

# INTEGRATED HYGIENE PROMOTION IN SCHOOLS



## MANUAL FOR HEALTH WORKERS AND SCHOOL TEACHERS



**WATERAID INDIA - TIRUCHIRAPALLI**

203.2-00 IN- 19317

# **INTEGRATED HYGIENE PROMOTION IN SCHOOL**



## **WATERAID INDIA OFFICE**

22-A, FIRST STREET, NEW COLONY

MANNARPURAM, TIRUCHIRAPALLI - 620 020.

TAMIL NADU, INDIA. Ph. : 0431-422276 Fax : 0431-422185

email : [waindia@satyam.net.in](mailto:waindia@satyam.net.in) / [waindia@tr.dot.net.in](mailto:waindia@tr.dot.net.in)

## TABLE OF CONTENTS

S.No.	Contents	Page No.
1.	Preface	
2.	How to Use this Manual	1
3.	Hygiene Promotion in Schools	3
4.	Rapport Formation	5
5.	Formation of Children's Committee	6
6.	The Various Stake Holders in the School Programme	7
7.	Lesson 1 - Proper Identification of Safe Water Source	8
8.	Lesson 2 - Protection of Handpump Water Source	11
9.	Lesson 3 - Prevention of Water Source Contamination	15
10.	Lesson 4 - Quantity and Quality of Water	17
11.	Lesson 5 - The Faecal Oral Transmission of Diseases	21
12.	Lesson 6 - Handwashing	26
13.	Lesson 7 - Safe Water Handling Practices	30
14.	Lesson 8 - Importance of Safe Disposal of Human Faeces	33
15.	Lesson 9 - Safe Disposal of Human Faeces by Using Latrines	36
16.	Lesson 10 - Food Hygiene	41
17.	Lesson 11 - Diarrhoea and its Causes	44
18.	Lesson 12 - Treatment Methods for Diarrhoea	47
19.	Lesson 13 - Waste Water Disposal by Soak Pit or Kitchen Garden	50
20.	Lesson 14 - Environmental Hygiene	52
21.	Activities and Games	54
22.	Rhymes	63
23.	School Health and Hygiene Education - <i>Pre Test and Post Test</i>	66
24.	Pre Assessment Questionnaire / Checklist	70
25.	Periodical Assessment Questionnaire / Checklist	71

## **PREFACE**

Water Aid India and Partners started doing hygiene education from the year 1996. "Children are Ambassadors of Change" with this in mind, many partners included school hygiene promotion as part of the "Integrated Water and Sanitation Programmes". They found the results of doing a school hygiene promotion very beneficial, for promoting hygiene practices in the community much faster.

CARD and SCOPE were the first two Partners organisations who had developed lessons for teaching the hygiene subjects to the students. They thus brought out the first manual in the year 1997 and have been using it in the field for more than a year. Later, GSSS another Partner organisation also brought out a manual in the regional language Tamil. Many others also developed their own lesson plans to help in teaching. This is an attempt to make a model for our Partners interested in promoting hygiene through schools.

From the experience of using these manuals and the lessons from the field tests, we tried to improve it further by focussing on key hygiene behaviours. This book is meant for Health workers and teachers to understand the subject. It also gives guidelines to take each lesson. This is an attempt to make a model for our partners interested in promoting hygiene through schools.

Our thanks to all our Partners and staff who have helped to produce this work. Thanks to SCOPE, LEAD for suggesting various activities and games and Mr. Ramraj of ROMA and Mr.S.P. Sivam for sketching the Pictures.

We are sure this can be improved further, hence we welcome suggestions and comments from, all especially Health workers using this book.

**SHUNMUGA PARAMASIVAN**

WATER AID – India Office,  
Tiruchirapalli.

## HOW TO USE THIS MANUAL

This manual is guideline for the use of Health workers and Teachers.

Before taking the classes go through each lesson very carefully. A better Health Worker/Teacher is one who goes fully prepared without carrying the manual for taking hygiene education classes.

Each of the lessons follows a sequence according to the nature and content of the lesson.

- **Key Hygiene Behaviour**

This is the main focus area of the lesson. One needs to give more focus to this behaviour while taking the class, as they are the **Life savings messages**.

- **Aim and Objective**

It tells of the overall aim and what you are going to teach to the children.

- **Lesson Content**

It is the subject matter that you are going to deliver. Here kindly note that the content doesn't go into exhaustive details but gives hints and it is upto the Health Worker to refer books like Hygiene Manual published by WaterAid India for further clarity, though important points of attention are given separately at the end.

- **Methodology**

It is the process as to how to conduct the class. In some cases this would have been integrated into the lesson content for more clarity.

- **Activity / Demonstration**

These are games or practical activities which are aimed to increase the clarity on the subject and also as part of joyful learning.

- **For Health Worker**

These are additional points for the Health Educator to take note of or it is about any activity one has to do.

- **Points for Follow Up**

These are the behaviours that one has to inculcate among the children either through observation or review. It tells the important areas for follow up or observation during visits.

### **Using Teaching Materials :**

Here we have used more of pictures. These help to facilitate learning and teaching. The students are able to pay more attention and understand the subject better. A variety of teaching aids can be developed and used to make the teaching learning process easier. Pictures help to bring a visual focus where half the subject is

understood by seeing. Health workers can be creative enough to make or use aids appropriately. This manual mostly uses simple line drawings to convey the message. These drawings can also be developed as flash cards. The children themselves can try copying these drawings or make their own drawings.

### **Participatory Approach in Teaching**

The lessons should be conducted more in a participatory manner. It means bringing more involvement of the students for bringing about behaviour change. Conducting practical activities together with lesson, especially those activities that teaching hygiene behaviour, increases participation.

E.G. : Making a soak pit or kitchen garden or compost pit/garbage pit.

### **Set a Time Frame**

Depending upon the number of classes you have and the time you have and also the nature of the lesson divide the time you need and take each lesson accordingly. It is not a strict rule that each lesson should be taken within a class. It can extend to two or three classes according to students understanding and capacity, available time.

## HYGIENE PROMOTION IN SCHOOLS

The objectives of School Health Education Programmes are :

1. **Learning** : Impart knowledge of the hygiene education behaviours and message to the students.
2. **Changing** : Improve the children's behaviour. Facilitate with appropriate improvement in the school surroundings sanitation, water etc.
3. **Sharing** : Children as hygiene messengers to their parents, siblings and neighbours. The **Child to Child**, **Child to Family** and **Child to Community** approaches are to be encouraged.

All three objectives of Learning, Changing and Sharing must be taken care while planning the course content. The course content must be simple and focussed on the key issues. The course content should have a time frame depending upon the project life and the school time available.

### The Features of a Lesson Plan

1. **Specific Lessons** : Water Sanitation related diseases, link between diseases and behaviours, promoting life saving behaviours, safe water sources, minimum required sanitation facilities and their usage, maintenance, Rehydration solutions and the responsibility of the children. The level of students who are going to be covered and the depth of knowledge to be imparted to them should be decided. (According to age group of children, give appropriate importance to the depth of knowledge – focus only on behaviours for very young children and give less importance on detailed information).
2. **Games** : For each topic (hand washing, preparing ORS) appropriate games can be developed to re-emphasise the topics taught.
3. **Exercises** : Activities, which give practical exposures to the works suggested in the lessons can be, included, in the lesson plans. (e.g. making a kitchen garden, soak pit, collecting water, cleaning the school surroundings etc.).
4. **Time Table** : A timetable giving sequential order of lessons, games and exercises should be attached to the lessons. The time table should relate to the school timings available.
5. **Methods and Materials** : Against each lesson narrate how to conduct each lesson, (e.g. interacting with children, asking what are the illness they recently suffered, what they think are the reasons and the remedial measures they adopted and continue discussions on these lines leading to information). Explains the materials necessary for the classes and games that are available or those that have to be developed and guidelines on how to use them.

### The various activities involved in school health education and the action plan.

1. Initial assessment (with periodical follow-up) of children's behaviour and knowledge on the key hygiene areas.
2. Assessment of Facilities (Water source, latrine or place to construct latrine etc.) available at the school and additional requirements and resources to be

identified. (It need not be always providing a water source at school where there is none, it can even be a provision of water tub (for washing) and water drum for drinking, and PTA or children's committee made responsible to fill it).

3. Understand the school educational syllabus and the topics covered under the same. Accordingly hygiene education lesson plan can focus on areas not covered.
4. Comprehensive curriculum suggested above to be prepared different for each class/age group of students.
5. School teachers' training. Before commencing the programme initial orientation on the programme (the objectives, the content of the course and the areas where the teachers can support), and follow up training as necessary to be conducted. Make one or two teachers (as appropriate to the school strength) to be responsible for supporting and following it up.
6. Children (Students) Committees to be formed, to monitor and improve the changes among fellow students. Parents Teachers association to be formed and initiated into the hygiene programme. Training to be extend to
  - ★ Influence and ensure the continuation of hygiene education
  - ★ Improve / maintain the facilities in the school
  - ★ Take care of general school development and maintenance.
7. Periodical review must be carried out on all three aspects of Learning, Changing and Sharing of school health education. If the need is felt, the plans and time frame must be redefined.
8. Where available, free health services can be made accessible to the school. It is not spending on the health services but making efforts to include the school as a recipient of benefits. (e.g. visits by the local (government or other reputed agencies for medical screening of the children with respect to eye, ear, Vitamin A, immunisation, regular deworming and medical check-ups). In many places such support is available, it has to be identified and directed towards the school. The visits can be regularised that even after project period the students receive consistent support.
9. In the last few months, the curriculum / lesson plan that was being followed with its timetable and methodology can be handed over to the school teachers (the School and the PTA) who can be encouraged to follow the hygiene education. The project staff can be observers and help with improvements if necessary.

On completion of the project period the programme to be continued by the school teachers with the new generation of students. For a period after completion, the school can still be visited and meet the PTA members to assess the continuation and extend any support if necessary.



## RAPPORT FORMATION

Rapport means getting to know the other better, establishing contact that is favourable. On starting the hygiene program in a particular school rapport building is the initial process. One needs to build rapport with the headmaster, with other staff and also the students, parents and the noon meal workers, as these are some of the people you are going to be involved with in the school program. Rapport is necessary to build up an understanding and creating a warm relationship. But more importantly these persons need to agree and support the hygiene activities that have taken up. So it means meeting the headmaster and discussing with them what one intends to do, how much time he/she requires, when classes will be taken, what are some of important activities are likely to be promoted. E. G. Handwashing, forming committee's etc. The teacher also be introduced to you or you could introduce yourself to them and briefly explain the type of work you are going to take up.

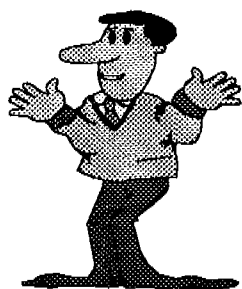
Building up rapport has to continue especially in cases where the teachers seem to be less interested.

Building rapport with the children before launching the hygiene education classes is very important.

To create interest in the child following method can be followed.

Draw figures of different character and cut out the figure. Make the children colour it. Attach a piece of chart as a loop in the back of the figure. Make the child wear the figure as a ring. By nodding the finger sideways or forward right or left the child can say yes or no to the questions. By this child can be made to tell the health practices they are used to.

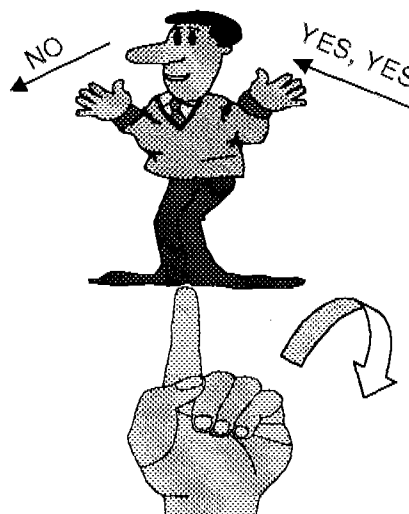
Given below is a picture for your use.



FRONT SIDE OF THE RING



BACK SIDE OF THE RING



## FORMATION OF CHILDREN'S COMMITTEE

Forming children's committee's help to allocate duties and responsibilities, which can improve learning and practicing hygiene behaviours.

One of the staff will be the Chairman of the committee, One student from the senior class will be the President and One student from a lower class can be the Vice President. The visiting hygiene educator will be the Counsellor. By organising small committees in each class, the children can implement the programme successfully.

### Roles and Responsibilities of School Committees :

#### Water Committee

1. Maintenance of water sources at the school
2. Maintenance of the water pot and monitor whether they are kept closed and above floor
3. Teach and monitor whether students do proper water handling practice
4. Have monitoring system within the committee to monitor the maintenance, use of water sources, water handling practice, waste water management systems etc.

#### Hygiene Committee

1. Have a fund collected for use in water, sanitation and hygiene activities like buying ladle, soap, water pot, brooms etc.
2. Monitor the behaviour changes at school (Water handling, Food hygiene, Use and Maintenance of sanitary blocks, handwashing, maintenance of kitchen garden / compost pit etc.)
3. Teach the lower class children on handwashing, water handling and help them in practicing the same.
4. If any problems arise in relation to the school programme, discuss with the teachers and Hygiene Educator and take steps for action.
5. Monitor the activities of other committees and the school programme process.

Periodical monitoring can be done by the Hygiene Educator using this committee and also involving teachers, PTA member.

#### Sanitation Committee

1. Maintenance of sanitary/ urinal block
2. Maintenance of water sources
3. Waste water management
4. Solid waste management
5. Keeping the school surroundings clean
6. Food hygiene.

## THE VARIOUS STAKE HOLDERS IN THE SCHOOL PROGRAMME

School teacher, Hygiene Educator and Village Animator are the major stake holders in our school programme. Their roles and responsibilities are as follows :

### Hygiene Educator :

1. Visit the schools on weekly basis to conduct hygiene education classes
2. Do pre assessment using the checklist
3. Prepare an lesson plan / syllabus in consultation with Co-ordinator
4. Strengthening the Village Animator by involving him/her in the school programme
5. Updating and Maintenance of the registers
6. PTA - Planning for meetings
7. Training
8. Undertake Periodical assessment in consultation with PTA, school teachers, students committee member
9. Formation of students committee
10. Creating a link with school and community programme
11. Follow up and monitoring.

### Village Animator

1. Assisting the Hygiene Educator in all the works
2. Preparing communication materials
3. Making steps to form PTA
4. Taking classes in absence of Hygiene Educator and taking the assistance of the school teacher for the same
5. Training the group leaders in water, hygiene and sanitation so that they can handle the classes in future
6. Follow up of hygiene behaviours taught
7. Daily visit the school during intervals, lunch hours to observe the practice of hygiene behaviours taught like handwashing, use of latrine etc.
8. Monitoring the functioning of the school students committee
9. Helping when monitoring is done
10. Creating savings
11. Doing followup at school and at community to see whether there is practice of hygiene behaviours at school and in home.

### Teachers

1. Giving full cooperation to the Village Animator and Hygiene Educator
2. Motivating the students to form committee
3. Monitoring the functioning of the committee and that they are undertaking their roles and responsibilities efficiently
4. Taking initiative to call for a meeting with PTA
5. Making the campus clean with help of the committees
6. Follow up of hygiene behaviours
7. Taking hygiene education classes when asked by Hygiene Educator.

## LESSON – 1

### PROPER IDENTIFICATION OF SAFE WATER SOURCE

#### KEY HYGIENE BEHAVIOUR:

- Use bore well water, which is safer for drinking. It helps in prevention of diseases

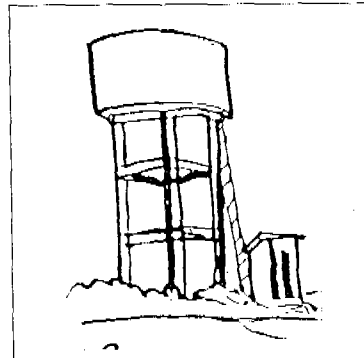
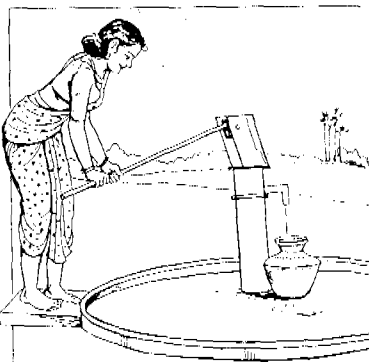
#### Aim & Objectives:

To know different sources of water and identify which is safe and why?

