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កម្មវិធីស្ថានសុខភាព

SPIEN SOKHAPHEAP PROGRAM (BRIDGES FOR HEALTH)

គំរោងមេរៀនអប់រំសុខភាពតាមសាលាថ្នាក់ទី ៤-៦ **SCHOOL HEALTH EDUCATION GRADE 4-6**



AUGUST 2003

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Acknowledgments

Much effort went into the writing of this book. PFD has had several school health education manuals, including water use and hygiene, nutrition, and latrine education. During monitoring visits with teachers, they suggested PFD cut down on the number of lessons and combine the lessons into one curriculum using one methodology. Since PFD Kratie had success using Child-To-Child methodology, PFD decided to adapt previous lessons to this methodology. The School Health Education Curriculum for grades 1-3 includes lessons on nutrition and hygiene in order to reach the goal of improved community health.

Many parties were involved in the revision of the school health education program. Two workshops were held with Kratie and Stung Treng representatives from: PFD, departments of the Provincial Offices of Education and Agriculture, the Teacher Training College, and local schools. For year 1, PFD has written the curriculum for grades 1-3, as many remote villages only have schools with these grades. We also want to pilot the new curriculum. Based on the success of this curriculum, PFD will write a curriculum for grades 4-6, including additional topics on malaria, dengue fever and HIV/AIDS.

PFD would like to thank Souvann Phoum, the Khmer NGO that trained PFD and POE staff in Child-To-Child methodology. We would also like to thank the Provincial Offices of Education in Stung Treng and Kratie for their assistance in writing this book and their continued support. The Stung Treng Teacher Training College also assisted greatly in the writing of lessons and we are grateful for their help. Finally, PFD would like to extend thanks to the teachers in both provinces for their patience and insightful feedback on our program.

Child-to-Child Methodology

Explanation

Child-To-Child (CTC) is a child-centered methodology where the teacher serves as facilitator. For each topic there are 6 phases which are outlined below. In general, each phase constitutes one class period. In the beginning phases, teachers help students identify health topics salient to them and the lessons encourage critical thinking, discussion, and debate. In the later phases, students develop activities about the health topic. Activities may include games, stories, role-plays, and drama. Teachers then lead students to other classrooms and to community gatherings where they perform the activity. By using this approach, students become health educators to their peers and family members.

Six phases of Child-To-Child methodology

Phase 1: *Students choose the topic and study it*

The teacher uses some a discussion trigger to stimulate conversation about a topic. This discussion trigger could be a picture, a story, song, questions, etc. After initial discussion about the topic, the teacher asks students if this is a topic they are interested in learning about. If so, then they continue to Phase 2. If not, the teacher introduces another topic

Phase 2: *Further study through observation*

The teacher begins the class by reviewing the topic chosen from phase one. Then, he/she sets up an information table on the board with various columns related to the topic. Students are asked to observe their or community members' behavior related to the topic. This activity might occur in the classroom or as a field activity.

Phase 3: *Collect information, analyze, and discuss it*

The teacher begins phase 3 by reviewing the information that students were supposed to collect. The teacher then fills in the table with students. A discussion follows regarding each section of the table. This is where the teacher, as facilitator, stimulates conversation with questions, but is encouraged to let students try to identify solutions on their own.

Phase 4: *Activity Plan*

Now that the topic has been discussed thoroughly by students in the class, they are ready to plan an activity that helps reinforce the key points of the topic. The teacher helps students plan an activity such as a role-play, song, puppet show, game, skit, etc.

Phase 5: *Practice the Activity*

Students practice their activity in front of their own class. Other students provide feedback and recommendations.

Phase 6: *Evaluation*

The performing students discuss how their performance went and how it could have been improved.

How to Use the Topics

The School Health Education book is a guide to assist primary school teachers. Each teacher attending a PFD workshop is provided with a set of laminated teaching materials that accompany the lessons. Smaller versions of these materials are included in this book.

Grade 1	Grade 2	Grade 3
Sources of Safe Water	Keeping Water Safe	Diseases Caused By Drinking Unsafe Water
Washing Hands	Latrine Use	Maintaining a Hand Pump
The Importance of Nutrition	The Three Food Groups	Iodine Deficiency

Each topic is listed in the table above. For each topic there are six phases which is equal to one class period. For each class period, the lessons are written according to the Ministry of Education, Youth, and Sports (MOEYS). The outline provided by MOEYS includes:

1. Organize the class
2. Review of previous lesson
3. Introduction of new lesson
4. Summary
5. Homework

For some topics, certain phases can be combined. For example, phases 2 and 3 might constitute one class period or phase 5 and phase 6 might be combined. Sometimes phases may need to be delayed if students do not understand the content well. It is important, however, for teachers to guide students through all six phases of a topic. If the teacher skips phases, the students will not understand the progression of the topic.

PFD recommends the teacher institutes and maintains good collaboration with the school director, Village Development Committee, and other village committees so students have a venue for performing the various activities they develop. It is this collaboration that will allow students to become community health educators.

Grade 4 - Topic 1

Topic: *Food and Hygiene*

Time: 240 minutes

Objectives: By the end of the lesson the students will be able to:

- List when it is important to wash hands.
- Describe how germs are transmitted, the effects of contamination by germs and what we can do to prevent infection.
- Practice good hygiene before meals in their daily lives.

Methodology: Child-to-Child

Materials:

- Picture of washing hands
- Picture of the effects of contamination by germs
- Picture of protecting food
- “Hygiene Game”- cards

Phase 1: Choose the topic and study it

I. Organize the class:

Call the attendance register, check the cleanliness of the class, and prepare students for their lesson.

II. Review of lesson: Washing Hands

Question: What are the benefits of washing hands?

Answer: To reduce the germ transmission from hands to mouth.

Question: When is it important to wash hands?

Answer: Before a meal or eating other foods; before food preparation or cooking; before feeding children; and after defecating, passing urine (or washing children's anus); after working and playing on the ground.

Note: *The teacher shows: The picture of washing hands.*

III. Introduction of new lesson: Food and Hygiene – Phase 1

Question: Do you always wash your hands, especially before eating?

Answer: Not always, sometimes we forget.

Question: So, in order to make sure, should we study about food and hygiene?

Answer: We should study it in order to increase our awareness on how to protect our bodies from illness.

Study the topic:

Note: The teacher divides the students into 3 groups, to discuss the 3 pictures.

- Group 1 discusses the picture of how food is contaminated by germs.
- Group 2 discusses the picture of effects of contamination by germs, and eating contaminated food.
- Group 3 discusses the picture of how to protect food from contamination.

Group 1: How germs contaminate food:

1. What can you see in the picture?
2. How can germs pass on to food?

Answer to Question 1: Dirty hands, dirty plates, flies, mice, cockroaches, hens, dirty plates and spoons...etc

Answer to Question 2: - Dirty hands
- Flies, cockroaches, ants, mice, hens and lizards
- Unclean plates, spoons or other dirty re-used materials

Group 2: Effects of contamination by germs; eating contaminated food:

1. What can you see in this picture?
2. What happens to you if you eat contaminated food?

Answer to Question 1: People are eating food with flies sitting on it, people are having abdominal pains, people are defecating, people are lying ill in bed.

Answer to Question 2: Abdominal pain, diarrhea, and cholera.

Group 3: How to keep food safe from germs?

1. What can you see in this picture?
2. How do you keep food safe from germs?

Answer to Question 1: Washing hands, soap, knife, spoon, cutting board, vegetables, spoon; vegetables being washed, a pump, covered food, hot food.

Answer to Question 2: - Always wash hands with clean water and soap.
- Always wash materials in the kitchen, vegetables, and meat in clean water before preparing them or cooking.
- Keep food covered.
- Eat food while it is hot.

Explanation: Some foods spoil easily, so after preparing or cooking, eat it as soon as you can. If there is food leftover, you should heat it before eating (only if the food is not already stale).

