

# PRIMARY SCHOOL HEALTH EDUCATION:

## A TEACHERS' GUIDE

*Zambia School Health and Nutrition Programme*

DRAFT - July 2001

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The Partnership for Child Development (PCD) was established in 1992 to help co-ordinate global efforts to assess the developmental burden of ill health and poor nutrition at school age. It brings together a consortium of countries, donor organisations and centres of academic excellence to design and test strategies to improve the health and education of school-age children.

The Partnership has international agency support from UNDP, WHO, UNICEF, The World Bank and British DFID, and is sustained through support from participating governments, the Rockefeller, Edna McConnell Clark and James S McDonnell Foundations and the Wellcome Trust.

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## Acknowledgements

This guide is based on a Teachers' Guide that was developed for the UKUMTA school health and nutrition programme in Tanzania. The guide has been written by a team including teachers, doctors, inspectors, education officers, curriculum developers and others, following a series of workshops held in Tanga, Tanzania, under the auspices of the Tanzanian Partnership for Child Development (UKUMTA), supported by the Edna McConnell Clark Foundation.

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## PART ONE

### Chapter One. Human Body Cleanliness

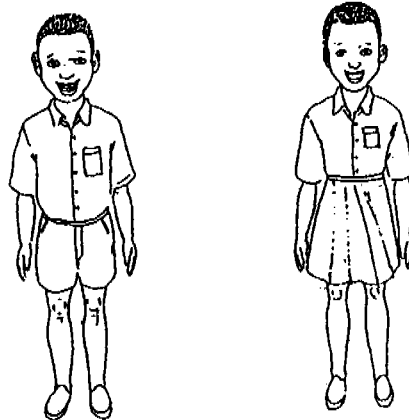
#### Objectives

After learning this topic pupils should be able to:

- mention the names of external parts of the human body
- show the external parts of the human body
- mention the functions of the external parts of the body
- explain the importance of external parts of the body.

#### Content / Explanations

The human body has many visible parts. Among these are the head, which is covered by hair, eyes, nose, teeth, ears, hands and legs. Hands and feet have fingers and toes that have nails. Teeth are enclosed within the mouth. All these parts make up the human body.



#### P.1.1 External body appearance

**HAIR**

Hair protects the head from the sun's rays and the cold, as well as making people look smart. Hair becomes dirty when people undertake various activities, also when they sleep on a dirty bed. Dirty hair can cause ringworm on the head. It can also host lice that feed on human blood. To avoid such dirt, hair must be washed frequently with clean, warm water and soap.



**P.1.2** Cleaning dirty hair with soap and water



Hair should be cut short, because short hair is easily combed. Apply hair oil after washing and use a wooden or plastic comb to comb the hair. If the head is affected by permanent ringworm, consult a doctor or seek treatment at a nearby hospital

**P.1.3.** Cutting long and dirty hair

**EYES**

Eyes enable us to see, recognise, classify and differentiate things. Using our sight, we can read and write and escape dangers that can

hurt the body. Dirty eyes sometimes attract houseflies that can easily transmit diseases. It is important to wash the eyes carefully with clean water, especially after waking up in the morning. Take care of eyes by eating green vegetables and fruit. Examples include mangoes, papaws, tomatoes, carrots and other foods rich in calcium.

Avoid using fingers when rubbing the eyes and do not use a dim light when reading. Avoid getting soap solution in the eyes when washing the face. Dry the face with a clean towel after washing.

**TEETH**

Human teeth are arranged in the mouth in a semi-circle shape. There are 20 early milk teeth and 32 permanent teeth for adults. Teeth help us cut and chew foods before swallowing. Some food can remain in the teeth, it is important to remove this by brushing teeth after eating and every morning after waking up. Decaying teeth are painful. They cannot chew food properly and sometimes they produce a bad smell.



#### P.1.4 Brushing teeth every day

##### **NOSE**

The nose enables us to smell and recognise bad and good smells. It is also a passage for oxygen and carbon dioxide. Dirty noses make breathing difficult and also may produce a bad smell. It is important to clean runny nose with a handkerchief. A handkerchief that has been used to clean a dirty nose should be boiled to kill germs. Avoid putting anything such as grains inside the nose. It is also unhygienic to share handkerchiefs with other members of the family.

##### **EARS**

Ears enable people to hear various sounds. Those sounds can make us aware of different situations within the society. Ears also help to balance body movement. It is important to take care of the ears so as to maintain proper hearing and to allow us to follow instructions, especially when being taught in school. Dirty ears may produce sores and wounds and a bad smell. Clean the ears using clean water, and avoid cleaning the inside of the ears with soapy water. If soap scum enters the ears, it can cause poor hearing. It is also dangerous to clean ears with things with sharp edges that may damage the eardrum.

##### **HANDS AND LEGS**

Hands assist with working while legs help in walking and running. Both hands and feet have fingers with nails. Fingernails are sometimes dirty because so many activities are done by hand. Nails should be cut short and hands cleaned thoroughly before and after eating, also after using the toilet.

### P.1.5 Cutting long and dirty finger nails



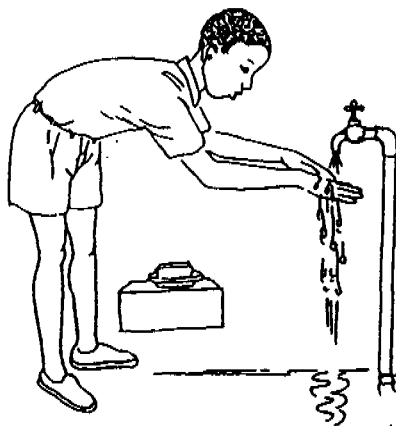
After cutting the fingernails, nail clippings should be destroyed properly because they are dirty.

Dirty legs can host jiggers that feed on human blood. If jiggers are removed from the legs and fingers they cause wounds and sores.

Treat wounds and sores carefully to avoid more jiggers. A good safety measure is to wear shoes to avoid getting worms and snake bites.