#### Materials Needed:

##### 7 Picture Cards:

- |                  |              |
|------------------|--------------|
| 1. Rain          | 2. Hand Pump |
| 3. Overhead Tank | 4. Well      |
| 5. Spring        | 6. Pond      |
| 7. River         |              |



## Lesson Content:

There are three main sources of water viz.,

- i) Rain
- ii) Surface Water
  - Impounding Reservoirs
  - Rivers and streams
  - Tanks, ponds and lakes.
- iii) Ground water
  - Shallow wells.
  - Deep wells
  - Springs.

Introduce the topic on water by asking some questions like why do we need water? From where do we get our water? and explain the following:

Water is primarily from rain. The rain water falls on the ground and rushes off into rivers, stagnates in tanks, ponds and some of it goes into the soil and is trapped down inside the earth, we then draw out this water by drilling into the earth. Making holes into the earth is not as easy as digging a hole, one has to use big machines to make a hole to a great depth. This water beneath the earth is called ground water. By attaching a hand pump to a bore well we are able to get safe water.

**Handpump water or bore well water is a safer source than surface water.**

### Activity:

Write all the sources of water in each chit of paper and put them in a box. Ask a student volunteer and ask him to pick up a chit of paper and ask him to act out what is written on the paper by actions only. The volunteer can be given a time frame of three minutes to act out what is written on the paper. Encourage other students also to participate until the chits are over. Eg. A person can show how rain falls with his fingers or stand in a posture of a handpump.

### Methodology – How to conduct the class?

- Have a set of seven picture cards showing the various water sources.
- Show the cards and ask them to identify the safe and unsafe drinking water sources giving the reasons.
- After the students have identified the safe and unsafe water source, teacher should explain why Hand Pump water is safe.
- Teacher can find out how many are not having access to a safe water source and note down how many are not using a safe water source
- If hand pump is not there in the village, ask which source they are using and how it could be safely used, ie. If using surface water it can be made safe by filtering to remove dust particles and by boiling to kill the germs.
- Again find out from the children from where they get water for other purposes like bathing, washing, bathing cattle etc.

- You could use the pictures of sources and ask the children to select the picture, which they are using. Note the number of children using different sources for different needs.

**FOR HEALTH WORKER:**

- A safe source of water is one that is free from germs ie. Bacteriologically safe and also safe from chemicals that are poisonous to our body. Ask the students if they have any questions. The health worker should be able to give the right answers to them.
- It is suggested to record children’s responses or behaviours in a separate book, as it will help in knowing the progress or changes made. The book can be called “**Students Progress in hygiene**” in which the details can be entered.
- E.g. below is a tabular column that will help you put your findings when you have done the first lesson.

S.No	Particulars	Source	Number of Children
1.	Children using safe water source	Hand pump Protected well	
2.	Children using unsafe water source	Pond River	
3.	Source used for bathing	Pond River Handpump	
4.	Source used for washing clothes	Pond River Handpump	
5	Source used for cleaning vessels	Pond River Handpump	

**Points for Follow-up**

Help children identify that bore well water is safest source, as impurities found are minimal. It is far less contaminated, as water collected from the borewell is the water that seeps into the soil and hence it is purified water.

## LESSON – 2

### PROTECTION OF HANDPUMP WATER SOURCE

#### KEY HYGIENE BEHAVIOUR:

- Protect handpump area from contamination, by keeping it clean and free from water stagnation and repairs.

#### Aims & Objectives:

- To understand how we get safe water from borewell because of natural filtration and the difference between ground water and surface water.
- To know that besides rainwater, ground water is the safest source of drinking water.
- To know that borewell water should be protected

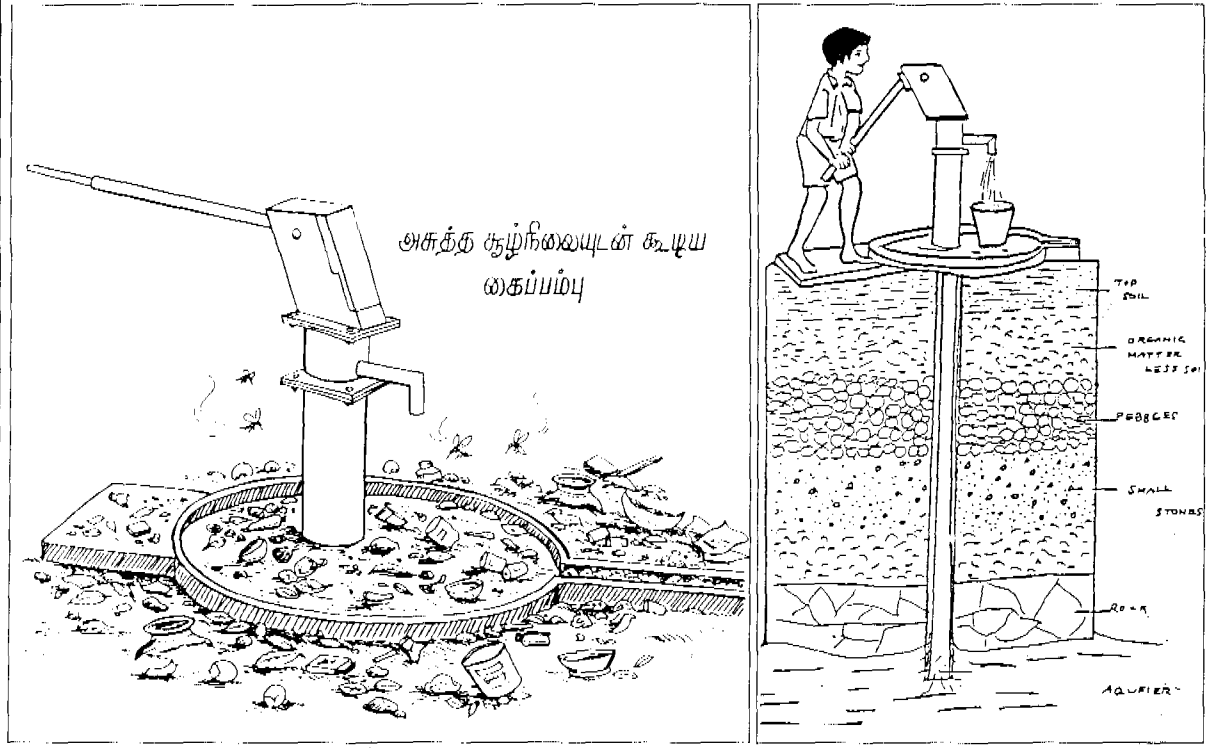
#### Materials Needed:

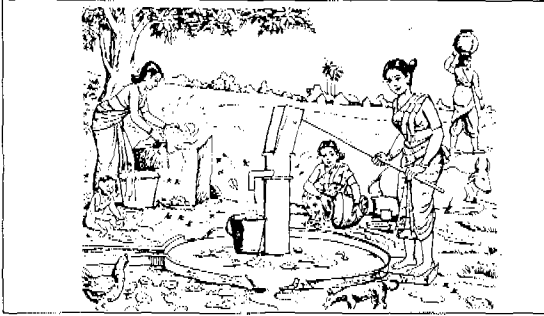
##### For Experiment

- (1) One transparent plastic bag
- (2) Two glasses
- (3) Pin
- (4) Water

##### Picture Cards

- (1) Person defecating near water source
- (2) Washing of animals at the water source and other such activities
- (3) Picture of filtration process
- (4) Picture card of badly kept handpump





### Lesson Content:

Borewell water is a safer source of water than other sources. The risk of water borne diseases gets reduced, if we use borewell water. But borewell water can get contaminated also, if we do not keep the platform and the surroundings areas of hand pump clean. How borewell water is safe water can be understood by a demonstration to understand the filtration process.

### Activity

Take a strong plastic bag that is transparent and fill it with fine sand at the bottom, and with bigger particles of sand above and some small pebbles on the top. Make a small hole with a pin at the bottom to allow the water to seep through. Take a glass of water and pour from the top, the water that comes out can be collected in another glass. This water will appear muddy.

This explains that the surface water is not clean and is contaminated. Successive pouring of water finally gives clear water. This explains the process that happens with rainwater that seeps down gets filtered as clean water. It is also germ free whereas the surface water gets contaminated with soil, faeces of humans animals etc.

By this experiment we come to understand the filtration process and also it proves that man and his activities contaminate surface water, therefore bore well; water is safer and cleaner than surface water.

### Methodology

Show pictures of badly kept borewell and explain the following :

- If there is water stagnation near the borewell, the water can enter the borewell, which will make the water unsafe.
- Prevent activities like bathing, washing at the borewell
- Borewell should be free from water stagnation
- The waste water from the borewell can be used to develop a vegetable garden
- We can plant trees, bananas, drumsticks, greens and others, which are usually grown in your areas. By this we can get better nutrition, by being able to eat these fruits and vegetables.
- The exceptional cases is that, if the soil in your area has high content of iron, arsenic or fluoride which are chemicals then the water is not safe.

Also if there are factories or industries nearby, the handpump water should be tested for possible poisoning. The borewell water is then unsafe because excess of these chemicals is not good for health.



### **Exercise:**

A visit to a village borewell nearby for observational learning.

### **FOR THE HEALTH WORKER:**

#### **Does the school have a borewell?**

If yes, take them to the site. Otherwise take them to the village borewell.

1. Explain to them to keep the platform and surroundings areas clean.
2. Show them the parts of handpump and how to use them. E.g. how to use the handle for long life and how to keep platform clean and how to use the waste water (usually children do more hard hitting, so explaining this is very important).
3. Tell details of filtration process

Some of the points that need to be considered while installing a hand pump are:

1. **Location:** The first step in installing a Hand pump is the choosing of a proper site. If bacterial contamination is to be avoided, the hand pump should be located not less than 15 m (50 feet) from likely sources of contamination. The distance between the hand pump and the house of the users should also be considered. If the hand pump is situated far away, people may not use it. It is therefore recommended that the hand pump should be so located that no user will have to carry water for more than 100 m (100 yards).
2. **Platform:** There should be a cement-concrete platform around the hand pump. The platform should have gentle slope towards the drain built along its edge.
3. **Drain :** There should be a proper drain to carry off spilled water to a kitchen garden or a soakage pit constructed well beyond the "cone of filtration" (area of drainage) of the hand pump.
4. **Hand Pump:** The hand pump should be of robust construction to withstand rough handling by the people. There should be an efficient maintenance service and arrangement for immediate repair if the pumps go out of order.
5. **User Responsibility:** The provision of sanitary water source does not guarantee freedom from water-borne diseases unless the user observe certain basic precautions at the individual and family level. Strict cleanliness should be enforced in the vicinity of the hand pump; personal ablutions, washing of clothes and animals, and the dumping of refuse and wastes should be prohibited. Water from the hand pump should be carried in clean vessels to individual house & used hygienically.
6. **Quality:** The physical, chemical and bacteriological quality of water should conform to the acceptable standards of quality of safe and wholesome water.

#### **Points for Follow-up :**

Hand pump water is safe from germs (disease causing organisms) as the water gets filtered. Hence it is not contaminated like surface water which is contaminated from animal and human excreta and decaying vegetable matter. So, protecting it is important.

Observe how the students handle / operate the hand pump, how they keep it clean and instruct accordingly.

**Protection of handpump:**

In this table, identify the number of villages with handpump without yielding water, under repair, water is salty and is not used for drinking and list them in the table given below:

Sl.No.	Class	Village Name	Hand Pump Not Yielding Water	Hand Pump Under Repair	Hand Pump Water Too Salty

## LESSON – 3

### PREVENTION OF WATER SOURCE CONTAMINATION

#### KEY HYGIENE BEHAVIOUR:

- Avoid directly drinking surface water like from ponds and rivers, as it is contaminated
- Avoiding risk behaviours at water sources

#### Aims & Objective:

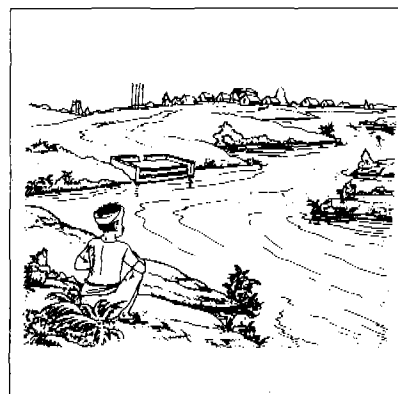
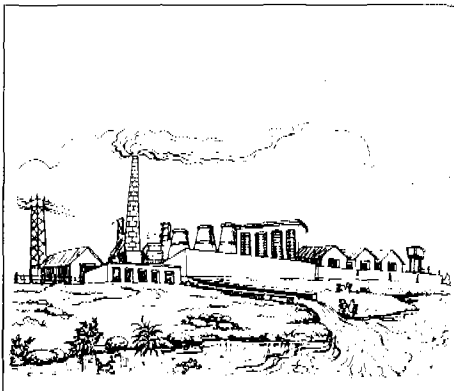
- To teach that drinking surface water causes diseases
- To teach the different ways surface water gets contaminated
- To teach hygiene behaviours to be adopted to prevent surface water contamination

#### Materials Needed:

Picture cards on ways of surface water contamination.

1) Picture cards of the following activities at hand pump:

- a) Washing clothes
- b) Bathing
- c) Bathing animals



- 2) Picture of the same activities at river or pond
  - a) Washing clothes
  - b) Bathing
  - c) Bathing animals
  - d) Open defecation near water source
- 3) Picture of discharge of effluents from industry

### **Lesson Content:**

There is a need to teach what are the bad or risk behaviours and what are the right behaviours to be adopted instead.

### **Activity 1:**

Divide the class into two groups. Ask the group to select a leader for their group. One group is to act a scene of activities that occur while they collect water at handpump that is actually existing in their village and another group the activities that occur in their village ponds.

### **Activity 2:**

Make the children to sit in a circle. Draw a circle in the ground in the centre with the help of a chalk or stick. Explain to the children that the circle represents the pond. Ask the group what they might expect to find in the pond. Put the cards into the circle as the group suggests them. Add the remaining cards (if any) at the end. The children may be asked to identify which things in the pond produce 'wastes' and which are 'wastes'. The health educator must make and use pictures or flash cards of different activities in handpump, river or pond.

### **Activity 3:**

The children should be asked to make a model of a pond with any locally available materials depicting the various activities in the pond in imaginary ways.

Explain to the children using pictures of behaviours that contaminates the water source:

- Defecating near water source
- Washing bottom at water source after defecation
- Washing clothes
- Bathing animals
- Bathing self
- Washing faecally contaminated cloth i.e.

These can cause diarrhoeal diseases or faecal oral diseases like diarrhoea, dysentery, cholera, polio, typhoid, hepatitis and worm infections.

### **Points for Follow-up**

- Do not defecate near handpump or wash your bottoms
- Do not wash clothes or clean utensils or take bath at handpump.
- Do not bath animals at handpump site
- Followup if these behaviours are prevented by students / community at school borewell especially.

## LESSON – 4

### QUANTITY AND QUALITY OF WATER

#### KEY HYGIENE BEHAVIOUR:

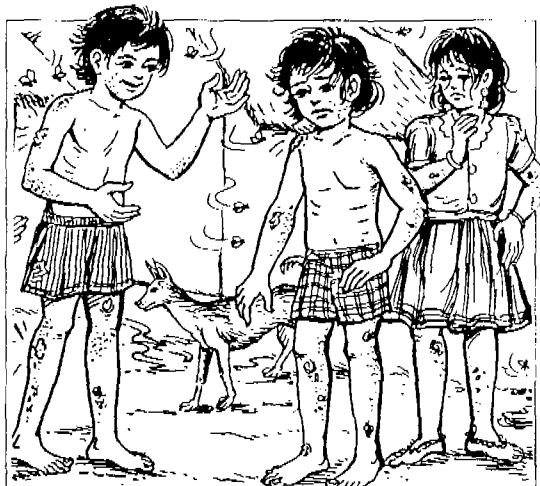
Using more water, for washing practices can prevent diarrhoeal diseases and skin infections

#### Aim & Objectives:

- To know how precious water is
- To teach the children as to the importance of water
- To understand how quantity and quality of water affects health.