IV. Summary:

Recitation: Food and Hygiene

Wash hand with soap	Don't complain before cooking
Food should be covered	Or eat it while it's hot
Don't allow flies, cockroach	Or other harmful insects in the food
This causes diarrhea, vomit and fever	And we'd live unsafely with diseases.
Spoons, plates and knives	Must be carefully washed before using them
Use clean water always	To wash fruit and vegetables
So, please remember	The good advice of your teacher
You will get healthy	And be wise.

Teacher reads the recitation for students to listen.

Students come to the board and underline any words they do not understand.

Teacher explains the difficult words, e.g.

Harmful insects	:	Insects that infect or hurt people.
Unsafely	:	Not safe, harmful
Thoroughly	:	Do properly and completely.
Healthy	:	Being well, not sick

Get a student to say the recitation again.

Question: How do you keep food safe from germs?

Answers: Always cover food; eat it as soon as you can while it is hot; always wash vegetables, fish and meat in clean water before cooking, always wash plates, pots, chopping board etc. before using them and always wash hands with clean water before cooking.

V. **Homework:** Students copy the exercise (given below), for their homework.

Tick(✓) the box for the right answers.

(Students can ask their parents for help).

Question 1: How are germs transmitted to food?

Answers:

- | | | | |
|---|------------------------------|-----------------------------|---------------------------------------|
| - Dirty hands. | Yes <input type="checkbox"/> | No <input type="checkbox"/> | I don't know <input type="checkbox"/> |
| - Flies, cockroaches,
ants, mice, hens, lizards | Yes <input type="checkbox"/> | No <input type="checkbox"/> | I don't know <input type="checkbox"/> |
| - Dirty plates, spoons and
other re-used materials | Yes <input type="checkbox"/> | No <input type="checkbox"/> | I don't know <input type="checkbox"/> |

Question 2: How do you keep food safe from germs?

Answers:

- Always wash hands with soap and clean water before cooking. Yes No I don't know
- Food must be closely covered Yes No I don't know
- Eat food as soon as possible while it is hot Yes No I don't know

Phase 2: Further study through observation

I. Organize the class:

Call the attendance roll, check the cleanliness of the class, and prepare students for the lesson.

II. Review the last lesson: Food and Hygiene - Phase 1

Question: What did you study for the last lesson? What phase was it?

Answer: Food and Hygiene – Phase 1

Teacher corrects the previous day's exercise individually with 2 or 3 students and the whole class.

Teacher asks a student to say the Recitation: "Food and Hygiene".

III. Introduction of new lesson: Food and Hygiene – Phase 2

Class Survey:

The teacher asks the students to copy the questions; draws a Table for the class survey.

1. What is your name?
2. Do you wash your hands before a meal? Before cooking? After passing a stool? After washing anus of a child?
3. How does your family keep food safe from germs?

Note: - *The teacher divides the students into two groups and then gets each one to choose a partner from the opposite group.*

- *Get each pair to sit face to face and ask each other the above questions 1-3.*

- *They note their partners' answers in the Table.*

IV. Summary:

The teacher asks the students to verify their questions and answers; and to keep them to report on at the next lesson.

V. Homework:

Interview a member from the family of your partner in the class interview; and ask the following questions:

1. How many people are there in your family? Who are they?
2. Who washes hands before cooking? Eating? After defecating? After washing anus?
3. How does your family keep food safe from germs?
4. What common diseases has your family got most frequently?
5. What water sources do your family use?

Note: - The teacher instructs each student to interview an important member of their partner’s family. They write the answers in the Table below.
 - The teacher draws a Table on the board; students copy it and fill in the answers during their interviews with a member of their partner’s family.

Sample: Table for answers

Student's name	N° in household	Frequent diseases	How to keep food?	Water Sources	People washing hands			
					Before cooking	Before Meals	After defecating	After washing anus

Phase 3: Collect the information, analyze and discuss it

I. Organize the class: Call the attendance roll, check the cleanliness of the class and prepare students for their lesson.

II. Review the last lesson: Food and Hygiene – Phase 2

Question: What did you study in the previous health education lesson?

Answer: Food and Hygiene – Phase 2

Teacher asks students to write results of the survey on the Table; checks answers.

III. Introduction of new lesson: Food and Hygiene – Phase 3

Collection of survey reports:

The students read out their interview answers (from their partner and the family member), one by one and the teacher writes them in the Table.

Teacher must include the answers that the students asked each other in class.

Sample: Report collection Table

Student's name	People in the House	Frequent diseases	How to keep food?	Using water	People washing hands			
					Before cooking	Before Meals	After defecating	After washing anus
Rotha	5	Diarrhea, fever, Abdominal pain	Cover	River	Mother	Father, Ratha	Mother, Father, Ratha	Mother
Sroh	3	Fever	Cover	Pump	Mother	Sroh	Father, mother, Sroh	No Child
Sothy	8	Diarrhea, Fever, stomach ache	Cover	Pump	Sister	Sister, Father	Sothy, father, mother, sister	Mother, sister

Note: *The teacher asks all students in class who have completed the interviews.*

Discuss / Demonstrate / Explain:

Note: *The teacher discusses the students' questions and answers, example below:*

Question: At Rotha's house, there has been diarrhea, fever, abdominal pain. But the food has been covered. The mother has washed hands before cooking; and has used pump water. So why are they still ill?

Answer: Because they are not hygienic. They use river water, which is an unsafe water source; three people don't wash hands before meals; two people don't wash hands after defecating; and another four don't wash their hands after washing their children's anuses.

Note: *The teacher continues to ask all students and fills in the Table.*

Explanation: **To avoid diarrhea, abdominal pain, and cholera...etc. all members of the family must always respect and observe the basic standards of hygiene.**

IV. Summary:

Question: How do you keep food safe from germs?
Answer: Must cover it; must eat it as soon as possible while it is hot; must wash meat and vegetable before cooking; must wash plates, pots, knife etc., before using them; wash hands before cooking and must always use clean water.

V. **Homework:** The teacher asks the students to choose a game about hygiene that they have played before; and prepare it for presenting next week.

Note: The teacher also prepares a game for the next week.

Phase 4: Activity Plan

I. **Organize the class:** Call the attendance roll, check the cleanliness of the class, and prepare students for their lesson.

II. **Review the last lesson:** Food and Hygiene – Phase 3

Question: What did you study in the previous health education lesson?

Answer: Food and Hygiene – Phase 3

Question: Was there a game about hygiene?

Answer: No, there wasn't.

Note: If there was a game in the last class, ask the students to act it out. If not, the teacher must show the game she / he has prepared.

III. **Introduction of new lesson: Food and Hygiene – Phase 4**

Note: The teacher names the new game: "Hygiene Cards", and sticks the pieces of paper on the board.

- *Show the pieces of cards, and then choose the color for the first group to start.*
- *Small hygiene pictures have letters on the back of them. When the group reaches the picture, they have to imitate it.*
- *Divide the students into 4-5 groups and each group has its leader.*
- *In each group chooses a representative to practice at the board.*

Practice the game:

- One of the 4-5 students at the board holds the cards but he/she must be careful not to let the other members see the color on the cards. Then each group takes one card.
- If anyone takes a red card, she/ he will have right to start first.
- After that the student who hold the cards continues and then each group keeps taking a card.
- Whatever color they get, they must follow that same color on the game chart.
- Some spaces on the chart have a picture. If any member reaches the picture he/she must follow the instructions on the back of the small picture card.
- The group that arrives first at the end, is the winner.

Note: - *The teacher asks the students one by one to come to the board to practice until they can play the game well.*
- *When the game is over, the teacher asks the students the meaning of the pictures.*

Question: What are the pictures on the game chart?

Answer: Dirty hands in the mouth; people are washing vegetables; the place they eat at is dirty and has flies; the kitchen is dirty; eat fruit from the ground; eat covered food, a pump, a person is washing hands after using toilet, dirty hands, wash hands with soap, soap, a pump without a fence, healthy people.

Teacher prepares 3-5 students to perform at another class or in the community.

Choose about 10 students and divide them into 2 groups to observe. One group observes the audiences and the other observes the performers.

Prepare the class and community for the performance.

Questions for observing the audience:

- How many in the audiences watch the performance?
- Are they interested and involved in the performance?

Questions for observing the performers:

- How are the performers' facial expression, gestures and speech?