### TEACHING/LEARNING STRATEGIES

- Teacher to show pupils charts/drawings of external parts of human body and ask questions
- Pupils to answer the following questions:
  - What parts of the human body can you see in the charts/drawings?
  - Mention the functions of each part of the body
- Teacher to prepare cleaning equipment such as water, soap, basin towel, comb, tooth brush and sandals
- Teacher to demonstrate proper way of cleaning some parts of the body using one pupil as an example.



### P.1.6 Washing the body well with soap

- Pupils to clean external parts of their bodies.
  - Teacher to ask the pupils if they have ever cleaned/washed younger sisters/brothers at home.
  - Pupils to explain how they washed their younger brothers and sisters.
- 
- Teacher to inspect pupils' cleanliness every morning before going into the classroom and give advice about personal hygiene

- Pupils to sing a song concerning body cleanliness

**Activities**

- To wash all equipment used during the practice lesson
- To make a wooden tooth brush, cut long nails and to shave any long hair
- To sing health education songs.

**Teaching aids:**

- Charts/posters
- Different cleaning equipment

**Exercise**

1. What instrument is used to shave long hair?
2. Why do you brush you teeth?
3. When do you wash your hands?
4. Mention the importance of wearing shoes.
5. Name the parasite that penetrates through legs and fingers.
6. Name the foods which help promote eye sight
7. What type of food affects teeth?



## Chapter Two. Exercise and the importance of resting.

### Objectives

After learning this topic pupils should be able to:

- mention types of work done at home and at school
- mention types of exercise done at home and at school
- mention the importance of work and physical exercise
- mention the characteristics of a suitable timetable for taking exercise
- explain the importance of resting
- mention activities done during resting
- demonstrate proper walking/sitting and standing positions

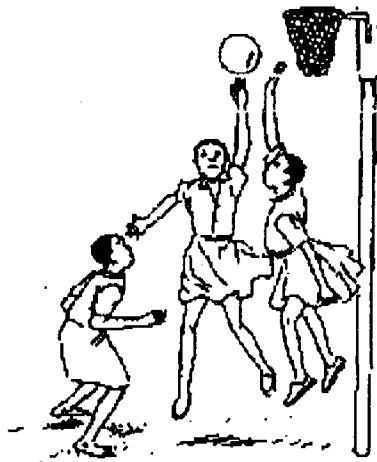
### Content / Explanations

The human body grows and develops properly with the help of different activities and work. It is important to be very careful when working in order to avoid causing accidents. Accidents damage the body's structure and sometimes cause broken bones. Here are some of the useful activities that can be done: pounding, cooking, driving, fetching fire wood and seed planting.



P. 2.1 Children tending the garden

The body and the mind use a lot of energy when doing various duties. They also become healthier when doing different games and sport. Games and sports make the body and mind strong, develop and grow. Some appropriate physical exercises that a person can do are football, volleyball, jumping, netball, art, drama, basketball and other games.



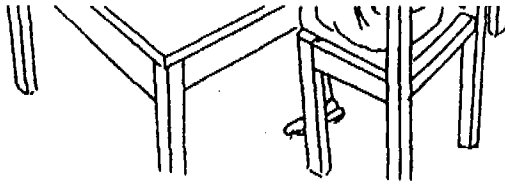
**P. 2.2 Girls playing netball**



**P. 2.3 Boys playing football**

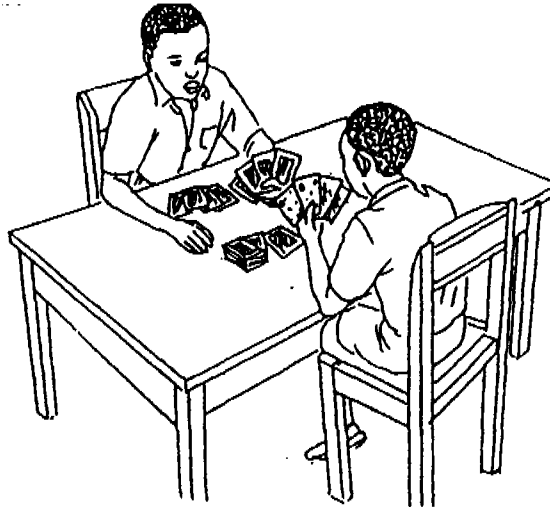


**P. 2.4 Boys and girls resting**



### P. 2.5 Pupils playing cards

laces are supposed to be  
ying.



### P. 2.5 Pupils playing cards

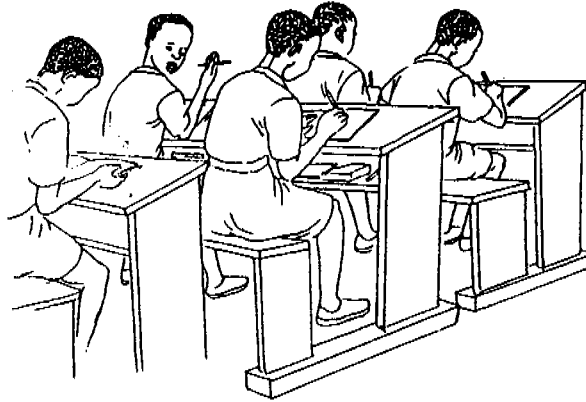
The human body is made up of muscles and bones. It needs special care in order to maintain its structure and shape. In order to maintain these one should sit, stand and walk properly and correctly. If one sits with the spine bent, the spinal cord loses its normal shape.

One should also dress properly by putting on the correct size of shoes and avoiding high heels. Sleep on flat bed and sit on chairs with a hard surface.

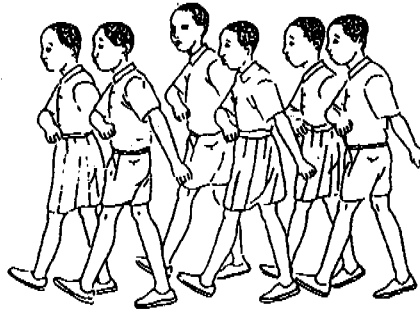
#### Teaching/learning strategies

- The teacher to ask pupils to explain types of games played at school and at home.
- The teacher to group pupils and allow them to play some of the games mentioned.
- The teacher to ask pupils the types of work normally done, both physical and mental.
- The teacher to group the pupils and allow them to demonstrate some of the work they have mentioned.
- The teacher to ask the following questions:
  - Why do you play or work?
  - How do you feel after work or play?If the answer is resting or sleeping, ask them where they rest/sleep.
- The teacher to explain the qualities of a resting place and their importance.
- The teacher to ask pupils what time they go to sleep and wake up, and what they do before sleeping and after waking up.