#### Picture Cards:

- Picture card of bathing
- Picture card of person having scabies or skin infections



#### Lesson Content:

Water is required for many purposes. Those may be stated broadly as follows:

1. **Domestic uses:** On the domestic front, water is required for drinking, cooking, washing and bathing.
2. **Public purposes:** Water is required for public cleaning, fire-fighting, maintenance of public gardens and swimming pools and numerous other civic purposes.
3. **Agricultural purposes:** The food and raw materials needed by the world can not be raised without water. Water is essential for raising kitchen garden etc.,
4. **Industrial purposes:** Some industries like the iron and steel industries, paper industries need a large quantity of water. Thus it should be understood, that, life without water is impossible and we need water for our daily existence.

Water is the elixir of life. What will happen if there was no water in our planet? Definitely there would not be life. Water is very important for us.

1. One must drink safe water to prevent disease – here quality of water is important.
2. One must use more water for washing habits – here quantity of water is important.
3. Our body cannot survive without water. Many die or get various diseases due to unsafe water.

### What is quantity of water?

**Quantity means amount of water.** It is measured in litres.

It is the amount of water one uses for domestic activities.

- For bathing you may need a bucket of water.
- For washing hands you may need two mugs of water.

### Is quantity of water important?

Yes quantity of water is important, as we need more water for being clean.

If there are more people we need still more water.

Using more water, for frequent hand washing, washing vessels and the body we get less diarrhoeal diseases and less of skin infections like sores, scabies etc.

**Water is so precious as it is scarce so we must respect and save safe water for drinking/cooking etc.**

- If we bathe daily we will not get skin infections
- If we wash hands after toilet and before eating we will not get diarrhoea

So to wash and bathe we need more water.

We do not get enough water for all our needs especially in summer. We need to thus protect the water sources we have. We need to also collect and store rain water if there is no water. These are some alternatives but that may be costly.

### What is meant by safer quality of water?

- Quality means how good is the water for use such as drinking.
- It should be free from organisms like bacteria, and chemicals.
- All water available to us is not fit for drinking.
- Drinking surface water like pond water is not bacterially safe.
- In some location the available ground water is not potable due to chemical contamination. This chemical contamination may be because of the strata (type of soil) in which we get ground water or may be because of industrial pollution.

### **Activity:**

Make the students to sit in a group and select a leader. The students are made to pass on a ball or any object to one another. If the leader shouts 'HOT', the person holding the ball or the object is out. Play this game till half of the players are out.

From this it can be learnt that germs also enter our body through water without our knowing like how each student got out unknowingly when the leader said “hot”.

### **What do the germs in the water do?**

When we drink unsafe water the germs that we cannot see reaches our stomach and intestines. There they multiply in number and causes diseases like typhoid, diarrhoea, cholera etc. These can cause death.

So, everyone needs to drink safe water to be free from disease and to be healthy and alive.

So surface water is not quality/ a safe water for drinking because it has bacterial contamination due to faeces and decaying organic matter.

Thus in this lesson the students can understand that quality and quantity of water is important for hygiene and for prevention of diseases.

Both quality and quantity of water is important for us to live a healthy and clean life.

So water is precious save it protect it and treat it with respect as it is life giving.

By questions to the student one can note down how many of the children’s families get enough water for their needs. Here is a table below :

<b>S.No.</b>	<b>Class</b>	<b>Number of Students</b>	<b>Number of Families Collecting Water for all Domestic Purposes</b>	<b>Number of Families Collecting Water only for Drinking and Cooking</b>

The hygiene educator for the school can find out such information and present it in tables in the progress book. If the children are from different villages group the children’s responses according to the villages.

This information can help you to assess the sufficiency of the source in the particular village. These examples should be help of for health worker to further discuss with PIO for type of information needed and formats to be developed.

S.No.	Class	Number of Students	No. of Pots / Litres of Water Collected by Each Family per day for Cooking & Drinking	No. of Pots / Litres used for all Domestic Activities, like Cooking, Washing and Bathing per day
			Average No. of Pots Used by the Families for Cooking / Drinking	Average No. of Pots Used by the Families for Domestic Activities



## LESSON – 5

### THE FAECAL ORAL TRANSMISSION OF DISEASES

#### KEY HYGIENE BEHAVIOUR :

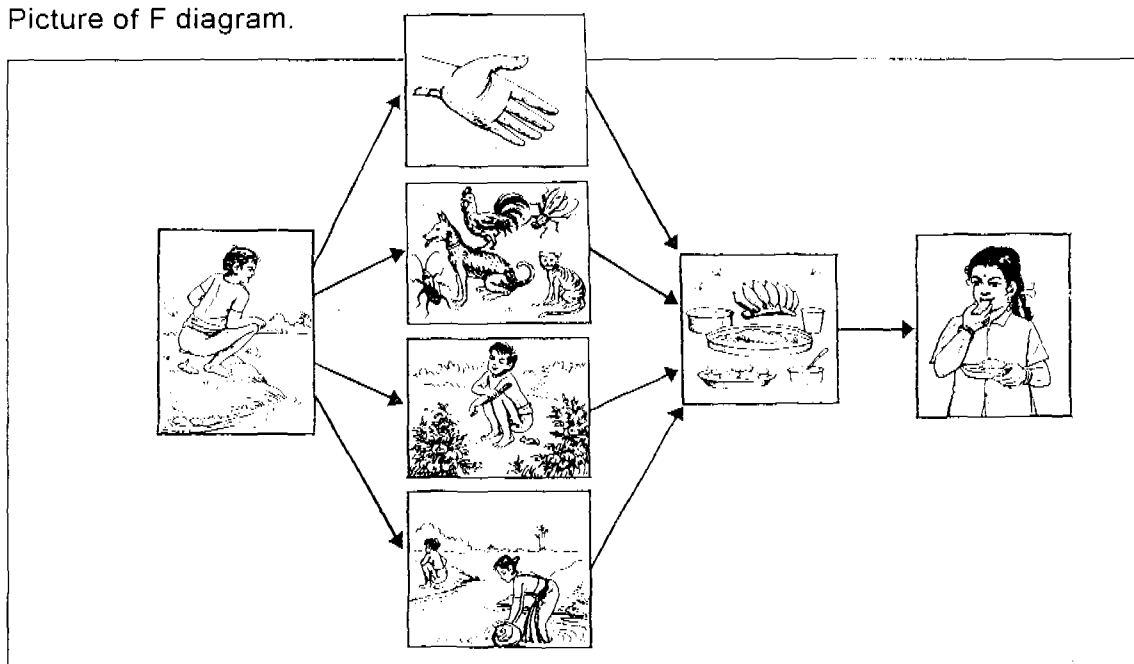
- Using latrine – this is a primary barrier by which we can prevent faeces in the environment
- Hand washing after defecation and after handling child faeces with cleaning agent
- Hand washing with cleaning agent before handling food and before feeding children
- Keeping the food covered in racks
- Washing with clean water vegetables, greens and fruits before eating them raw
- Use the safe water source for collecting water for drinking and cooking and storing and handling it hygienically.
- Clean containers and safe handling.

#### Aims & Objectives:

- To teach that faeces getting into the mouth spread disease
- To teach the students the five main routes of entry of germs into the body
- To teach the hygiene behaviours or the barriers to prevent the faecal oral transmission of disease.

#### Materials Needed:

Picture of F diagram.



## **Lesson Content:**

### **Introduction:**

Question as to what are the ways germs enter the body. Germs enters our body through many ways – mouth, air, blood, skin, sexual organs.

### **Activity:**

A group of students are made to stand scattered in the class. Select a student among the group and blindfold him. The other students can have imaginary name like flies, fields, hands, food etc. The selected student must be asked to move about and reach the place specified without touching anyone. If he touches anyone, he has passed on the germs of the particular name given to him to others. E.g. if the selected student name is fly, if he touches any person while going, he passes on the dirt/germs to the student. The person, the student touches is out. This can be tried with another two or three students with imaginary names like fields, hands and food.

### **Methodology 1:**

- Show a picture of open defecation and ask the children as to how the faeces can reach the mouth and explain them ways in which faecal germs can enter our mouth and how to prevent them.

This content can be taught in many ways. The aim should be to make the children/ community think and come out with what they think. This helps in knowing the level of awareness they have on this. One can the present this subject of the transmission in a participatory manner to the students. It can also be organised as a drama for better understanding and reinforcement.

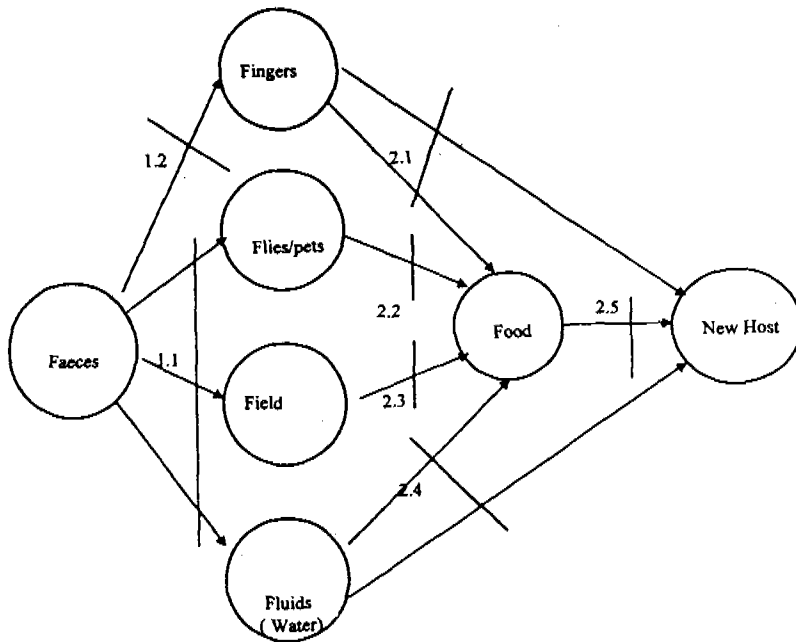
### **FOR HEALTH WORKER:**

Information given below is mainly for health workers information of the subject. This should be explained in a simpler manner to the students using F diagram charts, games, Maxi flans or Flexi flans (cut out pictures on a flannel board), or puppets can also be used to enact drama to explain the same etc.

### **“F” DIAGRAM:**

To know how the faecal contamination reaches the mouth is explained by the “F” diagram. From the F diagram we can trace the various ways by which faeces reach the mouth or the germs from faeces travels by many routes to a new host or person. i.e. from faeces to fluids, fingers, flies, food and fields reaching the mouth or a new host.

### "F" DIAGRAM



In the above figure the arrows indicate the transmission routes and the lines across represent the barriers we need to create to prevent transmission.

- 1.1 The primary barrier of building latrines that prevents 3 other routes of contamination. Primary barrier is one that prevents faeces in the environment.
- 1.2 Other barriers or secondary barrier such as hand washing.
- 2.1 Handwashing to prevent faecal oral transmission of diseases
- 2.2 Keep food covered and away from pet animals and flies
- 2.3 Avoid defecating near the fields and wash vegetables before cooking
- 2.4 Water from a safe source has to be kept in a high place and must be closed. Use a dipper to take out water
- 2.5 These will avoid faecal oral contamination through our food

F-Diagram helps us to explain the ways in which the diseases causing germs travel from one person's faeces to another person's mouth.

Nobody would consciously or deliberately eat faeces. But still faeces do get into contact with our mouth. How? It is nothing but our ignorance and negligence. We are often careless to expose our faeces making its future travel possible.

Imagine a person defecating in the open field and the exposed faeces. What are the different ways that the germs can be further transmitted?

## **TRANSMISSION:**

### **1. Fingers:**

After defecating, after cleaning children's bottoms, after handling children's faeces if we do not wash our hands properly faecal germs enter our mouth. Hands are best multipurpose-workers in our body. They clean you; they feed you and do most of the functions that 'You' do. We allow some water to flow over our hands and convince our selves that hands are now clean. Hands are not clean. Particles of faeces with its germs sticking to your hands have not been washed off but only spread all over the palm, with your 'act' of washing. With these faeces smeared hands you will be eating, cooking handling water and all in your house will be unknowingly taking in the faecal germs.

### **2. Fluids (Water):**

Faeces mixed in to the nearby water sources.

In cases of

- People defecating almost at the edge of the water source, the faeces are sure to be mixed with the water. When there is rain all the nearby faeces are rushed into the water source.
- Or the person washing himself after defecation right in the water source, the faeces is sure to be mixed with the water.
- Animals and birds after having walked on the faeces walking in the water sources. Again the faeces is sure to be mixed with the water.

The water source from all the above contamination is filled with germs. Still other ways of contamination are - Washing clothes, bathing, washing cattle. Now we are sure our pond is thoroughly contaminated with particles of faeces, germs floating or dissolved unseen to the naked eye.

A woman collects her families daily need of water from this source and unaware of the contents of the water. Just think whether she will ever use this water for cooking or drinking if she really observes the happenings around the pond and logically apply her mind. We are not really seeing and not thinking we do things we really will not want to do. Some innocent victim will consume the water so collected with the germs.

### **3. Field:**

We most of the time do not bother where we defecate and the consequences that this may cause. The faeces may contaminate lush greens and vegetables when we defecate very close to the field. But some say, it is natural manure good for the vegetables, but remember one is paving the way for faeces to travel to the mouth. If we use these vegetables for cooking or for eating without washing the faeces may enter our mouth and cause diarrhoeal diseases in us.

### **4. Flies & Pets:**

- Flies, cattle, poultry and animals after sitting on the faeces carrying particles of faeces on their legs. These flies sit on the exposed food items, water and fluid. Flies sitting on the mouth, especially children.

- Just magnify the legs of the fly in your mental eye, you will be shocked! What ever is the last thing you want on your food items will be sticking to the legs of the flies and they will be happily strolling on your food and child's mouth. They will be very generous to transfer all the germs and filth held in their legs and these will find their way into your mouth.
- Hens, chicks that pick at faeces can carry it about through their beaks and legs, similarly the dog may eat faeces and stroll about in and around the house where babies are allowed to crawl. Pigs find dirt their home, so they are good vehicles for transporting faecal germs wherever they are.
- The cysts of the worms may also be airborne and land in your food, water or even breathed in by you. Of course the worms may not really go through your mouth. But the cyst on reaching the stomach develops into worms.
- Hens and insects like cockroaches moving about can transfer germs from dirt onto food thus helping the transmission of the diarrhoeal diseases.

**Prevention :**

- (1) Use latrine
- (2) Hand washing at critical times
- (3) Practicing food hygiene behaviours

These are explained in separate lessons later.

**Points for Follow-up :**

- Faecal germs are the major causes for diarrhoeal diseases.
- Make the children realise this and make them to teach this to other children.

## LESSON – 6

### HAND WASHING

#### KEY HYGIENE BEHAVIOURS:

Proper hand washing at critical times with an agent and enough water i.e. before contact with food and after contact with faeces, can prevent diarrhoeal diseases.

#### Aims & Objectives:

- To make them aware that Hand washing prevents many diseases caused mainly by unwashed hands.
- To make the students understand that hand washing is not simply washing hands with water but using a cleaning agent.
- To make the students understand the situations during which hand washing is very important.

#### Materials Needed:

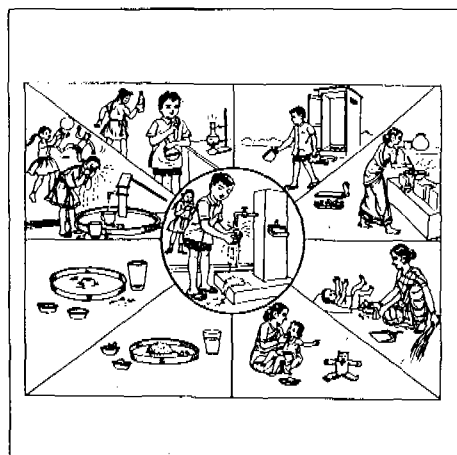
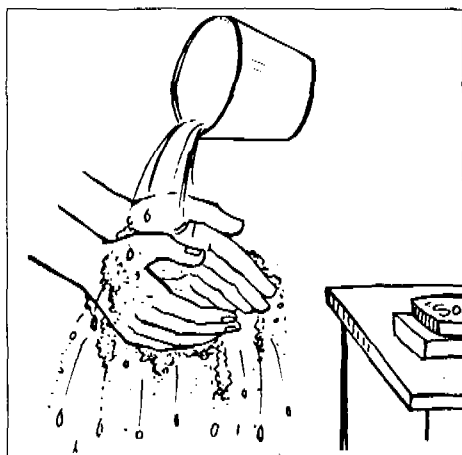
- Oil
- Coloured powder
- Bucket
- Picture cards to show critical times when one needs to practice handwashing behaviour.
- Ash
- Soap
- Water

#### After:

- Defecation
- Work
- Clearing children's faeces
- Children's play

#### Before:

- Cooking and serving
- Before handling water
- Before eating
- Before feeding



## **Lesson Content:**

Germs stick into our hands, which are not visible to our naked eyes. They cause diseases like :

- Diarrohea
- Typhoid
- Food poisoning
- Cholera
- Dysentery
- Hepatitis
- Worms
- Polio

## **Methodology – How to conduct the class?**

All children asked to look at their hands and ask them to observe if it is clean or dirty.