Question of the program organizer to the audience:

- Which picture represents 'Hygiene'?

Performing the game:

- A boy or a girl from the performers, who acts as the main program organizer, steps out and salutes the audience; states his/her name, the title and the reason for the performance. (E.g. "Hello, greetings to every body. Today the Grade 4 students of Primary is presenting a performance called "Hygiene Cards" for the pleasure of the community.")
- Other performers also salute the audiences and state their names one by one.

- The program organizer should ask permission from the classroom teacher or community so that he/she can divide the students or community into groups for joining with the performers.
- The observers must write down the activities they have seen according to the given questions, and describe what they see in the audience and in the performance.
- The program organizer asks the audience questions which he/she has prepared.
- Give the audience a few minutes to participate in evaluation.
- The program organizer says thank you and wishes the audiences and closes the program.
- The performers say good-bye.

Note: *The teacher trains the students until they perform well*

IV. Summary: Each group practices their performance.

V. Homework: The students recite the Recitation: “Food and Hygiene”.
Question: Which pictures on the game poster is about Hygiene?

Phase 5: Practice

I. Organize the class: Call the attendance roll, check the cleanliness of the class and prepare students for their lesson

II. Review the last lesson: Food and Hygiene – Phase 4

Question: What did you study in the previous health education lesson?

Answer: Food and Hygiene – Phase 4

The teacher corrects the exercise individually and then with the whole class.

Students practice again before performing.

III. Introduction of new lesson: Food and Hygiene – Phase 5

- The teacher takes the students to perform at a pre-selected place.
- The observers start observing.
- The program organizer announces the title and reason for the performance, and introduces the performers.
- The performers step out, salute and greet the audience.
- The performance starts.
- They ask the audiences the questions they have prepared.
- Give the audience time to evaluate.
- The students make their Recitation for the audience.
- The program organizer closes the program; says thank you and gives best wishes to the audience.
- The teacher brings the students back to the school.

IV. Summary:

- The teacher appreciates all students, especially those who performed very well.

V. Homework: Write down the points need to be improved on in the performance of the participants.

Phase 6: Evaluation

I. Organize the class:

Check the attendance register, absentees; check the cleanliness of the class, and prepare students for their lesson.

II. Review the last lesson: Food and Hygiene: Phase 5

Question: What did you study in the previous health education lesson?

Answer: Food and Hygiene - Phase 5

Question: What did you do?

Answer: Played the game of “Hygiene Card”, for class / community/ village...

III. Introduction of new lesson: Food and Hygiene – Phase 6

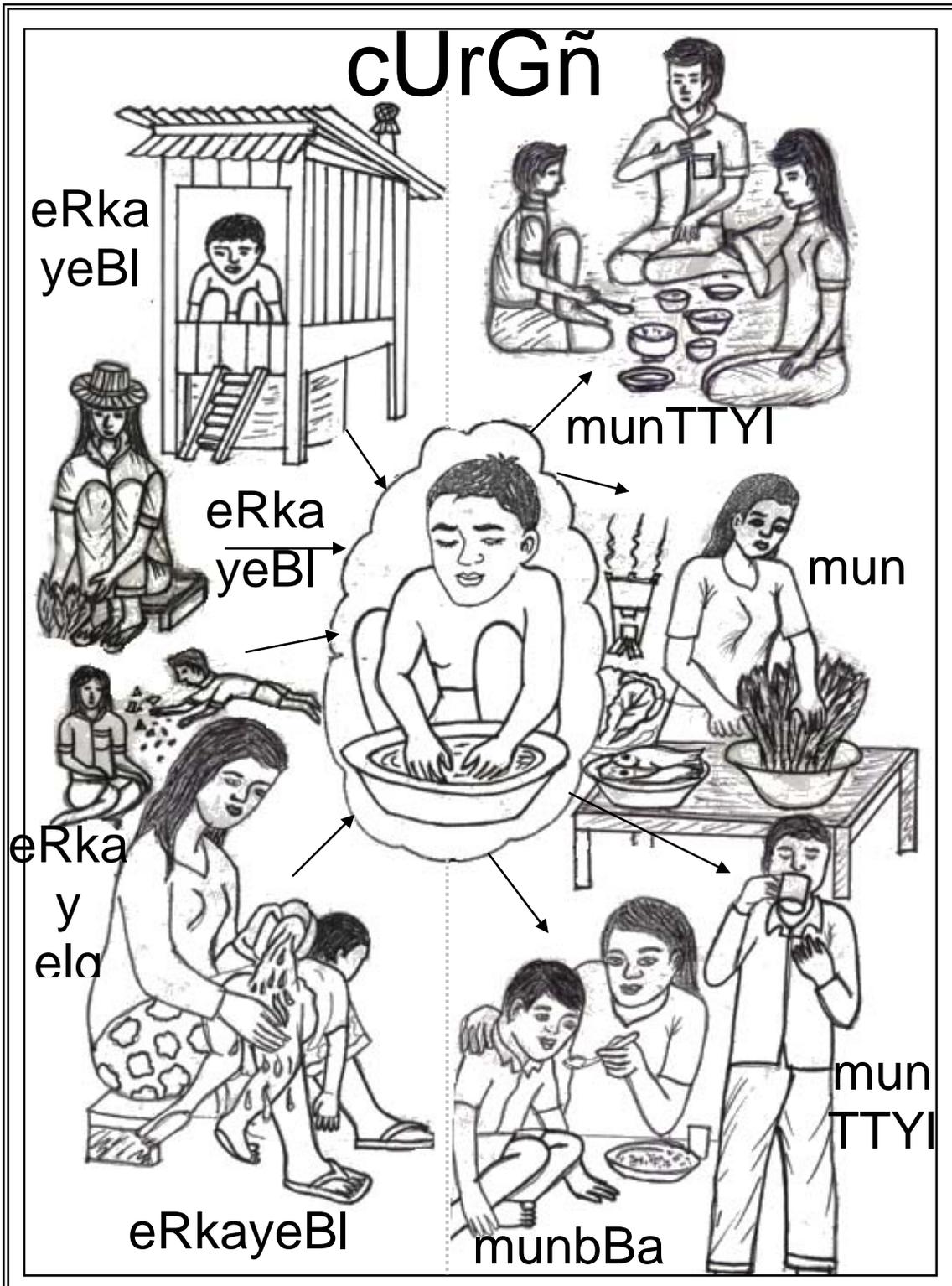
➤ The teacher asks the Observer Group to report and writes in the Table.