- The teacher to select a few pupils to show the correct way of sitting, standing and walking. Lets the other pupils explain why they have to walk, stand and sit correctly.



**P. 2.7 Pupils sitting and learning in the classroom**



**P. 2.8 Pupils walking upright**

#### **Activities**

- Pupils to demonstrate the correct ways of sitting, standing and walking
- Teacher to tell a story and ask pupils questions to test comprehension.

#### **Equipment**

Playing tools like drums, trumpet, balls, playing cards, tyre spinning and draughts. Some of the playing tools can be used during school break-time.

#### **Reference books**

Health Education Primary School Teachers Guide for Standard One and Two.

#### **Exercises**

1. What does exercise help with?
2. What problems will you encounter if you play in unsafe areas?
3. Why does the body need exercise?
4. What do you do during resting periods?
5. Where should we rest?
6. How do you sit, stand and walk?

## Chapter Three. The food that we eat.

### Objectives

After learning this topic pupils should be able to:

- explain the characteristics of a good quality food;
- mention the sources of food that one eats.

### Content / Explanations

Standard One students are accustomed to eating proper food. They can work or play for a long periods without feeling hungry.

Eating is important because

It provides the body with heat and energy

It builds and develops the body

It protects the body and prevents disease

Plants and animals are sources of food

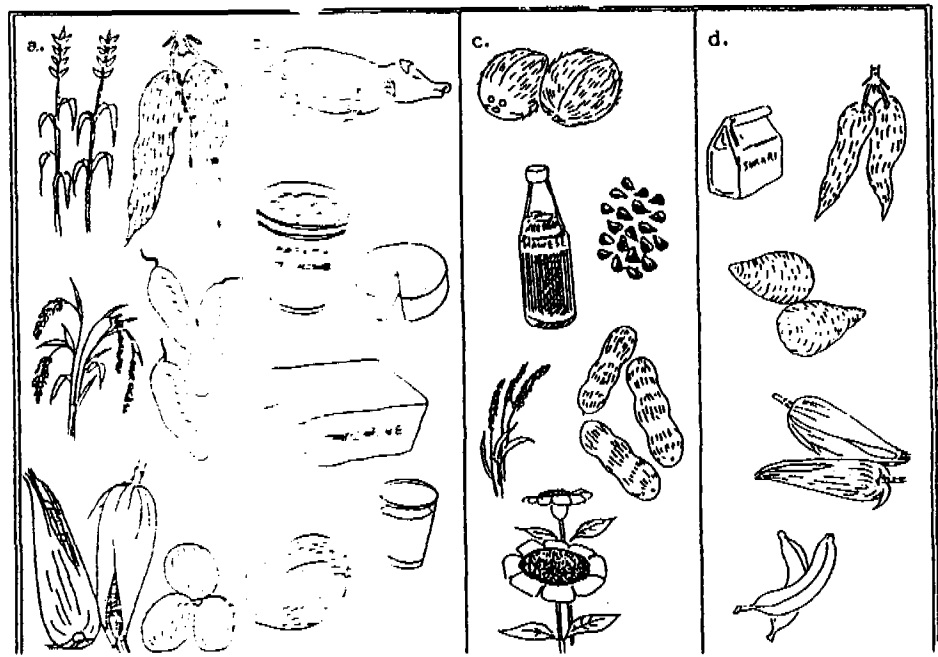
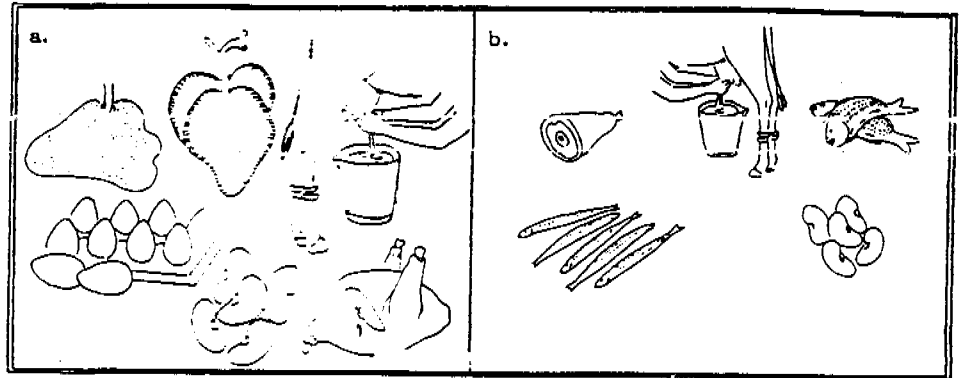
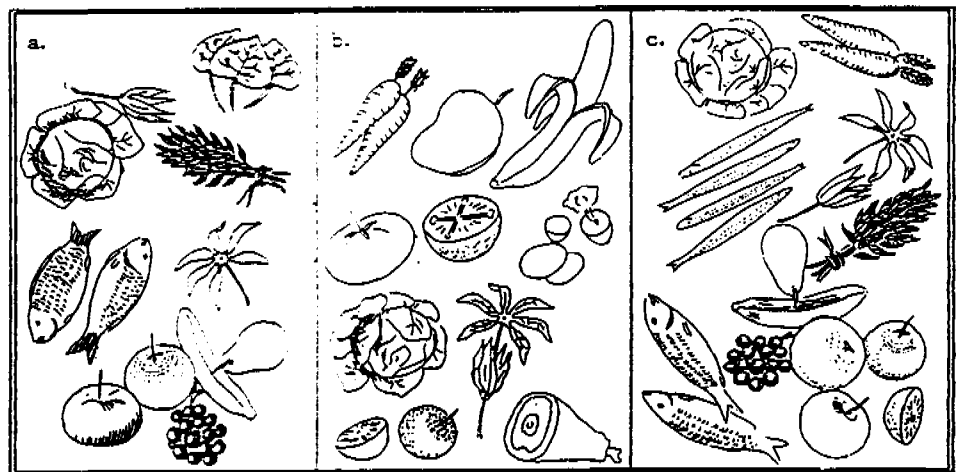