Ask the students the following and note how many has good behaviours?

- Do you wash hands with soap or agent after defecating?
- Do you wash hands with soap before and after eating?
- Do you wash hands with soap after playing?
- Does your mother wash her hands before cooking or before giving your sister or brother milk or food?
- If the students answer is yes, ask them why they do it?
- If the students answer is no, ask them why they don't do it?

## **Explain the following?**

### **WHY HAND WASHING?**

For prevention of diarrhoeal diseases.

### **WHEN?**

1. After Contact with Faeces
2. Before Contact with Food

**The above are the critical times that can occur in varying situations like**

### **AFTER**

- After defecation of self.
- After clearing infants or toddlers Faeces.
- After work with animal wastes like dung or bird droppings.
- After work with mud or soil.
- After children play in mud or soil.

## BEFORE

- Before cooking and serving food.
- Before every meal, or eating with hands.
- Before handling drinking water
- Before feeding children

## HOW?

By rubbing both hands together with suitable rubbing agent and using enough water.

## METHOD OF HAND WASHING/HAND WASH TECHNIQUES:

- Use of rubbing agent like soap, ash, mud, soap nut powder or locally prepared herbal powders
- Rub both hands thoroughly with agent
- Use of more water

## **Activity:**

- Conduct a relay race, choose two teams of four.
- Each team should stand in a line facing a bucket of water with a jug (one per team) placed about six meters away. Each team member has his hands made 'dirty' using a mixture of oil, ash and coloured powder. The first race involved each team member running to the bucket to wash his hands, then running back to his team thus allowing the next team member to go.
- The team to finish first is the winner, but then the hands are inspected – they will still be coloured pink from the mixture of oil and coloured powder. Repeat the race using soap and inspect the hands at the end – they should all be clean.

## **Conclusion:**

Hand washing is a simple behaviour and this hygiene intervention can prevent many killer diseases. Hand washing can reduce diarrhoeal infections to about 30%. Thus it helps to save life and money.

## **Note:**

Promote Hand Washing as a key Hygiene Message first starting with you and your staff as role models!

## **Follow up:**

For the week, note down how many times children followed handwashing and mark in a chart as follows:



## Handwashing

Morning	Noon	Night

### Note down the following also:

- How many promoted handwashing in their homes?
- How many promoted handwashing in their neighbourhood? (No. Of houses to be specified)

In this table, identify the number of families having poor and improved handwashing after the project:

### Points for Follow-up :

- Handwashing, a simple behaviour when practiced can help in reducing diarrhoeal diseases.
- The health worker should do follow-up and see that they practice Handwashing first at school.
- Create a small fund to buy hygiene materials like soap.

S.No.	Date	Class	Village Name	No. of Students	No. of Families having poor handwashing	No. of Family Having Improved Handwash

## LESSON - 7

### SAFE WATER HANDLING PRACTICES

#### KEY HYGIENE BEHAVIOURS:

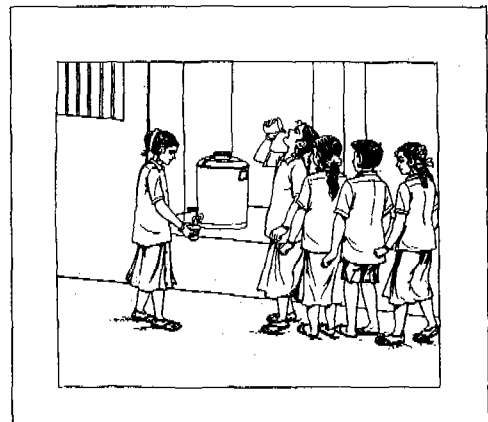
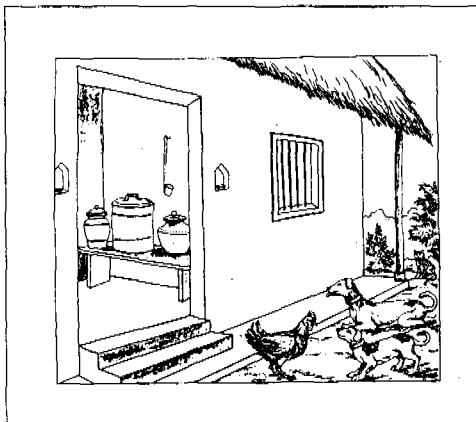
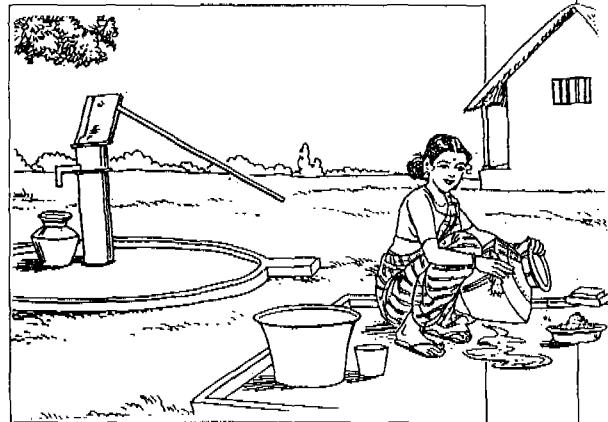
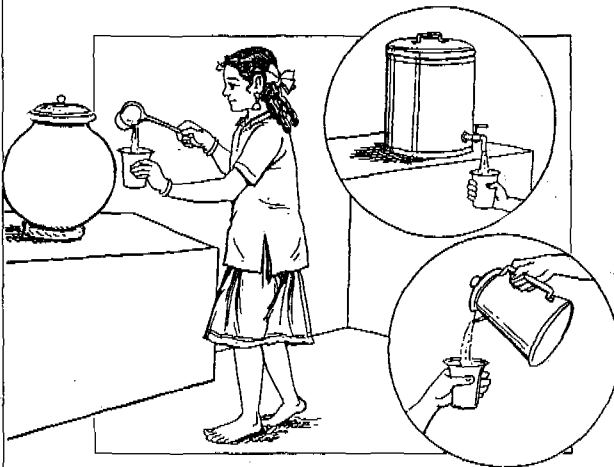
- Wash all water storage and handling devices
- Do not dip hands in water
- Avoid drinking water by placing glass to mouth in public places / schools.

#### Aims & Objectives:

- To make children aware and adopt hygienic water handling practices both in school and at home.
- Adopt and transfer information on safe water handling practices to home and neighbourhood

#### Picture Cards:

- Wash vessel
- Use a dipper
- Keep vessel above reach of animals
- Cover a vessel
- Keep vessel above ground
- Drinking without touching tumbler to-mouth



## **LESSON CONTENT:**

One must develop the following behaviours to prevent faecal contamination:

Hygienic practices of handling and storing water hygienically are more important for safe water to be safe from source to consumption.

Not covering the water pot, keeping the water pot at ground level, dipping hands while taking water, can contaminate the safe water source.

### **Hygienic practices at the site:**

1. Keep cattle and other animals away from water source.
2. Keep the taps and handpump spout clean.
3. Clean the area around the spout before collecting water daily.
4. Clean the drains regularly so that waste water can drain away.

### **Hygienic practices during collection and storage:**

1. Wash hands with a cleaning agent (soap, mud or ash) before collection
2. Wash the vessel
3. Cover the vessel while taking the water at home and while keeping it at home
4. Use a dipper to take out water
5. Keep vessel above the ground
6. Keep away from reach of animals and reach of children
7. At public places, when using a common tumbler one should drink by pouring the water and avoid lip contact with the tumbler.

### **Demonstration:**

#### **Demonstration of how safe water can become dirty and hence to tell its importance of proper water handling:**

Take a transparent glass and fill it with water. Ask the students, if the water is clear. Then ask a student volunteer to come and pour some drops of ink into the water and ask for student's comment. Surely they will say that the water is not clear and that it has become blue. Tell them that in the same way, when we dip our hands or if we do not wash the pot before collection, the dirt in our hands gets mixed like the drops of ink and makes the water contaminated.

#### **Explain to the Children using the given Picture in a Participatory manner the following :**

- Poor hygiene practices such as using dirty hands/dipping hands in water can result in diarrhoea because of faecal contamination. Problem arises while using dirty hands, i.e. faecally contaminated. Not washing hands after defecation or after handling children's faeces will transfer the germs to vessels like tumblers to the water.

- Wash thoroughly the vessel that is to be used for collection e.g. the mud pot
- Carrying the vessel uncovered from the water source to the house can still contaminate water from a safe source such as handpump because of dust and dirt falls on it. Dust and dirt can contain disease-causing germs. (E.g. Round worm cysts in dust.) So, cover the pot while carrying it home.
- Water should be stored in a vessel, kept above the ground level in order to prevent pets and small children have access to it.
- Use a ladle or mugs to handle water or tilt the pot to take water
- E.G. In case of illness one should have extra care. If a person drinks from the glasses of a person having typhoid, there is possibility of the person to get typhoid.

**Conclusion:**

Make a follow up of the following:

- Make sure there is safe drinking water in the school
- Make sure children knows to handle the safe drinking water safely
- E.g. If there is no proper storage, children and staff can contribute to buying a vessel and the water that is to be stored should be covered to keep it away from dust as this may be a source of contamination.

## LESSON – 8

### IMPORTANCE OF SAFE DISPOSAL OF HUMAN FAECES

#### KEY HYGIENE BEHAVIOUR:

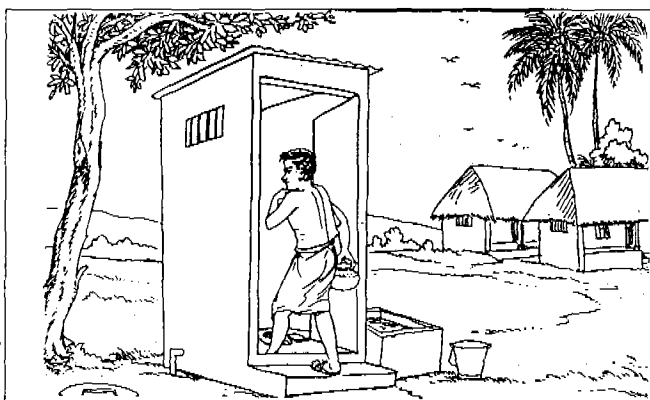
Faeces should be disposed safely by burying in the soil, or by using latrines. (as it contains many harmful germs, which can cause diseases.)

#### Aims & Objectives:

- To teach the children that faeces contains disease-causing germs, which enters our body through many ways especially through our hands and mouth.
- To teach them the diseases caused by faeces.
- To make them aware of safe disposal of human faeces.

#### Picture Cards:

- Picture of burial of faeces after defecation in the open
- Picture of latrine use



#### Lesson Content:

Many diseases occur due to open defecation, as the disease causing germs can enter our body through air, water or through any other source.

#### The good behaviours to be followed are:

##### Do not defecate

- Near water sources, as the water gets contaminated,
- At the fields as germs may enter the vegetables,

- Near roadsides as we may be hit by the traffic
- Near bushes, as snakes, insects may bite us
- Near houses as it contaminates the environment and helps easy transfer of germs by insects and pets.

### **Instead**

- Encourage your parents to construct a latrine and use it.
- Wash your hands with soap after defecating
- Cover the faeces with mud after defecation

### **Activity:**

Divide the groups into three (according to size). Give each group a newspaper sheet. Each group is to select a leader among themselves. After the teacher starts clapping, the group is to go running in a circle, and when the clapping stops the leader has to fold the paper once and the whole group to stand on the folded paper. Again after clapping starts, students to run in a group and after clapping stops, fold the paper twice, the whole group to stand inside the folded paper. Tell the group to do this again for two times by telling them to fold the paper three to four times and make them stand on the folded paper until the groups are not able to stand inside the folded paper.

Tell them that as space decreased, students had to make adjustments to make all to stand inside the paper until there was no space for many. Like this in open defecation also, due to lack of space all use the same space. The germs are numerous and enter our body and cause diseases in us. This also makes us to defecate near our house itself, which is far more dangerous.

### **Methodology :**

Ask the students the following:

*Where do you go for defecation?*

Do you go to the open?

If yes, where?

- Roadside
- Fields
- Near bushes
- Near house
- Or any other place?

Do you know what happens after you come to home after defecation?

If their answer is no, explain the following?

For this, have a set of the picture cards that spread human waste to us and explain each of them with this visual:

- The faeces contain lakhs and lakhs of disease causing germs.
- After defecation when we do not wash our hands with soap the germs sticking to our hands may get into our mouth,
- Our pet animals may have either stamped or would have licked the faeces on the ground and which is not seen by you. If you then touch and play with, or it may lick you also, thus transferring the germs to you.
- The faeces may get washed by rainwater, contaminating the water source, from where we may get water for drink.
- When we stamp the faeces accidentally, the worm e.g. hookworm may get into our toes if we do not wear slippers.
- Flies may sit on the faeces and will transfer the germs on to your food, if the food is not covered and kept.
- If we defecate near fields it causes the germs to contact in vegetables and if these are not washed and eaten they will cause diseases.

**Points for Follow-up :**

- Disposal of faeces safely – Cover wastes with mud or use a latrine
- Wash hands with soap before touching any food or after defecating are the two crucial times, depending on various situations that one must be careful to practice.
- Observe whether the students actually practice them by visiting their houses or visiting school during intervals.

## LESSON – 9

### SAFE DISPOSAL OF HUMAN FAECES BY USING LATRINES

#### Key Hygiene Behaviour:

- Environment protection and protection from diseases by disposing faeces safely and washing hands with soap
- Use latrine to dispose off faeces of adults and children.
- Keep latrines clean.
- Practice hand washing after contact with faeces to prevent diseases.

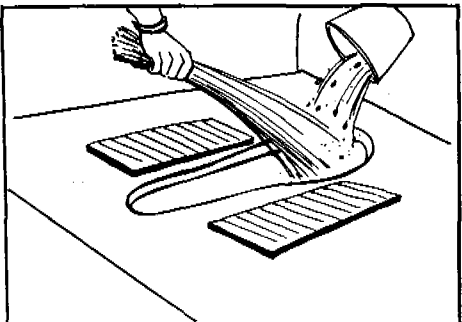
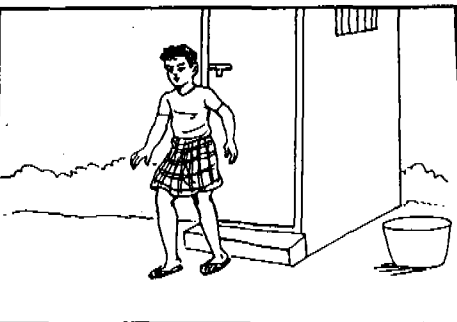
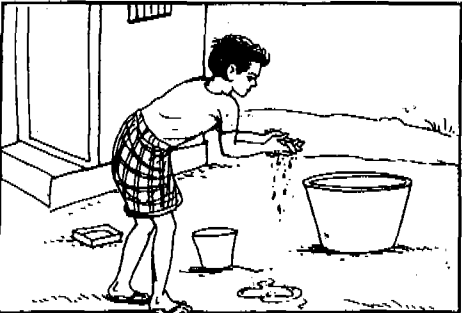
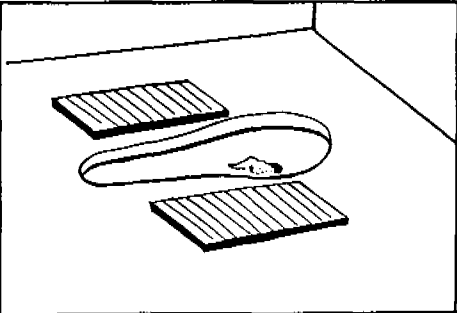
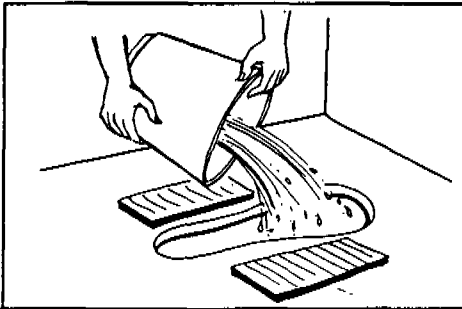
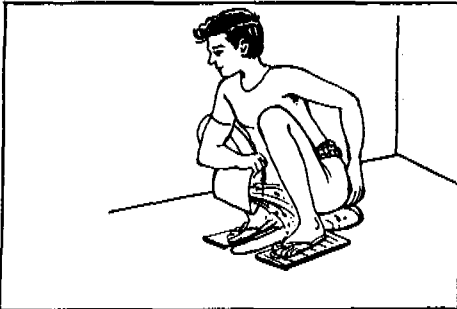
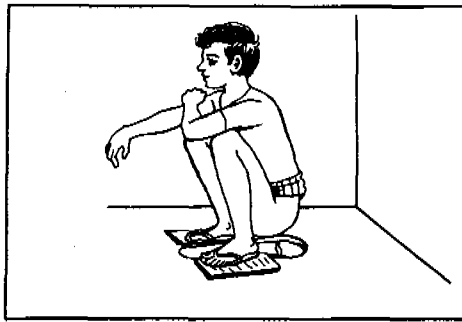
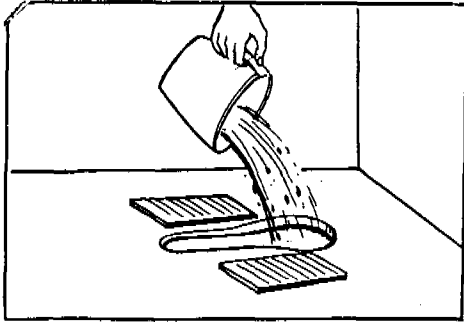
#### Aims & Objectives:

- To avoid the spread of disease by teaching how to use a latrine hygienically and how to keep it clean
- To encourage the students to use the latrine
- To discuss the steps involved in using a latrine
- To teach about adequate water for proper hand washing with soap after defecation

#### Materials Needed:

Picture of how to use a latrine?





