should add.

Describe diarrhoea briefly

- The passage of watery stools more than normal.(3 or more times a day). The stools may be white, yellow, black or green. Some may have blood and some may have a bad smell.
- People with diarrhoea lose a lot of water.

What are the main causes of diarrhoea?

- Lack of clean water for drinking
- Poor hygiene
- Trend towards bottle feeding rather breast feeding.

Mention the diseases which show diarrhoea as a sign:

- Cholera
- Dysentery
- Malaria

Show the poster ”Khalidwe loipa”

How can diarrhoea spread from one person to another?

- Drinking unsafe water from unprotected or contaminated sources
- Dirty feeding utensils which attract flies
- Poor sanitation:-
- Having no latrines
- Unclean surroundings
- No refuse pit
- Poor personal hygiene:-
- Not washing hands after visiting the toilet
- Eating raw foods like fruits before washing them
- Preparing, eating foods before washing hands
- Not covering food and drinking water

State the signs and symptoms of diarrhoea

- Watery loose stool
- Abdominal pain
- Dehydration
- Repeated vomiting
- Eating or drinking poorly
- Fever
- Weakness and tiredness

State the signs and symptoms of dehydration

- Frequent loose or watery stool
- Patient is thirsty, mouth is dry
- Patient is sleepy or irritable
- Patient passes little or no urine
- Fast weak pulse

Explain ways of treating diarrhoea at home

- Give patient more fluids than usual to prevent dehydration
 - ◊ Use recommended home fluid such as ORS, fluids (soup, rice water) and plain water
 - ◊ Continue giving these fluids until diarrhoea stops
- Give patient plenty of food to prevent malnutrition
 - ◊ Continue to breast feed children frequently
 - ◊ If child is not breast fed give normal milk
 - ◊ Encourage the patient to eat
- Take the child to the health worker if patient does not get better

Explain how ORS can be prepared.

- Boil water and let it cool
- Measure one litre of drinking water into a clean container (water in 3 fanta bottles)
- Add 10 bottle lids of sugar
- Add 1 bottle lid of salt
- Stir it up

How do you mix oral rehydration salts from sachets?

- Wash your hands
- Measure 1 litre of drinking water in clean container
- Open the sachet of ORS and empty it into the water
- Mix the ORS and the water.
- Taste the mixture. It should never taste very salty

DO NOT BOIL THIS MIXTURE ONCE IT IS MADE

Show the poster “Khalidwe la bwino”

How do you prevent diarrhoea?

N/B : The ones with the asterix are the ones which can be seen on the poster.

- **Water :**
 - ◇ Collect drinking water from cleanest possible sources *
 - ◇ Boil it if not chlorinated
 - ◇ Keep it in clean covered container *
 - ◇ Washing of pots, clothes, body and utensils should not be done near the drinking source
 - ◇ Do not pass stools or urine in or near the source of drinking water
- **Food handling :**
 - ◇ Wash hands before preparing and eating food
 - ◇ Wash uncooked food in clean water before eating *
 - ◇ Prepare all foods in a clean place. Use clean pots and utensils
 - ◇ Eat cooked food while it is still hot or heat the food again before eating
- **Personal hygiene :**
 - ◇ Keep the body clean
 - ◇ Keep clothes clean
 - ◇ Keep house and surrounding clean
- **Feeding children :**
 - ◇ Give enough nutritious food so that the child does not develop malnutrition
 - ◇ Breast feeding should be encouraged
 - ◇ If milk, milk must be given. Give it with a cup and a spoon. A bottle is hard to clean and improperly cleaned bottles can even cause diarrhoea
- **Sanitation :**
 - ◇ Pass stools and urine into a latrine which should be kept clean *
 - ◇ Wash your hands with soap and water after passing stools *
 - ◇ Keep flies away from stools, from rubbish and from food

SUMMARY

The health worker should write on the board and ask pupils to copy into their books.