Sample: Evaluation Table

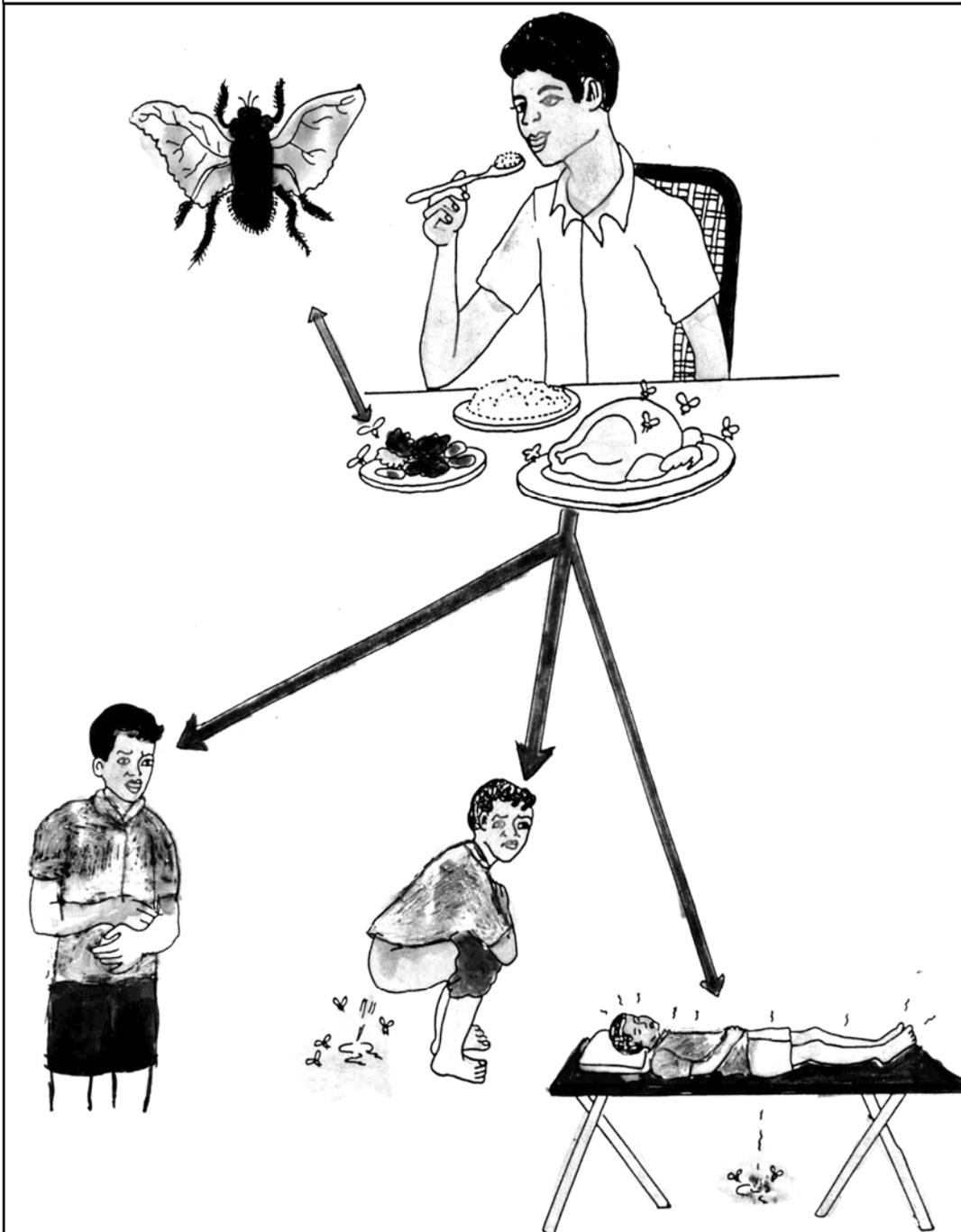
Activities	Strengths	Weaknesses	How to improve
- Performers - Audience	- Brave, Smile - Interested	- Some students were cheating - The people at the back were talking - No discipline	- Be honest and respect each other

IV. Summary: Practice and work on areas “How to improve”.

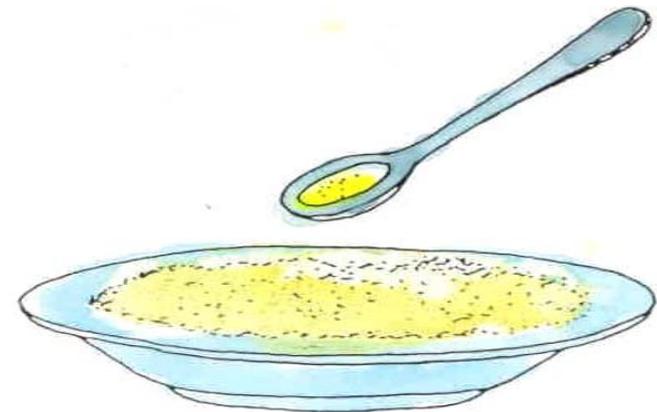
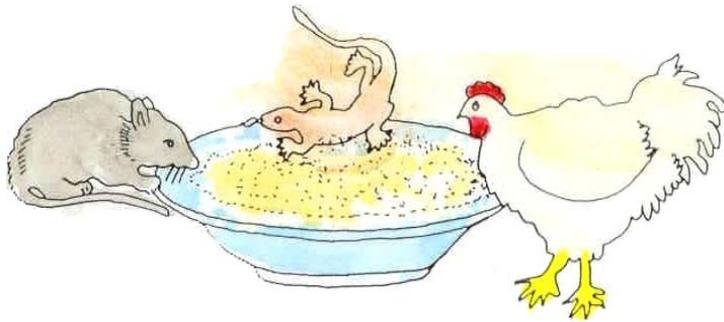
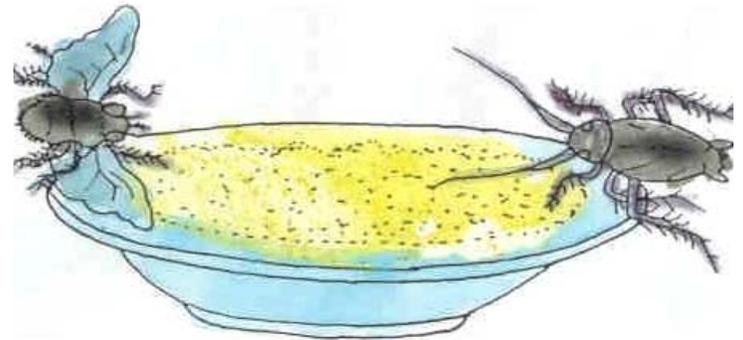
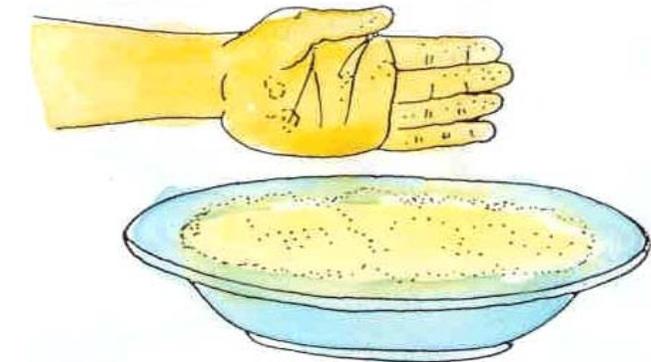
V. Homework: The students can borrow the cards to play with their friends or relatives at home.