FIG. 3.1 Types of food for a healthy body



P. 3.2



P. 3.3.Types of food which will help to prevent disease

Proper food for a healthy body is:

- Mixed food
- Enough when taken
- Clean and safe

**Teaching/learning strategies**

- Pupils to explain different types of food and what they normally eat in the morning, afternoon and in the evening.
- Teacher explains what is to be done and the procedure of doing the work.
  - Each pupil to get a card labelled with a food name
  - Pupils to go into three groups according to food groups
  - Teacher should tell pupils with 1<sup>st</sup> group card to show it and stand in front of the class. The same should be done with the 2<sup>nd</sup> and 3<sup>rd</sup> group
  - Teacher to insist that it is very important to eat food taken from all three groups (mixed food or balanced diet). Always eat enough of a mixed diet.

- Teacher should mention one card food from 1<sup>st</sup> group (carbohydrate) the pupils with such named card should move forward and show it to the class. The teacher mentions 2<sup>nd</sup> group (protein), 3<sup>rd</sup> group (vitamin) an example 1<sup>st</sup> is stiff porridge 2<sup>nd</sup> group is fish 3<sup>rd</sup> group is spinach and pineapple.
- Pupils with named cards to stand in front of the classroom forming a straight line and the rest of the class read the cards; stiff porridge, fish, spinach and pineapple.
- Teacher to give more examples of such examples of food in order to form variety of mixed diet groups. Foods used must be available in the local environment. *More examples include:* Rice, fish, cassava leaves, mangoes, banana, beef, cabbage, oranges, groundnuts
- Teacher to allow pupils to mention more examples using food cards
- Pupils to draw foods forming various mixed diet from the cards.

**Equipment:**

- Posters of various foods
- Charts of carbohydrates, proteins, fats and vitamins
- Three charts of the three food groups
- Cards with food drawings

**Exercises**

1. Mention the type of meals eaten in the morning, afternoon and evening
2. What type of meal helps one to stay a long time without feeling hungry?
3. Form various balanced, mixed diets from the following foods: beef, rice, fish, oranges, beans, spinach, cassava and peas
4. Mention sources of food.

## Chapter four. First Aid

### Objectives

After learning this topic pupils should be able to:

- Give a report in case of any accident

### Content / Explanations

First aid is to give initial temporary assistance to a person who has an accident or sudden illness. Accidents can occur suddenly or unexpectedly at any time and any place. If such an event occurs, pupils should be free to report this immediately.



P.4.0 Reporting an event

### Teaching/learning strategies

- Teacher to lead pupils to discuss how to report immediately after an accident occurs:  
At school pupils should report to the prefect or teacher.  
At home pupils should report to parents, elders, relatives and neighbours.
- Pupils should mention names of their class teacher, head prefect and other prefects
- Pupils to mention names of their parents/guardians and neighbours

### Teaching aids/equipment

Pupils to be used as teaching aids

### Exercises

1. Mention types of accidents that can be reported when they occur
2. Whom do you report to, in case of any accident?



3. What do you do if your friend falls from a high tree?

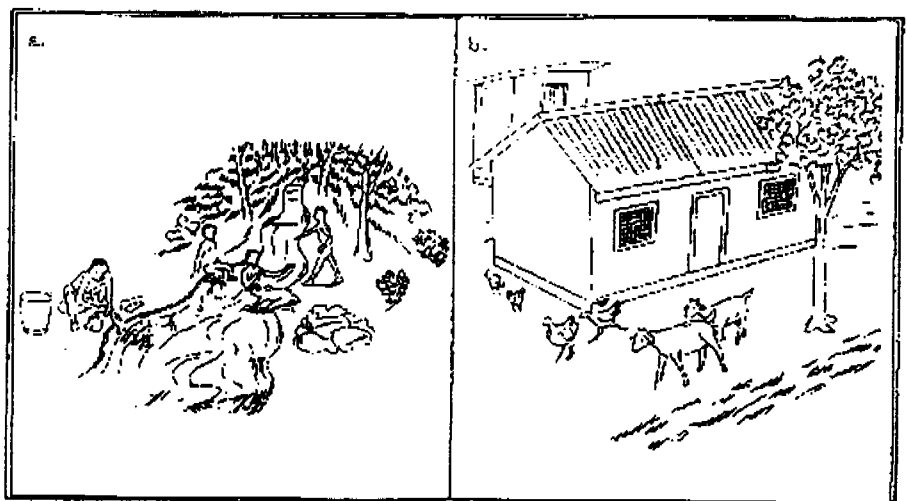
## Chapter Five. Living Safely in our Environment

### Objectives

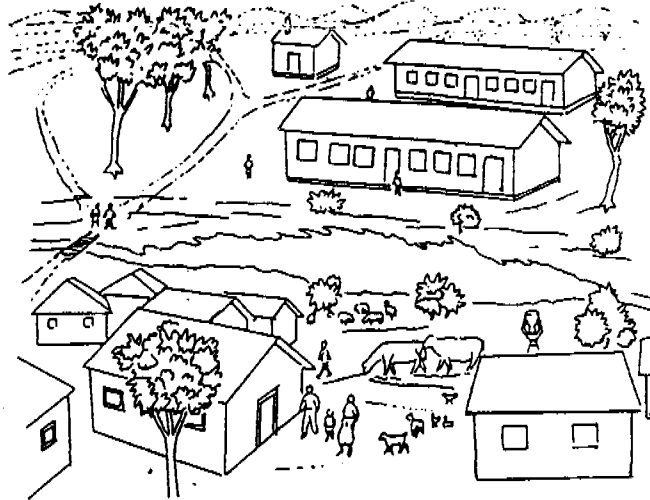
After learning this topic pupils should be able to:

- identify things found at home and in the environment
- explain uses of the things mentioned above
- create a safe environment for use of fire, medicine and animals
- create a fire
- light a fire freely and safely
- take safety precautions with fire, things which can catch fire or things that cause fire
- identify things which can cut or hurt the body
- play with or use dangerous things safely
- identify dangerous creatures or poisonous things
- ask for advice about what is dangerous in the environment
- keep dangerous organisms out of the water
- care for water
- take care to put water in a safe place

### Content/Explanations



P. 5.1 The home environment



P. 5.2 The school environment



P.5.3 carefully cutting meat with a knife

P. 5.4 Sewing clothes with a needle and thread



The home environment is very important in developing pupils' knowledge, skills and attitudes.