- Dehydration, not the diarrhoea, that endangers life
- Any patient with diarrhoea should be checked for signs and symptoms of dehydration and given rehydration treatment
- Prevention is important. This is mainly achieved by improved hygiene. This includes washing hands after passing faeces, using latrines, drinking clean water and eating clean food

Session 6

HYGIENE OF THE ENVIRONMENT

WHY DO WE NEED TO LEARN ABOUT THE HYGIENE OF THE ENVIRONMENT ?

Clean surroundings help us to be healthy. They are attractive. Dirty toilets, latrines and their surroundings can be a breeding place for germs and vectors such as rats mosquitoes, flies which spread diseases.

It is therefore essential that pupils know how to keep the surroundings clean and use latrines ,and the refuse pits properly.

OBJECTIVE

By the end of the topic pupils should be able to:

- Describe the posters on environment
- Name things which can make environment untidy
- State the importance of keeping environment clean
- Describe the dangers of dirty surroundings
- Say where the correct place is for disposing of rubbish disposal area for litter
- State ways of keeping the surroundings clean
- Mention things which make toilets dirty
- Name some of the vectors that are attracted to an unclean environment
- Mention some of the diseases which are spread in an unhygienic environment

SUGGESTED TEACHING/LEARNING MATERIALS

- Pamphlet
- Posters “Hygiene of the environment 1, 2 & 3”

TEACHING/LEARNING METHODOLOGY

The presenter of this lecture should show the posters. Questions based on the poster should be asked to satisfy some of the above objectives.

Show the poster “Hygiene of the environment 1”, the one where people are moving into a new house

Is this house good ? What is missing ?

Show the poster “Hygiene of the environment 2”, the one with the dirty house.

Ask the pupils to describe the house.

Mention some things which make our schools surroundings dirty and untidy

- Maize cobs
- Fruit peelings

- Food remains
- Plastic materials and pieces of paper
- Dead animals
- Sugar cane peel

How important is it to keep our surroundings clean and tidy?

- Spread of diseases is reduced
- You breathe clean and fresh air
- The place looks nice
- No breeding area for rats, mosquitoes, flies ...

What can an unhygienic environment do?

- Spread of diseases is encouraged
- Attracts vectors and other dangerous animals (e.g. flies and snakes)
- The place looks unpleasant
- Produce unpleasant smells

What are the proper places for disposing litter?

- Rubbish pit
- Dust bins

Explain how to keep the surroundings clean

- Sweeping regularly
- Cutting tall grass short
- Proper disposal of litter (burying and burning regularly)
- Use of pit latrines

What materials are required for keeping houses clean and tidy?

(Refer to drawings of these tools)

- Broom, soap
- Brush, Phulusa
- Mop pass water
- Slasher
- Rake

Ask the pupils how do they keep their own homes clean.

Show the poster “Hygiene of the environment 3”

Ask if they like this house ? Why ?

What things make the toilets dirty?

- Faeces/stools passed beside the hole
- Use of walls instead of toilet paper
- Stones or maize cobs
- Papers scattered in the toilet
- Urine passed beside the hole

How do we keep toilets clean?

- Proper use
- Mopping and sweeping
- Putting odour killing substances like ashes or lime
- Covering the hole
- Sweeping surroundings regularly

Where should we have our pit latrines?

- A bit far from living house
- At least 30m away from water source
- Downward from the water source

Which vectors are attracted by an unclean environment?

- Cockroaches
- Bed bugs
- Rats
- Fleas
- Mosquitoes
- Flies

Name diseases which are common in unhygienic environment

- Cholera
- Malaria
- Diarrhoea
- Worm infestation

SUMMARY

The health worker should write on the board and ask pupils to copy into their books.

- Latrines, toilets, refuse pits should be used properly and their surroundings kept clean to prevent spread of diseases
- An unclean environment will attract a lot of vectors
- Illness will be prevented by burning and burying household refuse

Session 7

WATER IS LIFE AND WATER CHLORINATION

WHY DO WE NEED TO LEARN ABOUT WATER ?

Water plays a vital role in our everyday living. It has enormous uses to human beings, animals and for growth of plants. While water is necessary for life, it can also cause diseases and even death.