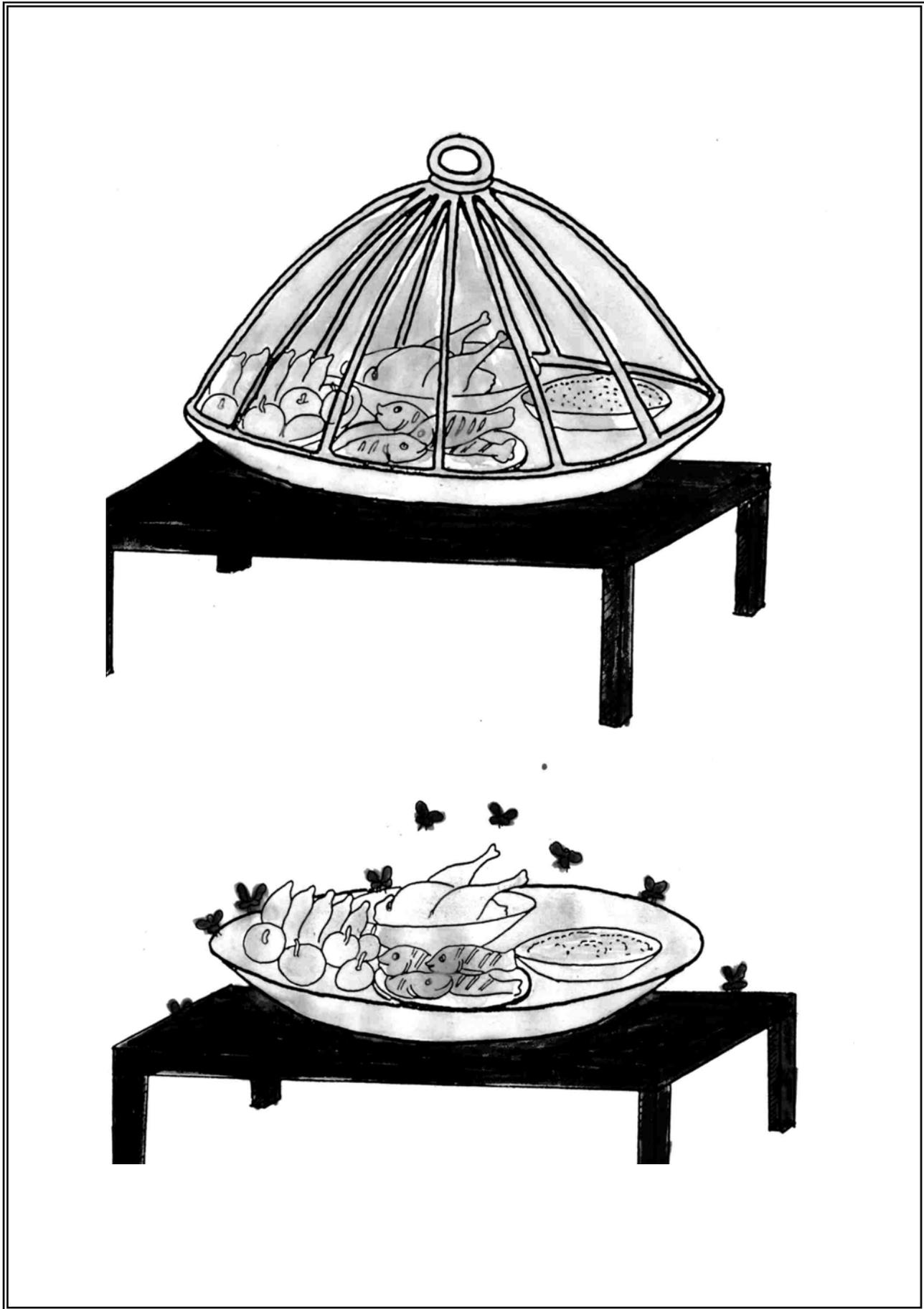


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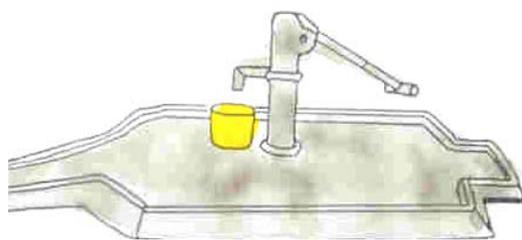


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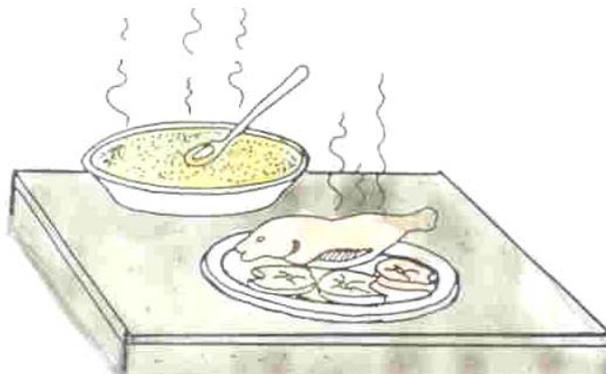
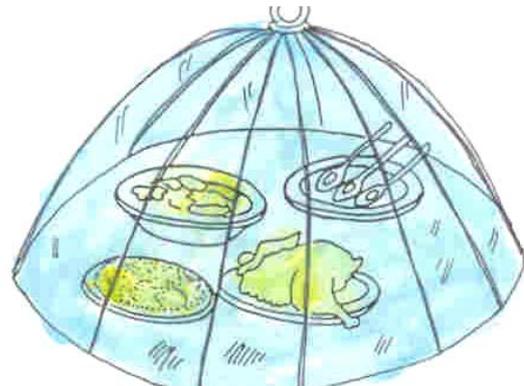
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Grade 4 – Topic 2

Topic: *A Complete Meal*

Time: 240 minutes

Objectives: By the end of the lesson, students will be able to:

- Correctly explain how to eat a complete meal.
- Say what to include in a meal, to make it ‘a complete meal’.
- Define ‘a complete meal’.
- Grow up with interest and motivation in gardening and animal raising.

Methodology: Child-to-Child

Materials:

- Pictures of different foods
- Picture of the 3 Food Groups
- Two texts of two stories

Phase 1: Choose the topic and study it

I. Organize the class: Call the list, check the cleanliness of the class, and prepare the students for their class.

II. Review the previous lesson: Food and Hygiene

Question: What did you study in the health education lessons last week?

Answer: Food and Hygiene

Question: How do you keep food safe from germs?

Answer: Always wash hands with clean water and soap.

Always clean the kitchen, wash meat with clean water before cooking.

Food must be kept covered.

Food must be eaten while it is hot.

Note: The teacher asks the students to recite: “Food and Hygiene”.

III. Introduction of new lesson: A Complete Meal – Phase 1

Choose topic:

Question: What are the three Food Groups? Write them on the board.

Answer: Building food, Protective food and Energy food.

Distribute the small pictures of food to the students and ask them to place them under each food group.

The teacher then shows the poster classifying the three food groups.

Question: Do you want to know the food we need to eat for each meal?

Answer: Yes, we do.

The teacher introduces the new topic, "A Complete Meal".

Study the topic: Reading a dialogue: "Why am I always sick?"

Teacher writes the dialogue on the board.

Asks 2 students to act the dialogue; one student acts as Channy, and the other as Sothy.

Asks students to read the dialogue in pairs.

Write up questions to understand the content of the story.

Question: What is wrong with Sothy? Why doesn't she want to play?

Answer: She is tired and unwell.

Question: Channy, Do you know why Sothy is sick so often?

Answer: Because she eats only rice and fish sauce that contains only one food group - Energy food.

Question: What other kinds of food does Sothy need to eat to be strong and healthy?

Answer: Sothy needs to eat meat, vegetables and fruit, which are the Building and Protective foods.

Question: Why do we need to eat a variety of foods at each meal?

Answer: Because our bodies need different types of food to grow, to keep our bodies strong and to protect us from disease.

Question: What does "A Complete Meal" mean?

Answer: A complete meal is a meal that includes Energy food, Building food and Protective food.

Question: Can you give some examples of complete meals?

Answer: Rice, pumpkin and pork (energy, protection and building food) rice, morning glory and pork (energy, protection and building food).

IV. Summary:

- Divide the class into 4 groups and then give each group the small pictures of different foods (page 16 and 27-30).
- Each group uses the food on their cards to make up a complete meal. Their meal should contain food that people normally eat together at one time.

V. Homework:

- What does "a Complete Meal" mean?
- Make a list of all the foods you eat through out the day tomorrow.

Reading a dialogue – Text: “Why am I always sick?”

Channy: Sothy, let's go to Kuny's house and play.

Sothy: I don't want to play right now. I'm too tired and I don't feel well.

Channy: Sothy, whenever I want to play with, you are always sick. I wonder why? What kinds of food do you usually eat?

Sothy: I eat rice and fish sauce most of the time. Isn't what everyone in the village eats?

Channy: Yes, we eat rice and fish sauce, but we also eat fish, greens or other vegetables. Between meals, I eat mangoes, guavas or other fruits as snacks.

Sothy: My mother cooks with the greens all the time but I don't eat them, and I don't like fruit either.

Channy: Sothy, do you remember when our teacher taught us about nutrition last week?

Sothy: Yes, she taught us about the three food groups. What is the importance of the 3 essential food groups?

Channy: I think I know why you are always getting sick.

Sothy: Why? Please, tell me.

Channy: Sothy, you are probably sick because you are only eating rice, which is only in the energy food group. The teacher told us that we need to eat a variety of foods from ALL three-food groups to keep us healthy and strong and make our bodies grow.

Sothy: Channy, may be you are right. I will tell my mother that I will try to eat the vegetables and fish or meat that she cooks. She will be happy and may be then I will feel healthy and be able to play with you more often. Thank you for your advice.

The End

Phase 2: Further study through observation

I. Organize the class: Call the attendance list, check the cleanliness of the class, and prepare the students for their lesson.

II. Review the last lesson: A Complete Meal – Phase 1

Question: What did you study in the previous health education lesson?