Knowledge, skills and basic behaviour learnt at home might be the base or foundation of what is taught in schools. Some of the knowledge, skills and experience may have the same concepts as those taught in school. The teacher must be careful when teaching in order to obtain good results using the home taught skills.

**P. 5.5 Keeping the home environment clean**

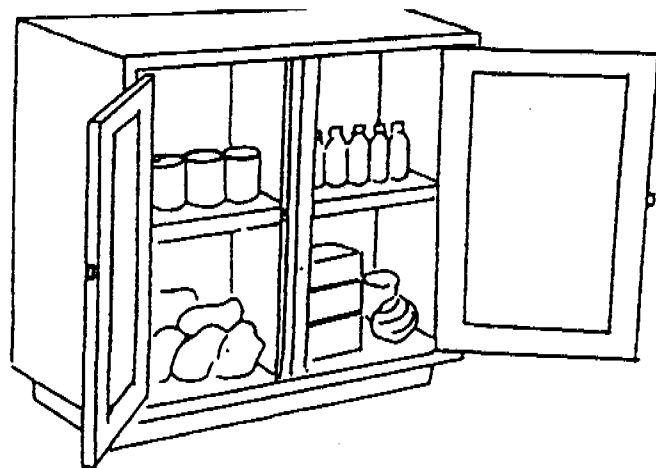


**P. 5.6 Keeping the school environment clean**

Teaching should be geared towards the development of knowledge, skills and good behaviour. Efforts should also be made regarding the proper and correct use of things in the environment. Emphasis should be put on obvious things which pupils encounter everyday at home and in school.

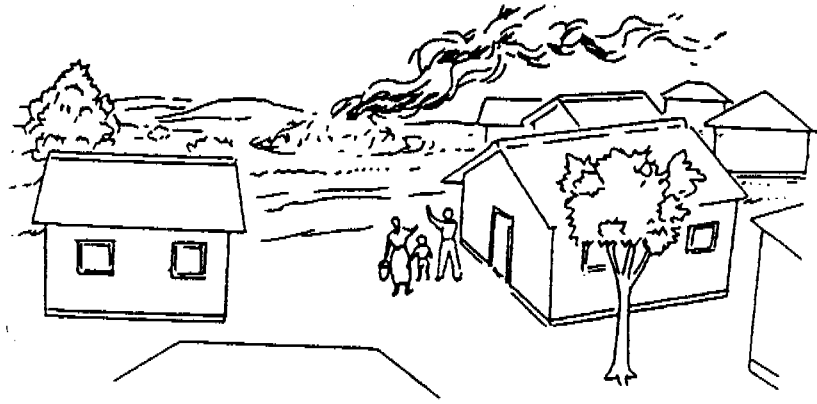


P. 5.7 Carefully lighting a fire



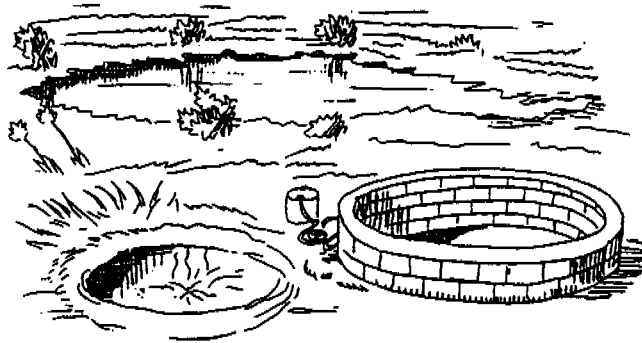
P. 5.8 Keeping medicines in a cupboard at home

The sources of fire, how to make it and how to use fire safely should be taught properly.



P. 5.9

It is also important to emphasise the correct use of dangerous things and how to play safely.



P. 5.10 To avoid playing with water or polluting their sources

#### Teaching and learning strategies

- Prepare several questions on how to develop knowledge, skills and attitudes regarding keeping a safe environment at home and at school.
- Ask questions after pupils have observed real things, pictures, the environment and their surroundings.

#### Question examples

- Mention different things found at home and at school
- Ask what things are found at home/school
- What things are found outside your home/school?

- What things are found outside/inside our homes/schools?
- Who uses those things?
- What is the use of each? Work or play?
- Do you use any of these things?

Use these questions when teaching and allow pupils to make observations.

**Demonstrations**

Show pictures of different things found at home and at school. Allow the pupils to identify and name them.

**Chart**

Show a chart with assorted things found at home and at school. Let the pupils classify and arrange the things according to where they are found.

**Models**

Pupils to make picture models of different things found at their surrounding using soil, word, metal paper and maize cobs. Teacher to store things safely.

**Real things**

Use the same questions to ask pupils to arrange the following things in their proper groups according to use.

Knife	hoe	pot	plane	scoop	ruler	chicken
Razor	chair	door	slasher	bucket	eraser	rabbits
Needle	stool	window	broom	cask	pencil	duck
Arrows	bed	saw	pin	tin	pen	sheep
Bow	cupboard	mat	pan	desk	duster	cat
medicine	charcoal stove	soil	pot	stone	box	cow
Sword	kerosene stove	bottle	spoon	rope	ball	mule
Mortar	gas cooker	glass	fork	card	goal	goat
Pestle	electric cooker	kettle	strainer	cloth	ground	pig
Axe	table	cup	guard	soap	garden	clove
sickle or shopper	plate	plate	crater	chalk	animal	rat
scissors	bowl	board	sun	star	plant	fish
Book	hammer	rock				

By doing all the activities mentioned, the teacher is now aware of his pupils' behaviour and abilities. It is now easy to build correct behaviours and improve knowledge and skills. Pupils can now live safely and use their environment properly.