It is very important that pupils know how to take care or treat water to prevent spread of waterborne diseases like cholera.

OBJECTIVES

By the end of the session pupils should be able to:

- List importance of water
- **State water sources**
- **Mention uses of water**
- Know how water can become unsafe
- Explain ways of treating water
- State the importance of treating water
- **Mention waterborne diseases**
- Define chlorination
- Explain how to prepare 1% stock solution
- **Explain how 1% stock solution is used**

SUGGESTED TEACHING/LEARNING MATERIALS

- This pamphlet
- The poster: “ Madzi ndi moyo ”

TEACHING/LEARNING METHODOLOGY

Participatory approach whereby questions shall be asked by the health worker and pupils will give answers. Where the answers are not complete, the health worker should add.

What is the importance of water?

- It forms a large part of a human’s body, animals and plants
- Without water there would be no life

Now, show the poster “ Madzi ndi moyo ” .

According to the picture, what are the water sources in this village ?

When they are answering, you can write their answers on the chalk board. Then ask them which ones are protected and which are not. (*Explain the word protected if need be.*)

Protected sources in this village :

- Protected well (chitsime chowaka)

Explain why this one is protected – this one is protected because there is a pump, the water is drawn directly from the pump and does not come into contact with germs.

Unprotected sources in this village :

- River
- Rain

(Explain why these two are not protected)

- people wash clothes in the river, they wash themselves, they swim
- when the rains fall on the ground, they gather dirt and rubbish)

Which other sources of water do you know?

Other protected sources:

- Protected spring (kasupe wowaka)
- Tap (mpopi)
- Borehole (dilawo)

(Ask pupils if they have ever seen any of the above and where have they seen them – explain the difference between each one)

Other unprotected sources:

- Stream
- Lake (kunyanja)
- Spring (kasupe)
- Dam (damu)
- Traditional well (chitsime chongokapa)

(Ask pupils if they have ever seen any of the above and where have they seen them – explain the difference between each one)

What do we use water for? (According to the poster)

- Drinking
- Cooking
- Bathing
- Washing the dishes
- Washing clothes
- Giving livestock drinking water
- Growth of plants (agriculture)
- Building

What other things are the people in this village doing with water?

- One is fishing.
-

How can water become unsafe for drinking?

- ◇ Storing water in unclean, uncovered containers
- ◇ Uncleanliness around the water source
- ◇ Defecating anywhere other than in pit latrines
- ◇ Urinating in the water
- ◇ If water sources are close to pit latrines

N.B. Any water from an unprotected source is not safe to drink.

How can you be sure that the water you drink is safe?

- **Boiling** if drawn from unprotected source
- Filtration
- **Chlorination**
- Buckets for **carrying and storing** should be clean and covered
- Drawing water from protected source
- The correct use of the two cups system (one cup to draw and another to drink)

Why is it important to treat water?

- Kill germs
- Prevent spread of diseases

Mention diseases spread by drinking unsafe water

- Cholera
- Dysentery
- Diarrhoea
- Typhoid fever
- Worm infestation

What is chlorination?

- The disinfection (killing of germs) of water using chlorine

How do we prepare 1% stock solution chlorine?

- Wash your hands
- Wash an **empty bottle of fanta**
- Measure 5 litres of water and put it in a clean basin (to measure **5 litres** of water, fill the empty bottle of fanta with water, put this water in the clean basin, do it **15** times).
- Put **five and a half tablespoons** of chlorine ((70% HTH)
- Stir it up
- The solution made is 1% stock solution which is used to chlorinate. **This solution must not be drunk direct!**
- Keep it out of reach of children.

How do we use the dissolved 1% stock solution of chlorine?

- Put 1 teaspoon of stock solution in 20 litres of water (=1 ndowa/chidebe chamadzi)
- Wait for 30-60 minutes before you start drinking the water

SUMMARY

The health worker should write on the board and ask pupils to copy into their books.

- Water is life. It is important for animals, plants and human beings
- Unsafe water can spread many diseases, which cause death
- Boiling or chlorinating helps to prevent diseases caused by water

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