X  
CUP.

## **Lesson Content:**

### Why we need to use a latrine?

- To dispose faeces safely
- To avoid faecal oral transmission of diseases
- Protect environment
- To save life

### What are the problems of open defecation?

- Lacks privacy for women
- Defecation at agricultural fields causes faecal oral transmission through crops, vegetables and greens
- Defecating near river banks and ponds contaminates water source especially during rainy season
- Open defecation at bushy fields and grasslands may have the danger of being bitten by poisonous snakes, insects etc.
- Defecation near houses causes faecal oral transmission through flies, dogs etc.
- Open defecation along the roadsides attracts animals and insects, causes accidents for users and poses the threat of disease transmission.

### What to do if there are no latrines in your house?

- Encourage your parents to build a latrine and motivate them constantly by telling them the dangers of open defecation and the faecal oral transmission of diseases
- The safe disposal is to cover the faeces with mud
- Do not defecate near the water source or at agricultural field or near the houses.

### **A true story:**

Manakkal, is a village located 20kms east of Trichy. A woman called Dhanlakshmi, thirty-three years old, and mother of three children used to go for open defecation in open field. One early morning when she had gone for open defecation, it was still dark, she had to thread her way through sticks and thorns and just as she sat down she screamed out of pain. She noticed that a protruding stick had pierced her genital region. On hearing her scream, the nearby people had come to enquire on what had happened, but the lady due to privacy and shyness replied that a thorn had poked her leg. Later she had gone home with much pain and narrated the incident to her husband. He was shocked and took her to her mother's house in Trichy, instead of getting her treated at the local hospital due to shyness. She had to spend Rs. 3,500 for treatment at a private hospital.

### **Interact and ask Students Response for the Following :**

#### What are the people's ignorance and doubts about a latrine?

1. **Expensive:** Building a latrine is very expensive. An early morning stroll and open defecation is considered inexpensive and easy.

2. **Odour:** A latrine close to house will give bad odour,
3. **No knowledge about its use and how to use it**
4. **Water problem:** Water available will not be sufficient for maintaining a latrine.
5. **Space:** Lack of space to build a latrine.
6. **Lack of technical support:** They may have the interest to build, but may lack technical knowledge or may have doubts.
7. **Ignorance**
8. **Culture**

#### **Solutions to the problems:**

##### **1. Costly:**

The various components of latrine like pit, basement and superstructure and the materials involved in construction is to be explained to them. There are various options on reducing the cost by using locally available materials like - Coconut and Palm thatches, reeds, cement and gunny bags, bamboo mats, maize stalks for a simple and manageable superstructure.

##### **2. Odour:**

The functions of P Trap or water seal can be explained. Demonstration can be held. By filling the P trap with water and holding burning incense stick at one end, ask the onlookers to smell through the other end. They experience that the water does not allow both smell and smoke to pass through it. This simple exercise makes them understand that latrine will not emanate bad odour.

##### **3. Dirty:**

A well maintained latrine would be neat and tidy.

##### **4. Water Needs:**

- The water to be used for latrine usage will be less
- Children need to be educated on water management and economic use of available water.

##### **5. Space:**

Less space is enough to build a latrine. If they or the village do not have that much space also, they can be built in a common place for each resident but a good follow up of its usage has to be done.

##### **6. Cultural belief:**

Creating awareness about the need of a latrine, the faecal oral transmission of diseases is needed to be emphasized.

**IT IS IMPORTANT THAT AFTER CONSTRUCTION THE LATRINE HAS TO BE USED.**

### Why lack of usage?

In many areas, though government or NGO's have constructed toilets for them, the people may not use the toilets because

- Lack of awareness
- Do not know about its proper maintenance
- Lack of proper construction
- Find it as a convenience to use it for storing fire woods or may use it as a kitchen also.
- Cultural belief- If the latrine is constructed facing east or west, they may not use it as they may have a belief that God will punish them.
- When number of household is more, men prefer to go the open for defecation
- Lack of space inside the latrine
- Work timing will not permit men to use the latrine as they have to leave early for work

Identification of places of open defecation and the number of students having toilets in their houses

S.No.	Date	Class	Village	No. of Children going for Open Defecation	No. of Children Defecating Near the House	No. of Children Having Toilets after the Project

### Points for Follow-up :

- Follow-up and observe whether students use the latrine and urinals at schools.
- Observe whether there is regular maintenance done by the committees.
- Encourage senior students to teach lower class students on use of latrine

## LESSON – 10

### FOOD HYGIENE

#### Key Hygiene Message:

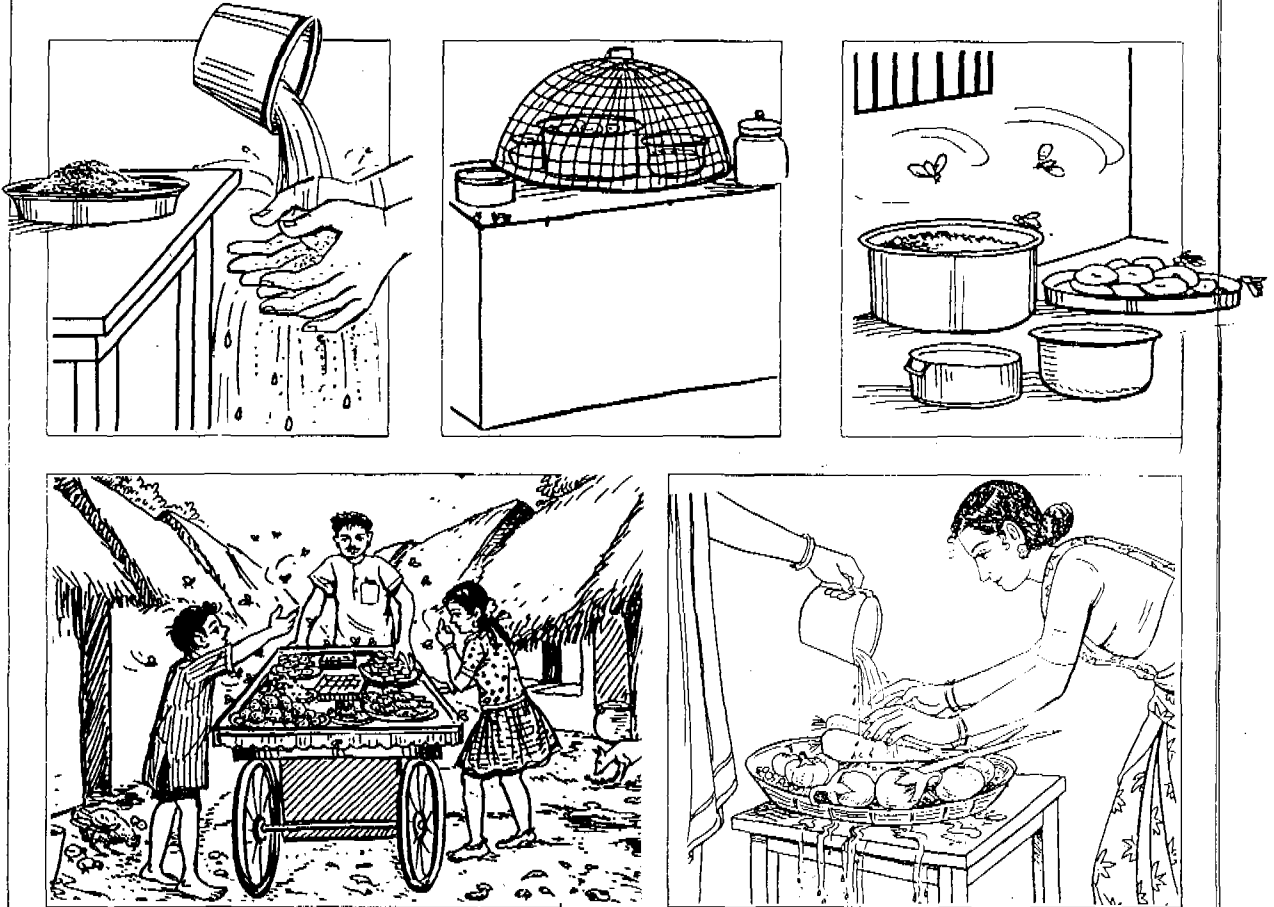
Food hygiene helps prevent diarrhoeal diseases

#### Aim & Objectives:

- To teach the children as to how food gets contaminated
- To teach children to prevent food contamination

#### Materials:

Prepare picture cards of given activities



#### Lesson Content:

Ask the students the following?

Tell a story from these points as to how can one get diarrhoea

- If you buy and eat sweets that are full of flies from the vendor man
- If your mother keeps your food open

- If you eat half cooked food or food prepared not properly
- If you do not wash your hands after defecation and before eating food
- If your mother does not wash raw vegetables before giving them to you to eat.
- If you do not wash the vessels at home or use dirty vessels
- If your kitchen at home is not clean.
- If your family uses pond water for drinking.
- If you defecate near fields

The following points is to be explained very clearly:

**Dangerous practices to be discouraged:**

- Eating unwashed raw fruits and vegetables
- Eating food exposed to flies especially from vendors and in public places
- Not washing hands before eating
- Not washing dishes immediately after use
- Exposing the food to the contact of pets and poultry
- Using dirty feeding bottled for babies

**Safe practices to be practised:**

- Wash hands always – Before eating, cooking, serving and feeding children.
- The person affected by diarrhoea should avoid handling food – cooking or serving if possible, otherwise they must wash hands very thoroughly with soap or any other cleaning agent.
- The bottles, spoons, bowls, plates used for feeding children must be cleaned and allowed to dry before being used.
- Keep the food always covered- protecting them from flies and other dirt.
- Store the food above the ground level preferably in a rack-away from pets and children.
- Keep the place of cooking and eating clean. The table or other surface where food come into contact must be kept very clean. Food should not be cooked, stored or eaten near any accumulation of filth, open drains, stable, manure pits and other sources of germs.
- Always wash the greens, vegetable, fruit thoroughly before cooking, especially before eating them raw.
- The common diseases that are transmitted by eating unwholesome meat and fish are tapeworm infestation. Meat must be well cooked and after preparation should be kept in a clean container and covered with a lid. Care must be taken when meat is preserved for long time.

- Try to avoid eating the food that has been exposed to flies.
- It is always preferable to eat food soon after cooking. If the food is cooked much earlier thoroughly reheat the food before eating. Heating will kill all harmful organisms.
- Stale food must not be consumed.
- Food hygiene applies in the public domain vendors, schools, institutions, shops, hotels, markets, butchers etc. are just as much important as in the home. For example food sold by vendors in fly-infested markets or by vendors with inadequate standards of food hygiene must not be consumed. Special care to be taken that children do not have access to such foods especially in schools.

**Activity:**

Divide the class into two groups. Then one volunteer from the first group is called forward and asked to pick up any one of the cards prepared. The volunteer reads the card within himself and conveys the message mentioned in the card through action in front of the class. The group the volunteer represents tries to guess out the message. 3 changes can be given. If the group fails to give the correct answer chance is given to the next group. Points can be allotted for each correct answer and the group with highest points wins the game.

**Points for Follow-up :**

- If these safe practices are practised, it will lead to good and healthy life
- Discourage school children eating the sweets infested with flies from the vendor.
- Ask the school management to take steps to manage this problem

**Awareness on preventing contamination through flies and keeping food covered:**

S.No.	Date	Class	Village Name	No. of Students	No. of Aware of Preventing Contamination through Flies	No. of Aware of Keeping Food Covered

## LESSON – 11

### DIARRHOEA AND ITS CAUSES

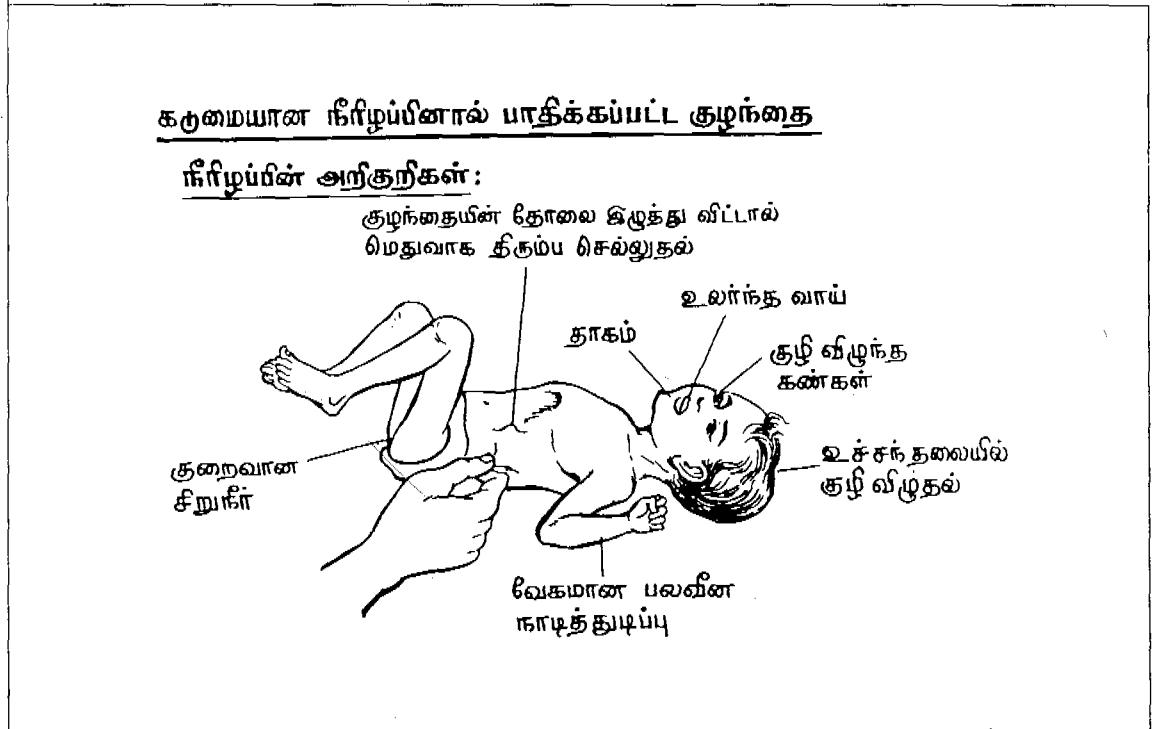
#### KEY HYGIENE MESSAGE:

Diarrhoea causes loss of body fluids, which must be replaced at once, to prevent dehydration. Severe dehydration can lead to death.