Answer: A Complete Meal – Phase 1

Note: *The teacher corrects homework from the last week individually and in a group.*

III. Introduction of new lesson: A Complete Meal – Phase 2

Class Survey:

The teacher asks the students to write down the following questions and draws a Table for the Class observation survey.

1. What's your name?
2. What did you eat with rice yesterday? And what fruit? (The students can choose an answer from any meal.)

Note: - *The teacher divides the students into two groups and then into pair, and gets them to have a conversation.*

- *Ask each pair to sit face to face and then ask each other the two questions.*

- *The students must write the answers in the Table.*

Sample of a Survey Table

N°	Student's name	Food eaten with rice yesterday	Fruit

IV. Summary: Ask the students to check their questions and answers; and keep them for reporting on next week.

V. Homework:

- Practice reading the dialogue.
- Survey their neighbor's house by asking the question:
“What did you eat with rice today? And what fruit?”

Phase 3: Collect information, analyze, and discuss

I. Organize the class: Call the attendance list, check the cleanliness of the class, and prepare the students for their lesson.

II. Review the last lesson: A Complete Meal – Phase 2

Question: What did you study in the previous health education lesson?

Answer: A Complete Meal - Phase 2

Question: What did you do?

Answer: Surveyed the class and neighbors about the food they had eaten.

Note: The teacher asks the students to show their survey Tables with the answers; teacher monitors.

III. Introduction of new lesson: A Complete Meal – Phase 3

Collecting the survey data:

The students read their answers individually and the teacher fills in the Table.

Sample: Class Survey Report Table

Nº	Student's name	Food eaten with rice yesterday	Fruit
1	Rotha	Stewed Chicken	No
2	Sroh	Dry fish	No
3	Sothy	Morning glory soup with fish	Ripe banana

Sample: Neighbor Survey Report Table

Nº	Student's name	Food eaten with rice yesterday	Fruit
1	Mrs. Chan Thou	Fish soup (small fish)	Jackfruit
2	Mrs. Chan Thy	Stewed cabbage with chicken	Logan
3	Mrs. Thon	Soup cabbage with pork	No
4	Mrs. Dy	Stewed fish	No
5	Mr. Chet	Soup of morning glory with fish, beef.	No

Note: The teacher asks for reports from all students who have completed the survey in the class and in the neighbor's family.

Discuss / Demonstrate / Explain:

The teacher asks the students individually, the following questions:

Question: Chan Rotha ate rice with chicken soup, is that a complete meal?
Answer: No, it isn't. He ate only energy and building food; he lacks protective food.

Question: Mao Sroh ate rice with dry fish, is his meal a complete meal?
Answer: No, it isn't. He ate only energy and building foods but not protective food.

Note: The teacher asks all the students about their two Tables and continues to explain as follows:

Question: If we don't eat a complete meal, what will happen to our bodies?
Answer: We will tire easily, be unhealthy and have poor growth.

Explain: A meal is not a complete meal unless it has food that includes building, energy and protective food. To ensure you can have a complete meal you should grow a variety of crops, vegetables and raise poultry or animals.

IV. Summary:

Question: What can you do yourself to make your body grow well, and be strong and healthy?
Answer: Eat meals that include building, energy and protective food.
Question: What can you do to ensure you have a complete meal?
Answer: Grow a variety of crops, vegetables and raise animals.

V. Homework:

- What kinds of vegetable, fruit and animal do you have at home?
- The students should find the time to copy the story "Follow a teacher". (on page 24).

Phase 4: Activity Plan

I. Organize the class: Call the attendance list, check the cleanliness of the class, and prepare the students for their lesson.

II. Review the last lesson: A Complete Meal – Phase 3

Question: What did you learn in the previous health education lesson?
Answer: A Complete Meal - Phase 3

Review homework in-group and individually.

III. Introduction of new lesson: A Complete Meal – Phase 4

- Question: How many stories did we have? What are they?
Answer: 2 stories "Why am I always sick?" and "Follow a teacher".
Question: Do you have any ideas how to help other students and people to understand about food like you do?
Answer: Act a role-play "Follow a teacher".
Question: Do you all agree?
Answer: Yes, we do. (All students raise their hands).
Question: Who would like to play? Please raise your hand.
Answer: (Most students raise their hands).

Note:

- *The teacher chooses those students who have put their hands up and also picks the students who are good at acting and prepares for role-play practice. The teacher trains them in extra time until they can perform well.*
- *The teacher chooses a program organizer from the performers.*
- *The rest will be observers: one group observes the audiences and the other group observes the performers.*
- *Choose a classroom or a community place for the performance.*

Questions for observing the audience:

- How many students are watching the performance?
- Are they interested and involved in it?

Questions for observing the performers:

- How are performers' facial expressions, gestures and speech?

Questions by the program organizer to the audience:

- What is the title of the performance?
- What are the names of characters?
- What did Sam Nop explain to his parents?

Answers for the program organizer to remember:

- The title of the performance is "Follow a teacher".
- The characters are uncle Seng, Aunt Sambo and Sam Nop.
- Sam Nop explained to his parents that, at every meal we should eat all food groups: green leafy vegetables, yellow fruit (protective food group), meat, eggs (building food) rice, potatoes, sweet, honey etc...(energy food) not Tumpaing (bamboo shoots) everyday. The teacher also advises us to grow vegetables and raise animals.

Conduct a Role-play:

The program organizer steps out, stands in front, greets and salutes the audience; tells his/ her name, states the reason (Child to Child group grade 5 students of school are here to present a performance of "Follow the teacher").

Here are the performers:

- acts as father called uncle Seng.
 - acts as mother called aunt Sambo.
 - acts as son called Sam Nop.
-
- The observers note down activities they see according to the given questions.
 - The program organizer asks the audience the prepared questions.
 - Gives time for the spectators to evaluate the performance.
 - The program organizer thanks and gives wishes to all participants who spent time at the performance and closes the program.
 - The performers say goodbye.

Note: *The teacher trains the performers in extra time, until they perform well.*

IV. Summary:

Each group reviews their performances.

V. Homework:

- Practice speaking their lines and practice performing: "Follow a Teacher".
- Student brings his/ her own materials for the performance.

Story: "Follow a Teacher"

Act 1: At Uncle Seng's house

Story teller : village is situated not far from town and most of the people are farmers. In a small house, a man is seated, weaving a basket, his eyes staring far away. He looks as if he is waiting for someone, and says:

Uncle Seng: The sun has set a long time ago. She still hasn't come back. Where has she gone? Oh, here she is, coming quickly.

Aunt Sambo: Where is our son? What are you doing here?

Uncle Seng: I was waiting for you! I wish I could go and call you.

Aunt Sambo: Hmm, you look as if you are angry. The paddy rice owner made me finish my work; that is why I am late. Let's go into the house. Has our son cooked?

Uncle Seng: Yes, may be! If not, let's cook!

Act 2: At a meal

(Father, mother, and son are sitting around the food dishes)

Uncle Seng: What food do we have with rice today?

Aunt Sambo: Nothing, but Tumpain Tram (a kind of preserved bamboo shoot).

Uncle Seng: Great! Tumpaing Tram is much better than salt.

Aunt Sambo: Tumpaing Tram is almost finish. I think tomorrow we should look for some more bamboo shoots so that we can exchange them for rice and keep some for eating.

Sam Nop: Mummy, Daddy. I can't eat preserved bamboo shoot any more. I can't finish my plate. (Son goes away)

Uncle Seng: Uh... In our village there aren't many kinds of vegetables and fruit except for bamboo shoot. In the previous regime we cooked rice with morning glory, pickle of morning glory and soup of morning glory. We ate it until our teeth become black. Now we have Tumpaing (Bamboo shoot) again. I'm fed up of it but I don't know what to do!!

Aunt Sambo: What can we do about this right now? Our son doesn't want to eat bamboo shoot anymore. He eats rice with salt instead and always complains that he feels too tired and doesn't want to go to school either.

Act 3: After the meal

(Sam Nop is sitting doing homework. He asks his father)

Sam Nop: Mother, father! My teacher gave me an exercise, which asks about vegetables, fruit trees and animals in our house. How can I say anything as we don't have any vegetable in our house?