**Activities**

- Prepare practical activity to demonstrate safe living with fire, water and dangerous animals. Also how to maintain safe environment.
- Prepare an activity to demonstrate how to make fire. Let every pupil practise.
- An activity of how to use fire safely.
- An activity of how to handle sharp things: pupils to cut their finger nails
- An activity of how to play with harmful things safely: knives, razor blade, scissors, knives and needles.
- An activity on how to use poisonous things drugs, pepper and acids.

**Education field trip**

- Take pupils to surroundings near to their schools in order to identify things like animals, rivers, mountains, forest, streams, buildings, trees and water. Discuss with pupils the effects of playing or destroying those things.
- Pupils to draw picture of some of the things observed during the field trip.

**Play**

- Let the pupils see the effects of some activities that pollute water. Safety of the environment contributes a lot towards maintaining good health.
- Pupils to draw pictures
- Pupils to make models
- Pupils to sing songs on health

All must be based on their environment.

**Tools/equipment**

- Environment chart.
- Charts of different fire sources e.g. papers, dry grass, kerosene, petrol and wood.
- Models like snake, scorpion, ants, worms, bees, rat, snails and mosquitoes.
- Chart on home and school environment.
- Chart on accidents.
- Chart to show road safety.

**Exercise**

1. Mention things found at home and school
2. Arrange the following things in the order of where they are found (at home or at school): tin, soap, medicine, pen, cooker, lamp, cat, hen, chair, table, desk, needle, knife, razor blade, goat, a duck, cow and cupboard.
3. How do you use a needle, razor blade and a knife without hurting yourself?
4. Where do you keep a razor blade, a knife and a needle safely?
5. What precautions do you take to avoid accidents with fire?
6. Demonstrate how to sit properly at a desk.
7. What actions do you take to keep water safe?



## PART TWO

## Chapter One. Cleanliness of the Human Body

### Objectives

At the end of this topic a pupil should be able to:

- thoroughly clean her/his body
- apply lotion
- know the importance of the skin and eye lid
- take care of the washing vessels
- draw a rough picture of a human body and show the outer parts/organs

### Explanations/contents

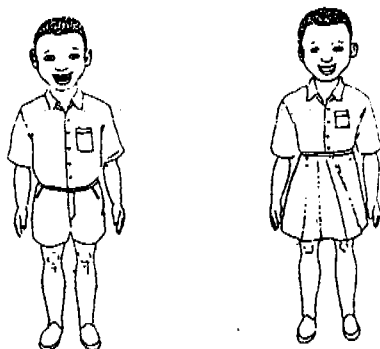
Human body should be washed with soap everyday. After learning the skills of washing the different external parts of the body, that is the hair, eye and eyelids, ears, nose, mouth and teeth, it is important now to wash the whole body.



#### P. 1.1 Washing with soap every day

Wash your body two or three times every day in order to make the skin clean and soft. When you are washing your body it is important to remember folded parts such as the armpits, between the legs and between fingers and the neck. Apply soap on all body parts, in the following order: starting with the head downwards towards the legs. Avoid leaving soap lather on any part of your body since the lather contains dirty materials from your body. After washing your body it is necessary to

dry your body using a clean and dry towel. Shave your hair and cut your nails before washing your body so as to look smart after bathing. When your body is clean and dry, apply an appropriate amount of Vaseline or lotion to the skin. Too much of these encourage dust to stick to your outer skin parts. The skin helps to structure the body by keeping body parts at their appropriate positions. Viscous jelly reduces the ability of the sweat pores to remove the unwanted materials from the body. A dirty body itches and smells bad. When the body itches a person scratches the skin resulting in lesions on the skin. Eye lids and the hair around them protect the eye against dust and other dirt materials. They should be cared for, and the hair around them should not be cut, although they need to be short. It is a good thing to wear clean clothes and shoes after washing the body. Clean clothes make a person look smart and protect the body against hot sunshine or cold.



### P.1.2 Putting on clothes and shoes after bathing.

#### Teaching/learning strategies

- The teacher should make repetitions with the pupils by asking questions on the cleanliness of the body parts such as the hair, nails, teeth, ears and eyes.
  - What they are supposed to do with long hair and nails before washing their bodies.
  - What instruments are used?
  - What is done to remove hair and nails?
  - Why is it necessary to destroy the removed hair and nails?
  - How many times do pupils wash their whole body per day and why?
  - What things are used to wash their bodies?
  - What are the effects of sharing use of a towel and a comb?
- The teacher should place pupils in groups
  - One group will discuss the steps that are followed when washing the body.
  - Another group will discuss what is done after washing the body.
  - Another group will discuss the effects on the body if it is left dirty for a long time
- Discuss how to take care of the vessels used when washing the body. The discussion should end by giving them correct explanations.

#### Practice

- Pupils should draw the human body showing outer parts
- Pupils should sing a song emphasising body cleanliness
- The teacher should make a cleanliness inspection of the pupils before they enter the classrooms.

#### Teaching materials

The teacher should prepare razor blades and a pair of scissors. If there are any pupil with long hair, dirty hair or girls with unplaited hair they should be shaved or cut. Other materials include Vaseline/lotion, a comb, soap, towel and a washing basin.

**Exercise**

1. Why are we advised to apply lotion/Vaseline to our skins after bathing?
2. What are the characteristics of a dirty body?
3. How is a wet body dried?
4. How many times a day a person should wash his/her body?
5. What diseases can attack a dirty body?

## Chapter Two. The importance of food.

### Objectives

At the end of this topic, a pupil should be able to:

- explain the importance of food
- explain the importance of food which comes from animals and plants
- explain a balanced diet and the importance of food in the body

### Content / Explanations

Help your pupils understand the extent to which food is important for human life since food is required for the following reasons:

Body repair and growth

Energy and heat

Body protection against diseases

The idea that everyone should eat a balanced diet so as to be healthy, will not be new to them because they have heard about it at home, and now at school. It is strongly advised that during your teaching you insist on the characteristics of good food which are:

Mixing food which has different types of foods stuffs

Having enough food

Clean and safe food.