#### Aim & Objectives:

- To teach the causes and remedy for diarrhoea
- To teach the students about the meaning and causes of Diarrhoea

#### Materials Needed:



- One Picture card showing, the signs of dehydration like:
  1. Dry mouth and thirst
  2. Dark and little urine
  3. Sunken eyes
  4. Dry eyes
  5. Pinch of skin goes back slowly
  6. Sunken fontanel
  7. Drowsiness



## Lesson Content:

Diarrhoea is a major public health problem in India. In developing countries an estimated 1.3 billion episodes of diarrhoea occur each year and 3.2 million children under the age of 5 years die of diarrhoea. In India at least 1 million children under the age of 5 years die every year owing to acute diarrhoea. The incidence of diarrhoea is as high as 3 episodes per child per year. Also one child dies every twentieth second due to diarrhoea.

### Do you know what Diarrohea is?

**Diarrohea means passage of watery tools usually more than 3 times a day or passage of one large watery stool.**

### Ask why does one get diarrhoea?

Encourage the children to tell the reasons and write each on the board.

### What are the local words used for diarrhoea?

### What do parents do in case of diarrhoea?

Encourage the students to answer the interventions used by the parents when they get an attack of diarrhoea.

They may say the following:

- I wasn't given food when I was hungry
- I wasn't given water at all when I was thirsty
- Taken to a traditional healer
- I was taken to the doctor immediately and given lot of medicines and it got worse lot of money wasted

### Is it dangerous?

Yes, it can cause death easily and even **causes dehydration** resulting in malnutrition.

Ask students as to how they felt when they had Diarrohea?

Get the students response and tell them the following are its **symptoms** using pictures:

- |                          |                                   |
|--------------------------|-----------------------------------|
| 1. Dry mouth and thirst  | 5. Pinch of skin goes back slowly |
| 2. Dark and little urine | 6. Sunken fontanel                |
| 3. Sunken eyes           | 7. Drowsiness                     |
| 4. Dry eyes              |                                   |

### Why should we know the symptoms of dehydration?

To know when dehydration or the loss of water in the body is decreasing which means it is dangerous and can cause death. To prevent dehydration we must give plenty of fluids to drink. One must act immediately by giving ORS so as to save life. Otherwise

the person will lose a lot of water from the body which will lead to death because the body is dehydrated.

**Activity:**

1. Make a song about the signs of dehydration, diarrhoea and SSS.
2. Story telling on cause of diarrhoea. Student and teacher together to list down all the possible causes of diarrhoea. Split the class into small groups of 5-6 members each and ask them to make a story on any one of the causes. The teacher should see that there is no repetition.

**Demonstration:**

Take a small plastic packet. Fill it with water and tie it in one end. Draw a picture depicting a healthy child in the packet. Prick a small hole at one end, slowly water drains which is example of what happens when a child has diarrhoea.

**Points for Follow-up :**

- Review this in another class and observe the understanding of the students.

## LESSON – 12

### TREATMENT METHODS FOR DIARRHOEA

#### KEY TREATMENT BEHAVIOUR:

ORS prevents dehydration. Give ORS after every loose motion

#### Aim & Objectives:

This lesson is for students 6th standard and above:

- To teach students the method of preparation of ORS at home
- To make students understand and adopt the hygiene behaviours for preventing diarrhoea.
- To make known to them that diarrhoea is treatable at home itself by using SSS (salt, sugar solution) ORS (oral rehydration solution) or HAF (home available fluids).

#### Materials:

- Spoon
- Clean drinking water (1 litre)
- A kg of sugar
- A ladle
- A kg of salt
- A lid
- Vessel.

#### Picture Card:

Picture of SSS preparation

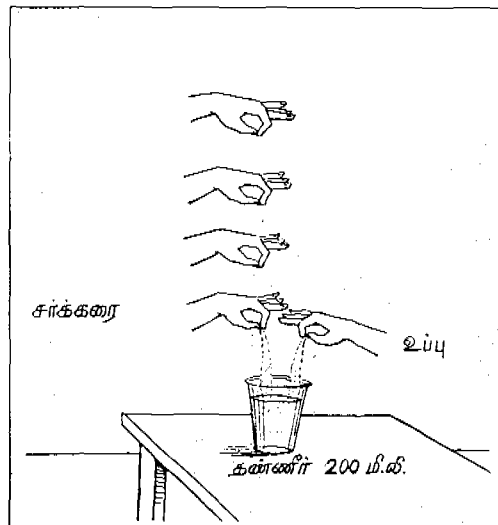
#### Lesson Plan:

Diarrhoea is not a disease. It is a symptom of some infection to the digestive system. The natural system of the body to treat the infection results in diarrhoea. The body itself will cure this infection. We attend to only the loss of water and salt due to diarrhoea.

During diarrhoea the child loses much water from the body leading to dehydration. Diarrhoea with vomiting accelerates dehydration. During Diarrhoea the stool contains, Sodium Chloride (Common salt), Potassium & Bicarbonate. The body loses these salts and water excessively. These have to be supplied back to the body along with water. Adding Glucose in the right proportion helps the absorption of salts by the intestine.

So what do you mean by ORS. It is

- O - Oral
- R - Rehydration
- T - Therapy



ORS is the fluid that is suggested for people and most important for children. When a child has diarrhoea, we should give plenty of liquids as possible.

You can use ORS that is easily available at the following:

- Primary health care centres
- Sub centre
- Aganwadi centre
- Medical store

#### **Demonstration :**

Now, after you have got the ORS packet do the following:

- Take 1 litre of water in a vessel
- Open the ORS packet and empty the entire contents into the water
- Stir the contents till they are fully dissolved
- The ORS solution is ready and keep the solution covered

#### What if they are not available and you need it urgently?

Teach the method in preparing SSS. This is also oral rehydration solution simpler to make at home.

#### **Giving SSS prevents dehydration and gives you strength**

##### Steps:

- Add a 2-finger pinch of powdered salt to a 200ml glass of water
- Dissolve it thoroughly with a spoon
- Taste the solution. If it is much saltier throw it out and prepare it again.
- Add a four finger scoop of sugar or if you have a teaspoon then add one teaspoon of sugar to the 200ml of water
- If sugar is not available add honey.

##### Precautions to be taken:

Before preparing the ORS/SSS solution the following is important.

- Wash hands with soap and water
- Use a clean spoon
- Use a clean vessel
- Use clean and safe drinking water for preparation

In addition to this tell your mother to give the following home available fluids (HAF):

- Tender coconut water (It is the most and safest mineral water)
- Lime juice
- Rice water
- Diluted dal (dal water)
- Salted lassi/Curd
- Mild tea
- Well cooked rice

**Activity :**

- Make the children to sit in a group of five.
- Give each group a glass
- Teacher to have a packet of salt and a packet of sugar.
- Distribute some amount of salt and sugar to the groups. Teacher to demonstrate to the class.
- Then teacher goes to each group and observes the student's demonstration and makes necessary corrections
- Give chance to each student in the group
- Make the students to taste the drink prepared
- Note down the number of students doing it accurately and make a follow up of those who did it incorrect.

**Note :**

If the class is too big, divide the class into two batches and conduct this in two separate days for each batch.

**Conclusion:**

Diarrhoea is a preventable disease treatable at home itself

**NOTE TO THE HEALTH WORKER:**

- Before demonstration of ORS, the health worker must know fully about its preparation and follow the steps correctly.
- As preparation of ORS should be accurate, it is recommended for classes above 6th standard.
- The child should be allowed to practice it, only if the teacher feels that child is confident in doing it correctly.

**Incidence of diarrhoea and treatment:**

In this table, identify the number of students who had weekly incidences of diarrhoea and number having used ORS.

S.No.	Date	Class	Village Name	No. of Students	Weekly Incidences of Diarrohea	Number Having Used ORS

**Points for Follow-up :**

- Review frequently as to whether each child knows the correct procedure for preparation of ORS / SSS.

## LESSON – 13

# WASTE WATER DISPOSAL BY SOAK PIT OR KITCHEN GARDEN

### Key Hygiene Behaviour:

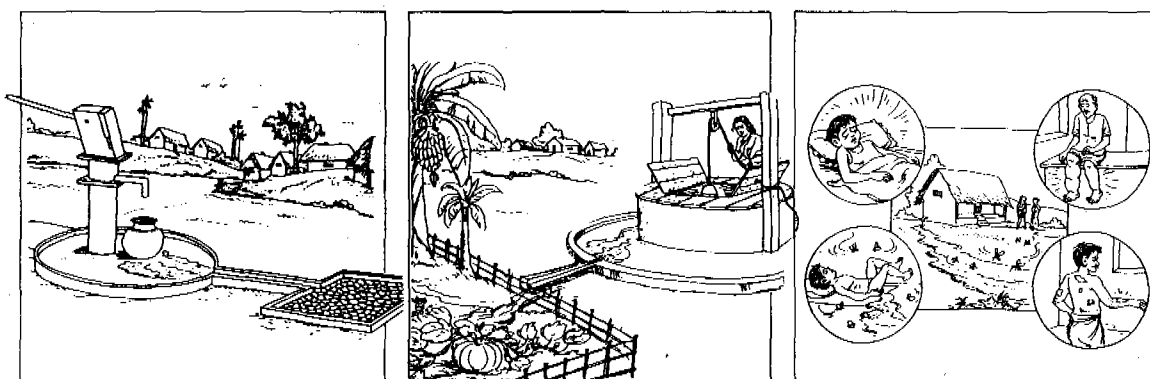
Prevent water stagnation and mosquito breeding by using wastewater for vegetable gardens or using soak pits.

### Aim & Objectives:

- To teach as the way of safe disposal of waste water
- To understand that the solution to the mosquito problem is to prevent waste water stagnation by soak pits and vegetable gardens
- To understand that by use of garden we get better nutrition
- Water stagnation causes mosquito related diseases like malaria, dengue, Japanese Encephalitis (Brain fever), filariasis.

### Materials Needed:

- Different pictures of soak pit and vegetable garden
- Picture of a person with filariasis (elephant leg)



### Lesson Content:

Discuss how wastewater is produced

#### What happens to waste water?

Some of it evaporates. Some water does not percolate soon. So it stagnates becoming a breeding place for mosquitoes

#### Why is wastewater dangerous?

It causes mosquito breeding. These mosquitoes that breed in dirty water can cause filariasis (elephant legs).

Waste water at home, from the kitchen or from bathing can also be used for developing gardens.

What to do to prevent waste water ?

- (1) Develop a kitchen garden
- (2) Construct a soak pit.

**Activity 1:**

- Split the class into two.
- One facilitator for each group.
- Each facilitator to have a set of pictures.
- Ask the group to list all the vegetables known to them. Then ask them which vegetables can be grown in their garden
- Ask them how the wastewater can be safely disposed and used. Also ask them what will be the result of stagnated water.
- After finishing the class. Take all the students outside and select a place for sowing vegetable plants and ask the students to do the same in their house.

**Activity 2:**

- Help the child to list the various plants that are found in their village.
- The children can be taken out and a spot can be selected for growing a kitchen garden.
- The children can be allowed to collect plants.
- A committee can be organised to maintain the kitchen garden

**Nutrition:**

- Vegetables and fruits gives us vitamins and minerals that are essential for the body. E.g. Yellow fruits like papaya, mango, pumpkin, carrot contain vitamins and minerals that are very essential for eyes and skins.
- Green vegetables like greens are very rich in vitamin B. B complex vitamins are very important for many functions in the body.

**Points for Follow-up :**

- Kitchen garden and soak pit helps prevent waste water stagnation. Encourage children to do the same in their home and village.

**Kitchen garden**

S.No.	Date	Class	No. of Students	Village Name	No. of Students Having Kitchen Garden	No. of Students Having Water Stagnation at Home

## LESSON – 14

### ENVIRONMENTAL HYGIENE

#### Key Hygiene Behaviour:

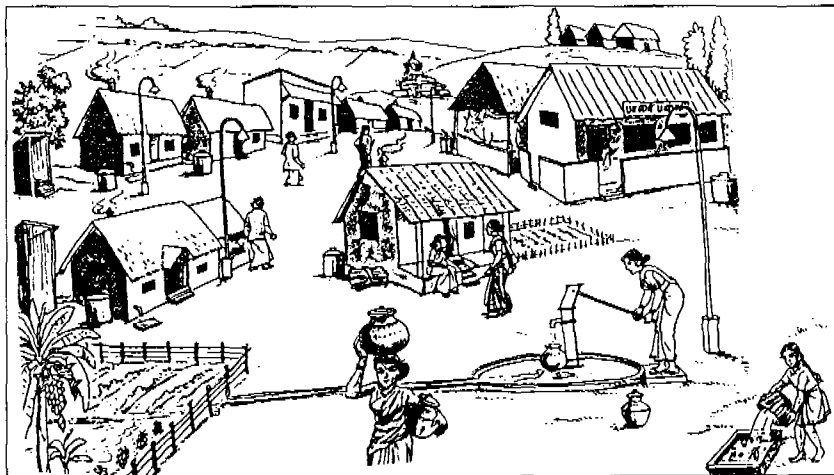
Disposal of garbage in waste pits.

#### Aim & Objective:

- To teach children about the importance of keeping school and village free from garbage.
- To make children aware that waste like plastic, iron metals and glass should be recycled, as it is dangerous to the environment.

#### Materials:

- Picture of a clean village
- Picture of an unclean village





**Lesson Content:****What are the types of garbage making a village dirty and unhygienic?**

Materials like wood, leaves, vegetable matter, cow dung, plastics, glass, iron bits etc.

If these remain in the environment what happens?

- Vegetable matter in moist condition helps breeding of flies.
- Plastics cause water stagnation, which lead to breeding of mosquitoes.
- Again animals eat plastic wrappers, which causes its death.
- Cow dung can be a source of infection like tetanus. If we handle cow dung with an open wound – it can cause tetanus, which can cause death.

**Activity:**

Ask the students to create a garbage pit in their school at a chosen place. Many small groups consisting of three to five members should be formed depending on the strength of the class. Each group be given a chance either weekly or a time table to be created to collect all the waste materials from the school and from the classes and to dump them in the garbage pit.

**Methodology :**

- Display the picture of clean and unclean village before children
- Ask the children to see both the pictures and tell the differences
- Write their responses on the board
- Ask the children how their village looks like
- Give them half an hour time to draw / write as to how their village is
- Explain to the children what must be done to make a village clean

**Points for Follow-up :**

- Identify the steps to be taken to be taken at their villages to keep village clean and do certain activities accordingly.

## ACTIVITIES AND GAMES

Activities and games can be used for better participation and involvement to enhance learning.

### I. Pictures for story and drama:

Story telling activity can be done by use of

1. Lolli puppets,
2. Flexi flans and
3. Maxi flans.

#### Lolli puppets:

One can cutout pictures of faces and paste them on cardboard, then attach lollypop sticks or icecream sticks to hold them. These pictures can then be made to stand on a sand tray, while telling a story. Each picture is a character and can be given a name to enact a story on a given subject.

#### Flexi flans:

Different parts of body are cutout and fixed at the joints by using eyelets, hammer and chisel. This makes the different parts moveable. Paste bits of sand paper on the back of the pictures so that it can be used to stick on a panel cloth. Thus you can tell a story.

#### Maxi flans:

These are similar to flexi flans but they are larger in size. Also two faces can be joined together to show expressions while telling a story eg. A crying face and a laughing face of a lady can be joined together with one body part and used for telling a story.

These materials can be used to attract the group and bring their attention. This use of pictures is a powerful way of using drama to explain any hygiene subject. These can be used in the school and in the community with participatory approach.

### I. Card game on diseases and prevention:

Have a set of cards marked diseases. Have another set of cards marked with preventive measures. Give each student a card. Each has to match the disease with the preventive measure. Remember many messages can go for one disease.

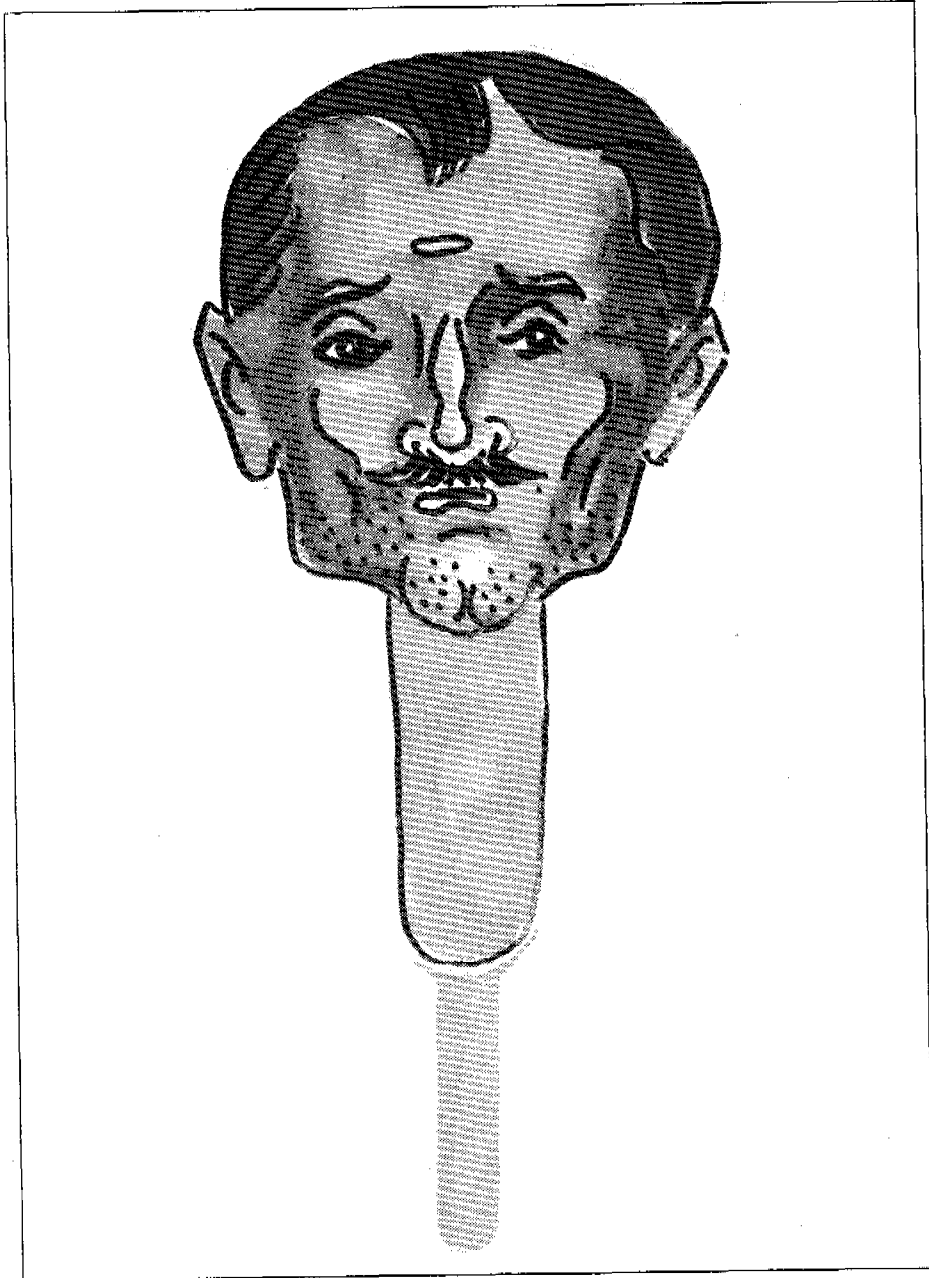
Given below are some diseases and preventive measures:

- |                             |  |
|-----------------------------|--|
| 1. Malaria                  | Prevent clean water stagnation.                    |
| 2. Filaria (Elephantiasis)  | Prevent dirty water stagnation.                    |
| 3. Diarrhoea                | Do handwashing.                                    |
| 4. Polio                    | Prevent drinking contaminated water.               |
| 5. Typhoid                  | Avoid drinking water directly from taps.           |
| 6. Trachoma (eye infection) | Keep face clean by washing.                        |
| 7. Scabies                  | Keep body clean by bathing.                        |
| 8. Dengue                   | Avoid rain water collections in broken containers. |
| 9. Tetanus                  | Keep wounds clean by washing with water and soap   |
| 10. Sores                   | Keep body clean by washing.                        |
| 11. Tape worm               | Cook meat well upto the required time.             |
| 12. Worm infections         | Avoid open defecation.                             |

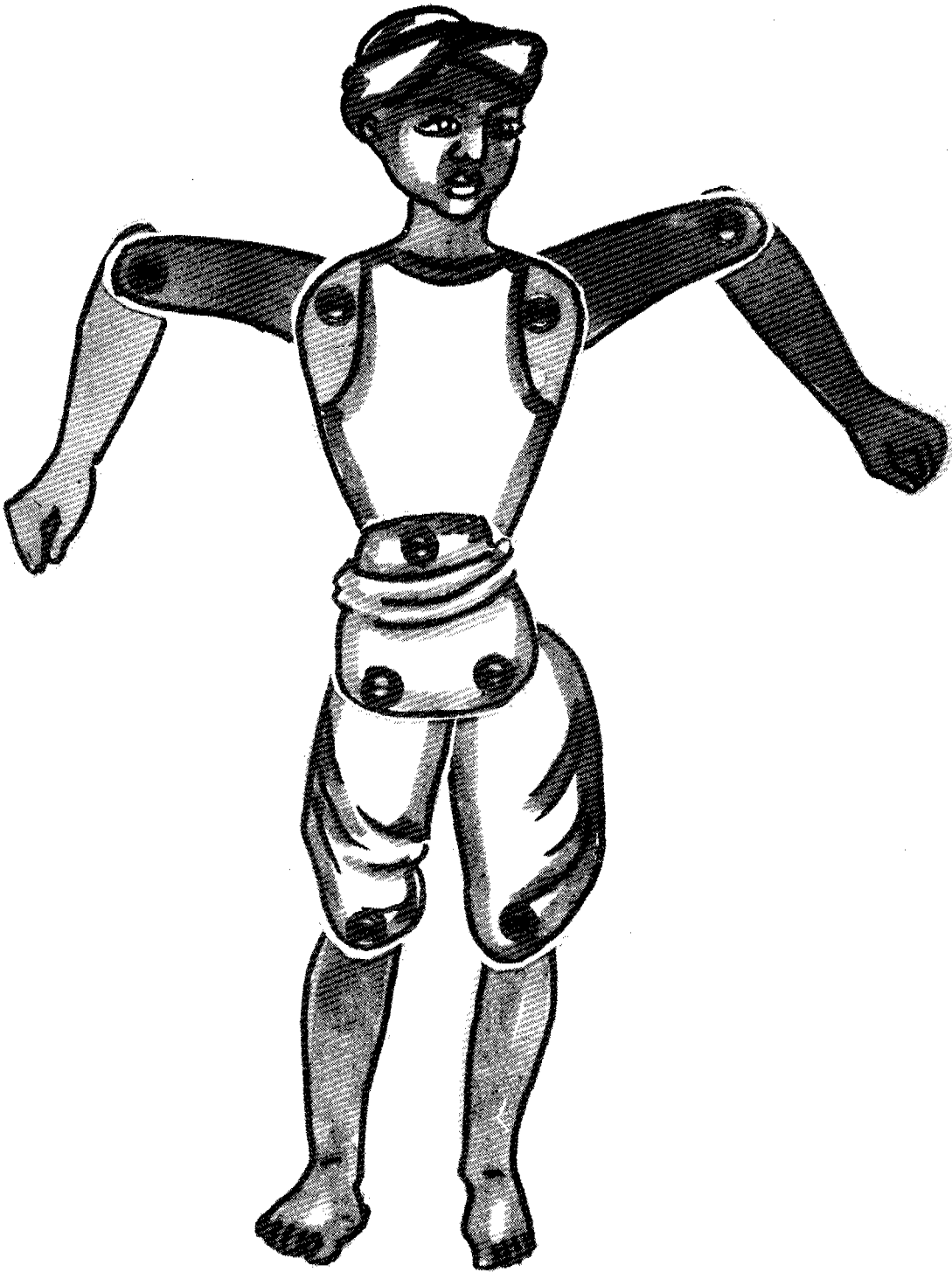
# MAXI FLANS



## LOLLIPOP PUPPETS



## FLEXI FLANS



### **III. Healthy family arrow chart:**

#### **Purpose**

The game helps in visualization and discussion on the themes of the pictures.

This game is to be played by rolling dice and using colour coins or any other objects.

#### **How to play?**

Two or more persons can play the game. The person starts by placing the coin at column one. On rolling the dice move the coins of the concerned person for the number shown on the dice. Move in the direction of the arrows given in the picture.

### **IV. Snake and Ladders with hygiene pictures:**

This game is to be played by rolling dice and using colour coins or any other objects.

#### **How to play?**

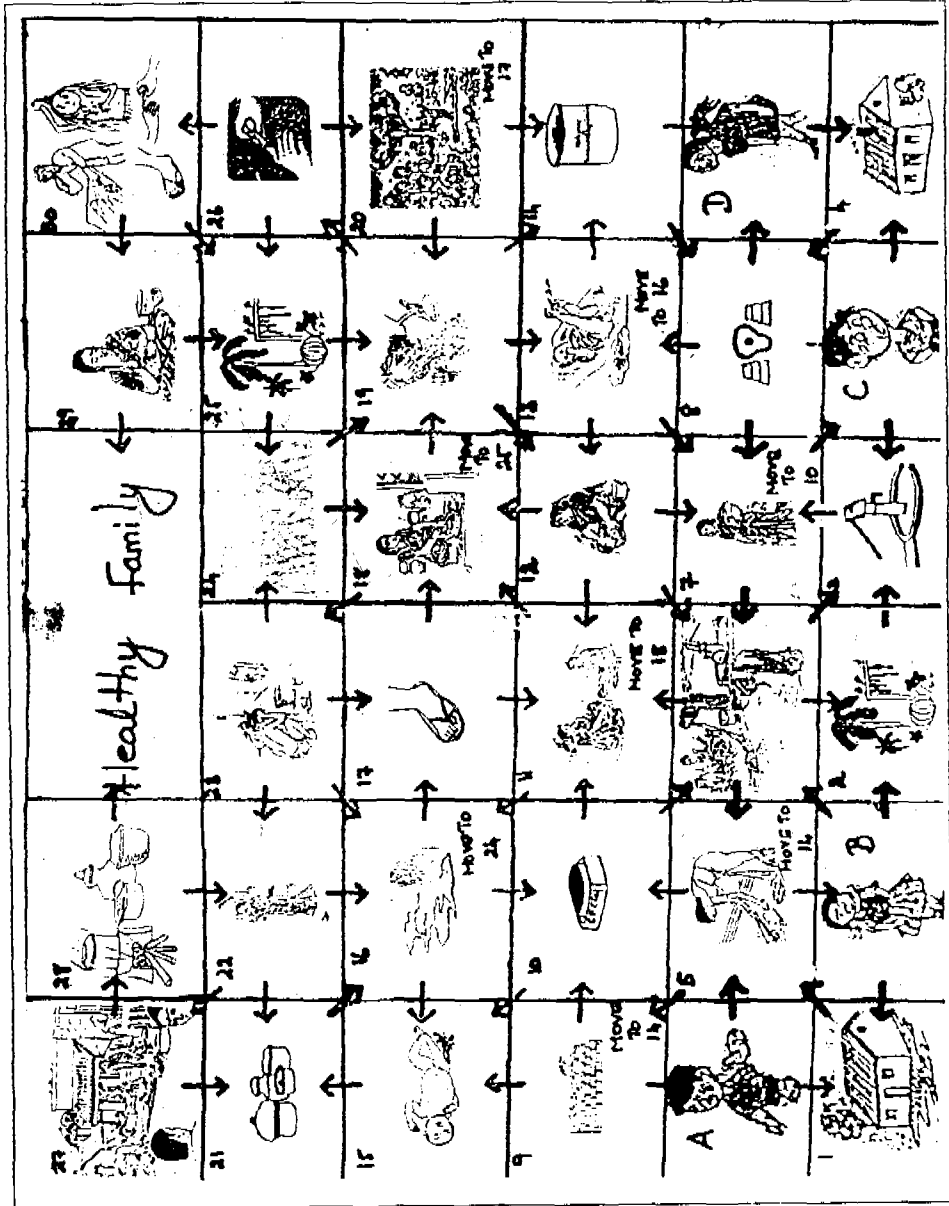
Two or more persons can play the game. The person starts by placing the coin at column one. On rolling the dice move the coins of the concerned person for the number shown on the dice. When bitten by a snake a person moves the coin down to the column where the snake's tail ends. When one comes in front of the ladder he must climb the ladder. Seeing the pictures one understands the hygiene practices that are good and bad.

# Snake AND LADDERS WITH HYGIENE PICTURES

The board game consists of a 10x5 grid of squares, numbered 1 to 50. The snake starts at square 49 and ends at square 1. The ladder starts at square 1 and ends at square 50. Each square contains a small illustration related to hygiene. The illustrations are as follows:

- 1: A baby.
- 2: A person washing hands.
- 3: A person lying on the ground.
- 4: A person drinking water.
- 5: A person walking.
- 6: A person walking.
- 7: A person walking.
- 8: A person walking.
- 9: A person walking.
- 10: A person walking.
- 11: A person walking.
- 12: A person walking.
- 13: A person walking.
- 14: A person walking.
- 15: A person walking.
- 16: A person walking.
- 17: A person walking.
- 18: A person walking.
- 19: A person walking.
- 20: A person walking.
- 21: A person walking.
- 22: A person walking.
- 23: A person walking.
- 24: A person walking.
- 25: A person walking.
- 26: A person walking.
- 27: A person walking.
- 28: A person walking.
- 29: A person walking.
- 30: A person walking.
- 31: A person walking.
- 32: A person walking.
- 33: A person walking.
- 34: A person walking.
- 35: A person walking.
- 36: A person walking.
- 37: A person walking.
- 38: A person walking.
- 39: A person walking.
- 40: A person walking.
- 41: A person walking.
- 42: A person walking.
- 43: A person walking.
- 44: A person walking.
- 45: A person walking.
- 46: A person walking.
- 47: A person walking.
- 48: A person walking.
- 49: A person walking.
- 50: A person walking.

# ARROW CHART - HEALTHY FAMILY





**V. Making your own story book to tell the causes of diarrhoea:**

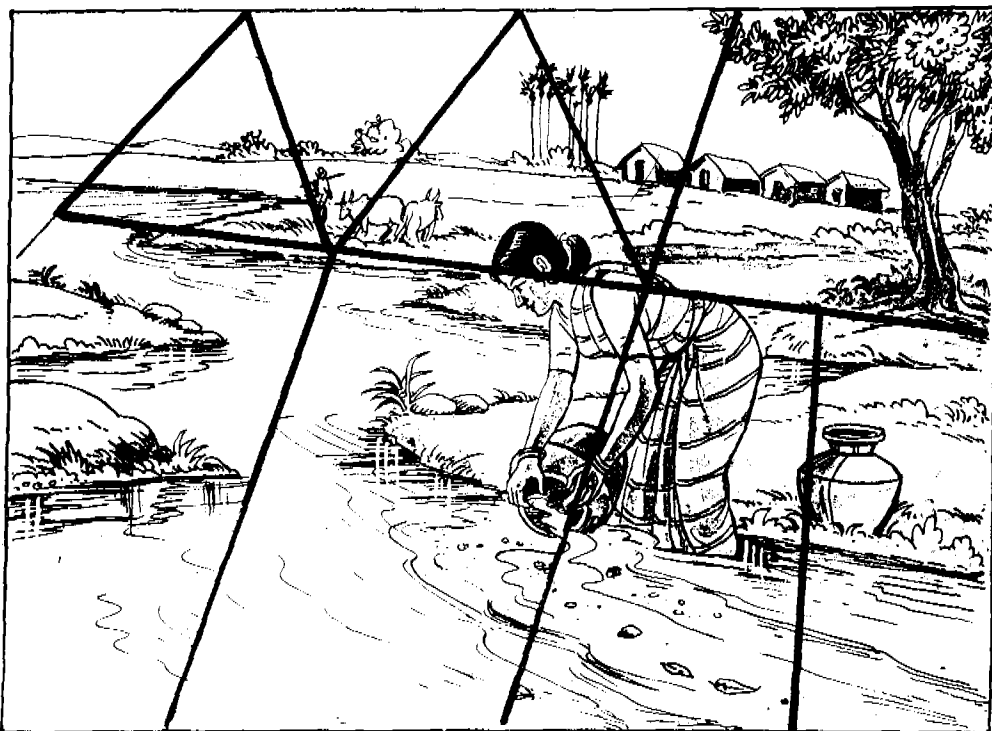
Draw pictures and develop a story by starting it as given below and also by giving one of the causes of diarrhoea. The child can complete the story.