It is also advised to insist that meals include different types of food groups.

Food which help build a healthy body should be a mixture of the following food groups:

#### *Food for body repair and growth*

Examples of this group of foodstuffs include meat from goats, sheep, cow, rabbit, chicken and buffalo, fish, crumb, dagaa, flying ants, senene and locusts. Legumes such as beans, soya beans, groundnuts, peas, dengu, mbaazi (Kajunas Kajana Botanical name) choroko and njegere.

#### *Food which provides energy and heat*

Examples include porridge, stiff porridge, rice, bread, potatoes (sweet and Irish), cassava, yams, and banana. Others including sugar, sugar cane, butter, cheese, margarine and other cooking oils such as those of groundnuts, cotton, sunflower, and palm are types of food, which supply both energy and heat to the body.

#### *Food which protect the body against diseases*

Examples include vegetables such as spinach, cassava leaves, sweet potato leaves, cabbage, tomato, Okra bamia, egg plant and citrus. Fruits such as: papaw, mango, orange and other citrus fruits.

### Teaching/learning strategies

- The teacher should guide the pupils to discuss the importance of foods that they eat.
- The teacher should explain to pupils that if a person doesn't eat enough food his or her body will not always be healthy, and will be affected by diseases easily. These diseases affect mostly young children.

- The teacher is strongly advised to make and teach pupils a song about a balanced diet. Pupils should bring different types of food to school. The pupils should be guided to group the foodstuffs in three categories - food that enables the body to repair and grow, energy giving foods and foods that protect the body against diseases. After that pupils should draw one kind of foodstuff in each group.
- The teacher should show the pupils pictures/charts of pupils who are healthy and those who are not healthy.
- The pupils should be able to tell the difference between those pupils and why they are different.
- The pupils should be able to tell what kind of food the pupils in the picture eat. The teacher should ask everyone to choose between the two pupils in the picture whom they like to be and give reasons.

**Teaching materials**

- A chart of three different types of foodstuffs
- A chart of two girls and two boys, one of each kind is healthy and another is not healthy
- Foodstuffs of different types.

**Exercise**

1. Mention the function of food in the body
2. If you want to avoid certain types of diseases you need to eat what kind of food?
3. How can you tell that food prepared for you provides a balanced diet?
4. Arrange the following food stuffs: tomatoes, okra, egg plant, fish, stiff porridge, dagaa, sugar cane, beef, potatoes, maandazi palm oil, carrot under:

Foods that enable body repair and growth

Foods which provide energy and health

Foods which enable the body to be protected against diseases:

## Chapter Three. Clean and Safe Air to Breathe

### Objectives:

After learning this topic a pupil should be able to:

- Explain the characteristics of air which is clean and safe to breathe
- Explain its importance
- Explain how different animals breathe

### Content / Explanations

Air exists in our environment even though it cannot be seen. Living organisms such as human beings, animals and plants need air in order to live. Without air there is no life.

Standard two pupils have some previous experience in discussing the importance of air but the teacher should remind pupils about air by doing various games, and also by observing hung flags, tree branches, leaves and hanging clothes. Doing some experiments like forcing air out of a bottle in a bucket of water (and seeing bubbles) and whistling will reveal the assistance of air.

The teacher is to emphasise how to get clean and safe air, its importance and how animals breathe.

The teacher is to equip the pupils with the correct knowledge, skills and attitudes regarding keeping the air safe so as to avoid diseases such as tuberculosis, meningitis, flu, coughing, measles and eye disease. Explain how the community may pollute the air by burning rubbish, driving, with smoke from cigarettes, smoke from factories and burning forests.

Explain how all those activities can be avoided.

Explain the importance of breathing clean air and how living organism can get it. Breathing is one of the characteristics of living things that helps them to survive.

### Teaching/learning strategies

*To prove the existence of air.*

- Prepare things that will help enable pupils to prove air existence within their surroundings. Allow pupils to do various activities e.g. running, watching flags, and hanging clothes. Ask them the following questions:
  - What produces the sound when one blows a flute or whistle?
  - What happens when an empty bottle is pressed down in a bucket full of water?
  - What makes tree leaves and hanging clothes shake? What other things can be shaken by that thing?
- Continue the exercise by allowing pupils to whistle, and forcing containers with constricted necks and mouths in a bucket of water.
- Questions:
  - What makes the flute produce sound?
  - What is inside the apparently empty bottle?
  - What comes out when the water first gets in the bottle?
  - What causes such a situation?

With all those activities and situations a pupil can discover air and that when air is in motion it is called wind.

### **Educational field trip**

Before taking the pupils to the field the teacher should investigate places with clean and safe air. Places with clean and safe air are places like flower gardens, forests and under big trees.

Let the pupils explain their feelings after visiting such places. They may mention other possible places through their experiences. Ask the pupils to state if the same condition is found at their home/schools. Let them discuss proper activities to maintain fresh and clean air.

### **Games**

Prepare different activities to maintain fresh air and emphasise the importance of clean air to our daily life and health. Point out good environmental conditions and how they can be maintained.

### **Activities**

Allow pupils to observe living organisms and how they breathe. Also pupils should mention body parts concerned with breathing. They should do this using small insects like locusts or animals like frogs, rats, dogs, goats, sheep, chicken, cats and cows.

### **Equipment**

- Different charts to show fresh air
- Different animals and insects
- Places with fresh air
- Places with polluted air

### **Exercise**

1. What is the name for moving air?
2. Name places with fresh air and safe air
3. Name places with unsafe air
4. What is the importance of air?
5. How do you maintain fresh air?
6. Explain how animals breathe by giving examples
7. How do you maintain fresh air in your environment?



## Chapter Four. Cleanliness in the Working Environment

### Objectives

After learning this topic a pupil should be able to:

- explain the meaning of rubbish and dirt
- sweep and dispose of rubbish and dirt appropriately
- explain the best way of destroying rubbish
- explain the best way of keeping the toilet clean
- explain how to take care of table cleaning equipment
- identify different types of toilets.