Page - 1	Page - 2	Page - 3	Page - 4
<p><b>Book - 1</b> Ramu lived happily in a small village, he was a very charming and good boy.</p>	<p>His mother Sita loved him very much but she knew very little about hygiene practices.</p>	<p>One day Ramu started to eat without washing his hands after playing.</p>	<p>Later, Ramu suffered terribly due to diarrhoea. Can you guess, why Ramu had diarrhoea?</p>
<p><b>Book - 2</b> Kamatchi lived happily in a small village, she was a pretty girl.</p>	<p>Her mother Lakshmi loved her very much but she knew very little about hygiene practices.</p>	<p>One day she bought some sweets from a street vendor, there were lot of flies flying around.</p>	<p>Later Kamatchi suffered terribly due to diarrhoea. Can you guess, why Kamatchi had diarrhoea?</p>

Similarly various causes of diarrhoea can be given for children to make up a story.

**VI. Picture puzzle:**

Draw lines on a picture as shown in the figure then cut them up, then give it to the children to fit back the picture in correct position.

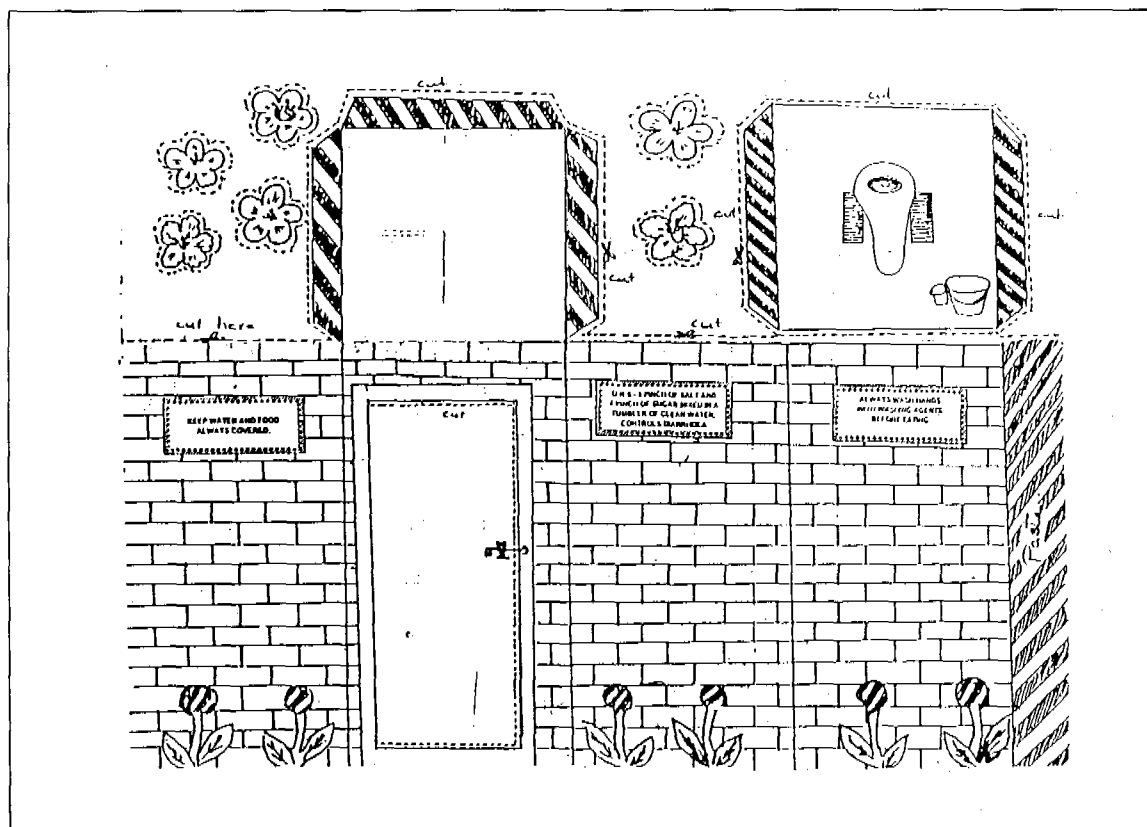


## VII. Child – Parent relationship: (Influencing latrine construction)

This can be made use of in order to reap the full benefit of the project. The project will be able to reap the actual benefit only if the health messages taught are practiced in their home. Only if individual latrines are constructed in the homes of the children, only if washing agents and adequate water are made available in the homes of the students. Thus it is important to make the parents know or learn the lessons that are taught by their children. This children will also facilitate the health worker who comes in contact with the villagers.

### Method – 1

Given below is a model of latrine. Xerox the sheet and give each child a sheet. Ask the child to cut along the dotted lines, then fold the paper and in the form of a latrine. Paste hygiene messages in the places shaded as walls. The model can be coloured if possible. Encourage the children to take the latrine model they have made to their homes. This will inform parents about latrines and create a discussion. Similar methods should be followed so that the full benefits of school health programme will be achieved.



## RHYMES- 1

தண்ணீர் எடுக்கப் போகவேண்டும்  
அம்மா குருவி சொன்னது  
குளிக்க வேண்டும் குளிக்க வேண்டும்  
அப்பா குருவி சொன்னது

சிட்டுக்குருவி சரிசரின்னு  
தலையை ஆட்டி நின்னது  
துணியை துவைக்க பாத்திரம் கழுவ  
தண்ணீர் இன்றி முடியுமா!

அம்மா குருவி அன்பாய் அதற்கு  
ஆறு முத்தம் தந்தது  
விவசாயம் செய்ய தொழிற்சாலை அமைக்க  
தண்ணீர் தேவை ஆயிற்று!

சிட்டுக்குருவி பள்ளியெல்லாம்  
சொல்லி சொல்லி மகிழ்ந்தது  
சிக்கனமாய் தண்ணீரை  
செலவழிக்க சொன்னது!

## RHYMES- 2

மழையே மழையே வா வா  
ஏரி குளங்கள் நிரப்ப வா  
ஆற்றின் வழியே ஓடி வா  
செழுமை இங்கு கொண்டு வா

குட்டை குழியில் தேங்கினும்  
நிலத்தின் அடியில் சென்றபின்  
அடிபம்பு கிணறு வழியாக  
என்றும் நீயே பயன்தருவாய்

### RHYMES- 3

சின்ன சின்ன குளம்  
சேறு நிறைந்த குளம்

தண்ணீர் நிறைந்த குளத்திலே  
தாமரை மலர்ந்து நிக்ருதே  
குப்பை அதிலே சேருதே  
கழிவு நீரும் சேருதே

தவளை மட்டும் பாருதே  
தண்ணீரிலே ஆடுதே  
மாடு கூட குளிக்குதே  
தேங்கி நிற்கும் நீரிலே

நீயும் அதையே குடிப்பதா  
கொஞ்சம் சிந்தித்து பாரப்பா

### RHYMES-4

அம்மா நல்ல அம்மா  
ஆசை உள்ள அம்மா  
குட்டை நீரை சும்மா  
கொடுக்க மாட்ட அம்மா

சின்ன பாப்பா நானு  
சீனு பாப்பா நானு  
அடி பம்பு நீரு  
அதிகம் குடிப்பேன் பாரு

## RHYMES-5

நில் நில் நாய்க்குட்டி  
வள் வள் நாய்க்குட்டி  
வீட்டுக்குள்ள வராதே  
நோய் பரவ செய்யாதே

அம்மா அம்மா நில்லும்மா  
குட்டி குட்டி குடமெல்லாம்  
தண்ணீர் வைக்கும் குடமெல்லாம்  
முடி போட்டு வையம்மா

சின்ன சின்ன தம்பி நீ  
அழகு குட்டி தம்பி நீ  
தண்ணீர் எடுக்கும் முன் நீ  
கையை கழுவ பழகு நீ

## RHYMES – 6

சின்ன சின்ன லட்டு  
சீனி போட்ட லட்டு  
பிட்டு உண்ணும் முன்பு  
கையை கழுவணும் சிட்டு

## SCHOOL HEALTH & HYGIENE EDUCATION

### PRE-TEST & POST-TEST

1. From which source we get water for daily use?
  - Well
  - Pond
  - Hand Pump
  - Irrigation well.
  
2. Hand pump water is-
  - Dirty water
  - Clean water
  
3. Drinking water can be collected from-
  - Pond
  - Well
  - Hand pump
  - Canal
  
4. Which water could be used for drinking?
  - Cool water
  - Very Hot Water
  - Boiled & Cooled Water
  - Very Cool Water
  
5. How it is possible for the water in a clean, covered pot can get contaminated?
  - By dipping dirty Hands
  - By the Flies
  - By the mosquitoes
  - By the Hens
  
6. Who have the responsibility of keeping the village clean?
  - Government hospital
  - Panchayat
  - School teacher
  - Individual person
  
7. Which place is safest for defecation?
  - Field
  - Road side
  - Latrine
  - Bank of the pond

8. For what purposes the latrine is used?
- Washing cloths
  - Keeping Vessels
  - For defecation
  - Keeping firewood
9. How the plastic waste can be disposed?
- Putting in waste pit
  - Putting in Fire
  - Putting in Drainage
  - Can sell
10. Which is the correct way of disposing the waste glass pieces?
- Putting in Drainage
  - Putting near to Fence Fire
  - Putting in Waste box
  - Can sell
11. How can we reuse the waste water?
- By growing plants/kitchen garden
  - By soakage Pit
  - By letting into pond
  - By letting it flow into the street
12. Stagnated water is the place for
- Mosquitoes
  - Flies
  - Birds
  - Plants
13. How can we prevent the food spoiling?
- Keep food open
  - Keep food in vessel
  - Keep food covered
  - Keep the kitchen clean
14. What diseases caused by flies sitting on food?
- Leg pain
  - Diarrhea
  - Fever
  - Eye pain

15. Health education is related to
- Maths
  - History
  - English
  - Health life
16. From the following which one spread disease to the human?
- Fish
  - Birds
  - Cow
  - Germs
17. Which disease spread by human Waste?
- Head ache
  - Malaria
  - Diarrhea
  - Brain fever
18. Which cause diarrhea?
- Mosquitoes
  - Bathing in the pond
  - Drinking dirty water
  - Not brushing
19. What are the symptom of diarrhea?
- Happy Child
  - Active Child
  - Watery stool
  - Ear pain
20. What we have do when diarrhea occur?
- Get blessings from saint
  - Should give herbal medicine
  - Should gives sugar-salt solution
  - Adorn Vipoothi
21. Which one is needed to prepare Salt-Sugar solution?
- Chili powder
  - Sugar
  - Curry leaf
  - Onion



22. Which of the following is used to wash our hands?
- Leaves
  - Mud
  - Water
  - Soap
23. When is it most necessary to wash our hands?
- Before Playing
  - Before touching & eating any food
  - Before Reading
  - Before defecating
24. What is used for to clean our hands after defecation?
- Water
  - Cloth
  - Sand
  - Water and soap
25. Which part of the body is affected by vitamin-A deficiency?
- Brain
  - Eye
  - Lungs
  - Ears

## **PRE ASSESSMENT QUESTIONNAIRE / CHECKLIST**

**The following questions have to be taken by Interview with the Students at the Class Jointly and Individually :**

1. Why do you keep yourself clean ?
2. From where do we get safe water ?
3. How will you take water from the pot ?
4. Where do you go for defecation ?
5. Do you have latrine and urinal facility at school and in your home ?
6. How do you wash your hands ?
7. Is it good to clean the school daily ?
8. Who is responsible to keep my village clean ?
9. What do you do if you get diarrhoea ?
10. How do diseases spread ?
11. What will you do with waste water ?

**The following are to be done through observation :**

1. Water facility at school (Yes / No)
2. If yes, type of source ?
3. Maintenance of the water source - Done / Not Done
4. Facility for defecation and urination for students and teachers separately - Available / Not available
5. Use and maintenance of the urinal and toilets - Done / Not done
6. Water storage facility for use in toilets and urinals - Available / Not available
7. If there is facility to store drinking water, how they are kept and handled - Closed / Open / Kept on Floor / Kept raised / Ladle used / Hands dipped
8. School surroundings - Neat / Dirty
9. Food Hygiene - Closed / Open / Kept on Floor / Kept raised.

## **PERIODICAL ASSESSMENT CHECKLIST / QUESTIONNAIRE**

### **WATER**

#### **True or False :**

1. Water pot should be kept in a raised position
2. To take water a ladle should be used
3. Open well water should only be used for drinking
4. Boiled water should not be used for drinking
5. Safe water is handpump water

### **SANITATION**

#### **Choose the Correct Answer :**

1. Which is the safe place for defecation ? Open Areas / Latrine
2. Handwashing after defecation ? Needed / Not Needed
3. Disposal of Waste water - Stagnate / Soak Pit
4. What does Waste water produce ? - Flies / Mosquitoes
5. Mosquito related diseases - Malaria / Diarrhoea

### **HYGIENE**

#### **Question and Answer :**

1. What are sanitation related diseases ?
2. What diseases you get due to waste water ?
3. What are the types of worms ?
4. How does hook worm spread ?
5. What to do if you have diarrhoea ?

#### **Participatory Assessment :**

1. Mix and match cards
2. Lucky corner
3. Three pile sorting
4. Pocket chart

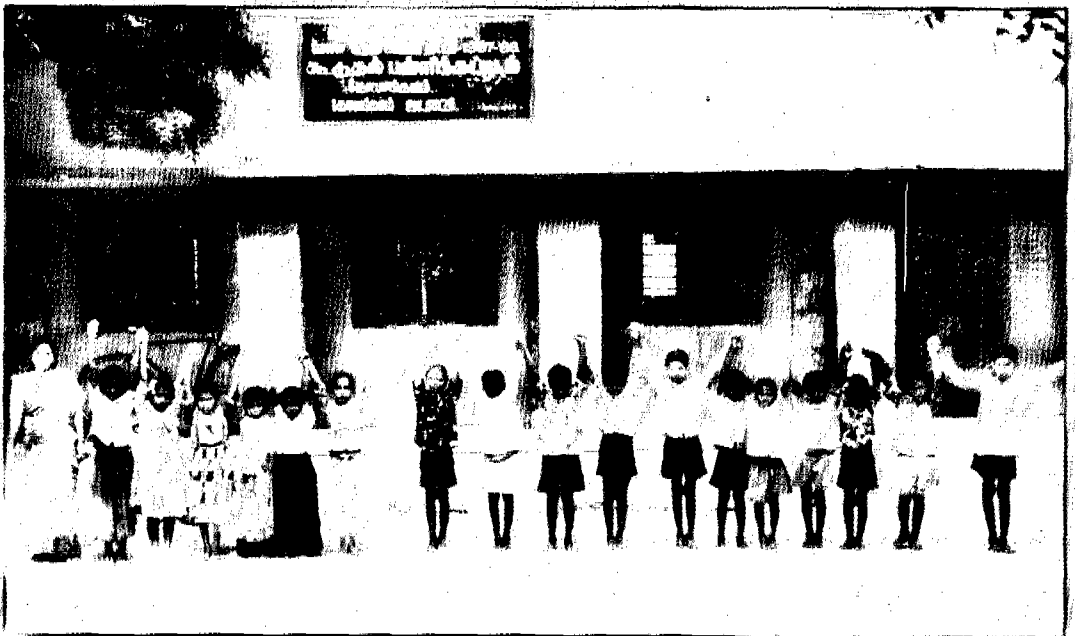
**Observe the Following :**

This can be done with the help of school teachers, school student committee members / PTA.

1. Student - Nail Cut / Neat Dress / Combing the Hair
2. Water handling - Dipping Hands / Use Ladle / Pot with Tap
3. Handwashing - Observe during lunch hours
4. Use of Urinals and Toilets - Observe during intervals
5. Compost Pit
6. Maintenance of Toilet and Urinals
7. Waste Water Management

**Staff Assessment :**

The Staff tasking Hygiene Education classes is assessed by Co-ordinator, Supervisor - PTA, Teachers, Students and Cross checking his visit timings and days, the teaching methods, study materials, games, pictures he/she uses, etc.



## **WATERAID INDIA OFFICE**

22-A, FIRST STREET, NEW COLONY

MANNARPURAM, TIRUCHIRAPALLI-620 020.

TAMILNADU, INDIA Ph: 0431-422276 Fax: 0431-422185

email: [waindia@satyam.net.in](mailto:waindia@satyam.net.in) / [waindia@tr.dot.net.in](mailto:waindia@tr.dot.net.in)