### Content / Explanations

Pupils of this particular class already have basic knowledge of what it is to be dirty and what is rubbish. It is expected that the teachers continue teaching in detail the effects of rubbish and dirt to the health of human beings.

Pupils have also developed good behaviour regarding the cleanliness and disposal of rubbish. It is therefore important to promote the good behaviours and discourage the bad ones. Proper disposal of rubbish prevents people from getting disease. The best way of disposing of rubbish and dirt is to use a dustbin or rubbish pit. It is sometimes proper to sort rubbish and destroy things that will not become manure

#### 4.1 Proper disposal of rubbish



The toilet is a place where people defecate. Some families do not have toilets and some have toilets but they don't use them. Emphasise the proper use of toilets to all pupils and insist that they develop a habit of using the toilet everyday.

**P. 4.2 Cleaning the toilets**

Let pupils clean the school toilets and encourage them to use them.



**P. 4.3 Cleaning equipment**

Explain and demonstrate how to clean and take care of the cleaning equipment, especially those used to clean the toilets. Show the pupils where to store them so that they can easily be found when needed for cleaning. Inform the pupils of the effects of not taking care of the equipment that they may use. These include diseases like worms and diarrhoea, cholera and eye infections.

## Teaching/learning strategies

### Activities

#### *Cleaning the school environment.*

- Arrange the pupils in groups and give them different places to clean. Lead them to clean the surrounding using some equipment that they have prepared.
- Pupils should have already developed a habit of sweeping or picking up rubbish whenever they see them. Teacher to inspect how the pupils sweep, equipment used and how they dispose of the rubbish collected. Allow the pupils to discuss how dirt or rubbish accumulates in their places so that they avoid making those places dirty.

#### **Poems/songs:**

- Best ways of disposing rubbish. Poems concerning ways of destroying rubbish and dirt. Songs to include health issues.
- Help the pupils to learn the poems and songs.

### Activity

#### *Toilet cleaning.*

Arrange the pupils in groups and guide them to clean their school toilets in phases. Allow them to discuss the cleanest toilets and let them explain how they will maintain the toilets cleanliness.

#### **Activity:**

#### *Cleaning equipment*

Pupils have already learnt the skills of cleaning toilets and sweeping. They also know how to take care of the cleaning equipment and its importance. Remind them to store them properly when they are clean and dry.

#### **Educational field trip:**

#### *A walk to identify various toilets.*

Teacher to prepare the field trip and explain to the pupils the purpose and prepare questions to cover what they are going to look for. Pupils to discuss what they have gained from the trip.

### Equipment

- Types of rubbish and dirt
- Dirty places
- Chart of pupils cleaning surrounds
- Brooms, dust bins, soap, and buckets of water
- Toilets and antiseptics.
- Chart of types of toilets

**Exercise**

1. What is dirt?
2. What is rubbish?
3. How do you remove dirt and rubbish?
4. Name the equipment used to remove dirt
5. Why do we remove rubbish and dirt in our surroundings?
6. What kind of dirt is found in toilets?
7. How do we clean the toilets?
8. Explain the importance of having a clean environment.

## Chapter Five. First Aid

### Objectives

After learning this topic a pupil should be able to:

- Explain what first aid is
- Give first aid
- Explain the importance of giving information immediately after an accident
- Explain what a bruise is and how to give first aid to a person with a bruise.

### Content / Explanations

#### *What is First Aid?*

First Aid is first hand help given to a person who has an accident or becomes sick. The main objective is to help the injured before going to see a doctor.

#### *Importance of First Aid*

To avoid serious after effects after an accident

To assist a helpless person after an accident or sudden health problem

To save life.

#### *The importance of giving a report*

It is important to give information immediately after an accident. If an accident occurs at school a report should go to the prefect or teacher. If an accident occurs at home, the report should go to parents guardian elder relative or neighbours.

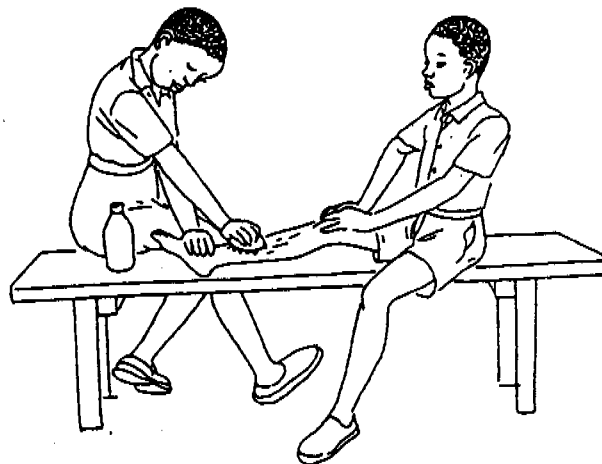
#### *First Aid for an accident*

Accidents may be of different types; examples include falling down, electric shock, fire, drowning or a car accident.

Tie the wound to avoid bleeding

Tie a broken bone with a supportive tool

Remove the injured from the place of the accident



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***First Aid to a person with bruises***

Bruises appear on the human body if a person falls down or scratches the skin with sharp things. Any part of the skin can get a bruise.

Wash the place with a bruise

Stop bleeding

Tie with a clean bandage

***Stopping bleeding***

Help the person to lie straight, holding up the part with the wound in order to stop bleeding and allowing a blood clot to form.

Press the wound with a clean piece of cloth before putting the bandage on. Pressing the wound helps the blood to clot.

Take the sick person to the hospital.

**Teaching/learning strategies**

- Teacher to lead the pupils to demonstrate how to give information in case of accidents and to whom.
- Teachers to emphasise the importance of reporting immediately to teachers/parents or prefects.
- Pupils to practice giving first aid to a person with a wound.

**Equipment**

Chart of how to give first aid.

**Exercises**

1. Who is supposed to report in case of accidents?
2. Where is an appropriate place to report to?
3. What are the possible causes of accidents?
4. Define First Aid.
5. How do you prevent a wound from bleeding?

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