Uncle Seng: Oh ! my son, just write it. The teacher will never come to our house. She will not know what we have or not.

Aunt Sambo: No, don't do that. Don't teach our son to tell lies!

Uncle Seng: We have peppermint, lemon grass and betel leaves that your mother grows.

Aunt Sambo: That's right. Please, write that, son!

Uncle Seng: Why did your teacher want you to describe them? If we don't have, do they give us a present of any?

Sam Nop: No, they don't. The reason is that this morning the teacher gave us a lesson on 'A complete meal'.

Aunt Sambo: Oh, yes. What was a complete meal lesson about?

Sam Nop: A meal that includes energy, building and protective foods.

Aunt Sambo: What are they? I don't understand.

Sam Nop: It means that, we must eat all food groups- green vegetables; meat; rice and yellow fruit: but not Tumpaing everyday! Green vegetables and yellow fruit are in the protective food group. It is food that protects our bodies, such as cabbages, Sloeck Ngup, Sloeck Bas, young pumpkin leave, Morning Glory, Pumpkins, Tomatoes, ripe papayas, ripe jackfruit. Meat is in building food. It is food that makes our bodies grows such as chicken, duck, crabs, snake, eels... and the other group is energy food, these are rice, potatoes, sweet, honey, sugar cane...

Aunt Sambo and Uncle Seng say together: That's not difficult!

Uncle Seng: There is a lot in the forest. There are Sloek Prik, Sloek Pon, Sloek Chahouy and Sloek Kra Ngoak... They are all green leave vegetables and there are fruits like logan, Kuy and lichee. If you'd like, go and get them!

Aunt Sambo: Certainly, They are available. Right now they are available only far away. We cannot find them near our house any more. As you know if we want them, we can't get them immediately. We have to spend a whole morning to go into the forest and get them and they are not available in all seasons.

Sam Nop: The teacher explained that we have to grow them and raise some animals in our house so that we will have enough kinds of foods and they are fresh, too. If we eat properly, we will be healthy, our bodies will grow strong; we will be clever and learn well and have a good memory!

Aunt Sambo: Umm, It's late now. Let's go to bed.

Uncle Seng: Please, get under the mosquito net, my son. I'll discuss this with your mother.

Act 4: Behind the house in the early morning

Speaker: Next morning.... Uncle Seng carrying a hoe on his shoulder and Aunt Sambo carrying a rake in her hand, are walking behind their house.

Sam Nop: (Gets up and looks for his parents. When he can't find them he says).
Maybe they went into the forest to look for bamboo shoots.
"I tried calling both of you, where are you in the early morning?"

Uncle Seng: Here, behind the house. (Sam Nop goes towards them)

Sam Nop: Yee! What are you doing?

Uncle Seng: Er... I do what your teacher said. I prepare the soil for growing different kinds of crops. We try to do whatever to make our family have "A Complete Meal".

Aunt Sambo: To morrow I will buy some seeds, piglets and chicken to raise.

Sam Nop: Bravo! My father and mother now understand. I'll help them.

The End

Phase 5: Practice

I. Organize the class: Call the attendance list, check the cleanliness of the class, and prepare the students for their lesson.

II. Review the last lesson: A Complete Meal - Phase 4

Question: What did you learn in the previous health education lesson?

Answer: A Complete Meal - Phase 4

Question: What did you do last week?

Answer: Practiced the play, "Follow the teacher".

Note: *The students practice the role-play again, before going to perform.*

III. Introduction of new lesson: A Complete Meal – Phase 5

Note:

- *The teacher takes the students to the venue for their performance.*
- *The observers begin their observations.*
- *The program organizer does the introductions, giving the title, reason and names of the characters of the performance.*
- *The performers step out, greet and salute the audience.*
- *They begin their performance.*
- *They ask the audience the questions as prepared.*
- *The audience is requested to participate in the evaluation of the performance.*
- *The program organizer closes the program, gives thanks and best wishes to the audience.*
- *The teacher brings the students back to their classroom.*

IV. Summary:

The teacher praises and encourages the students for their performance.

VI. Homework:

Write down the weak and strong points of all participants.

Phase 6: Evaluation

I. Organize the class: Call the attendance list, check the cleanliness of the class, and prepare the students for their lesson.

II. Review the last lesson: A Complete Meal - Phase 5

Question: What did you do in the previous health education lesson?

Answer: A Complete Meal – Phase 5.

And we performed “Follow the Teacher”, for the class and community.

III. Introduction of new lesson: A Complete Meal – Phase 6

***Note:** The teacher asks the Observer Group to make their report.*

Sample: Observer Evaluation Table

Activities	Strengths	Weaknesses	How to improve
- Performers	- Brave, Smile, Energetic.	- Speech and action not coordinated. - Spoke too fast	- Practice to perform smoothly; and speak better and more as in real life.
- Audiences	- Those in front were interested.	- The people at the back were talking	

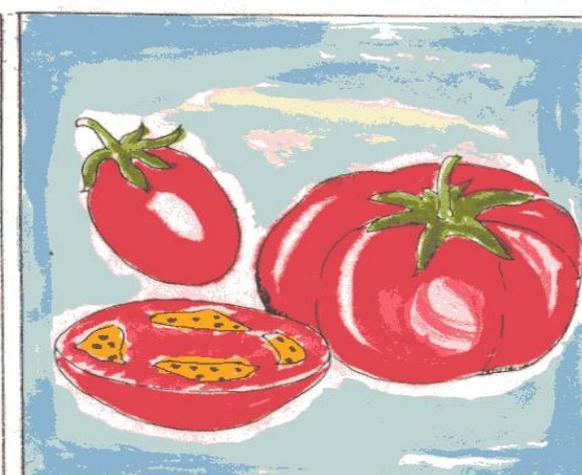
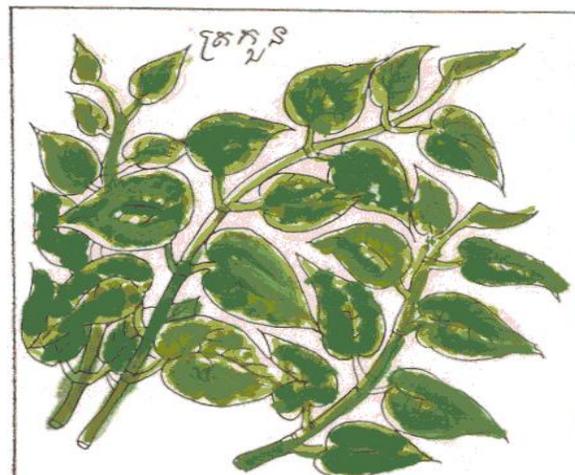
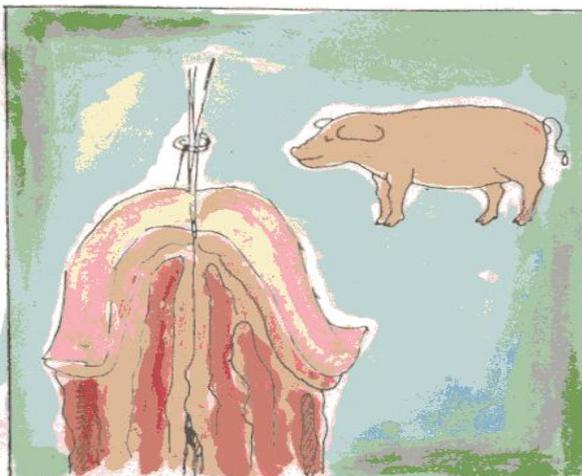
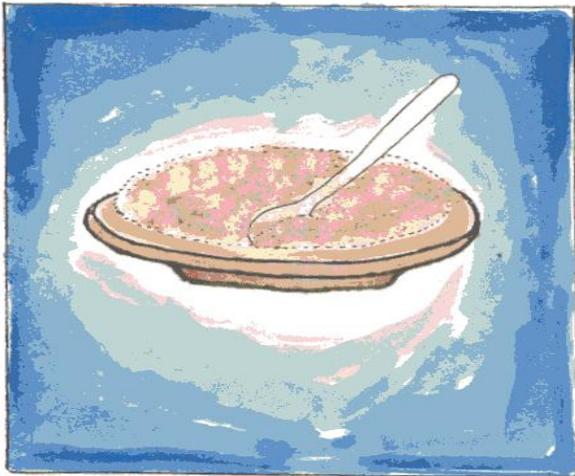
IV. Summary:

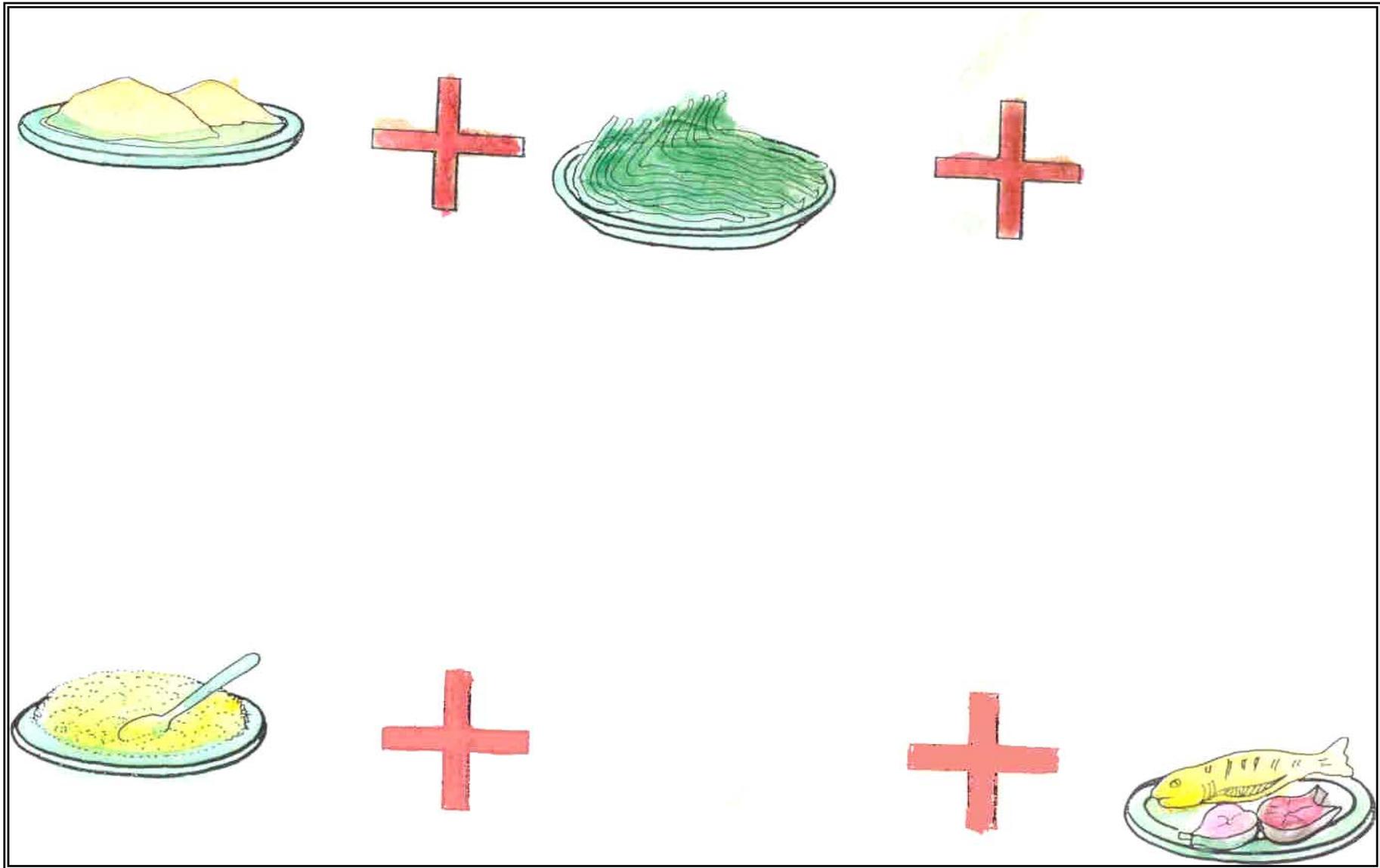
Practice the points that need improving as in the Table.

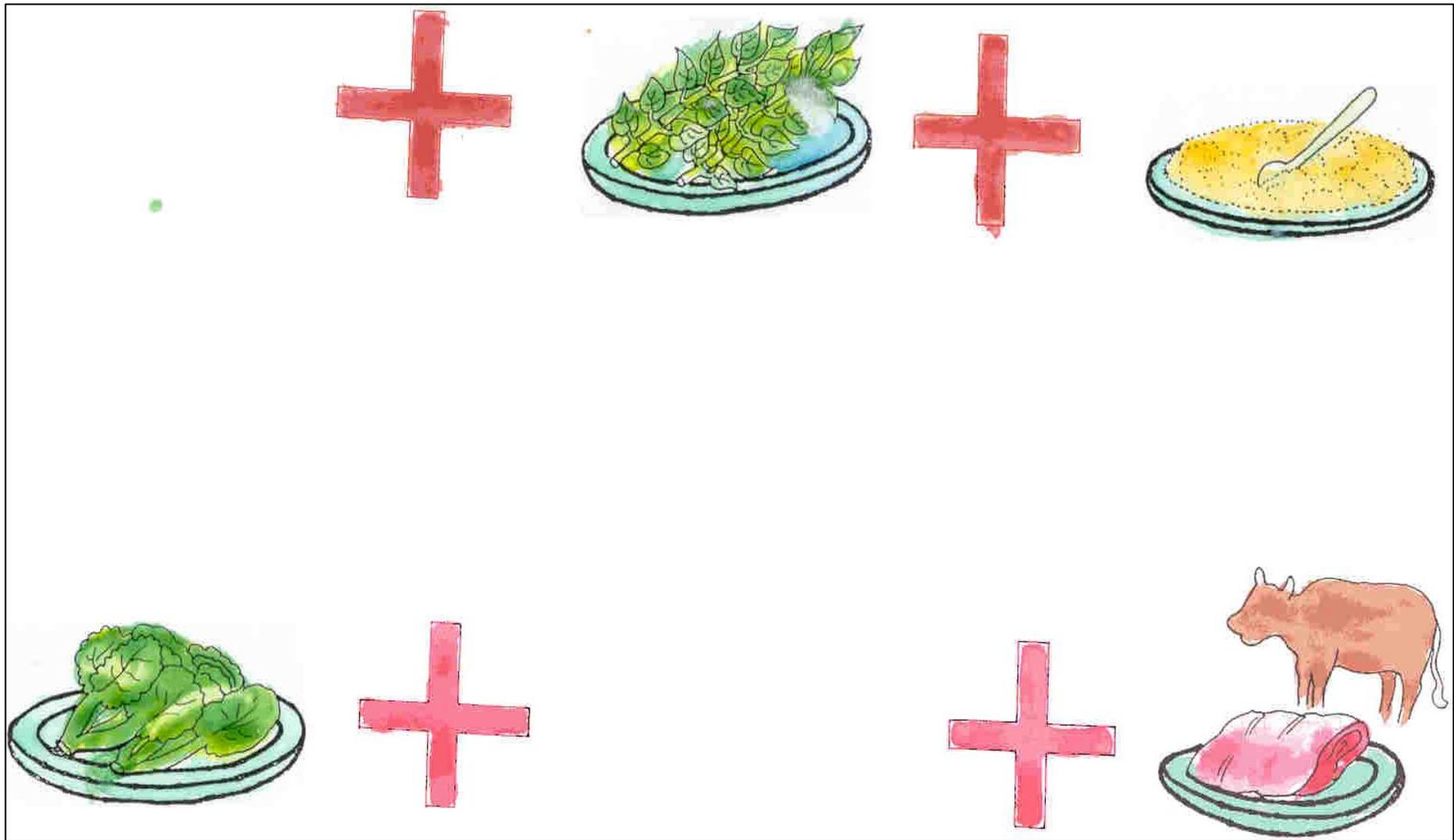
V. Homework:

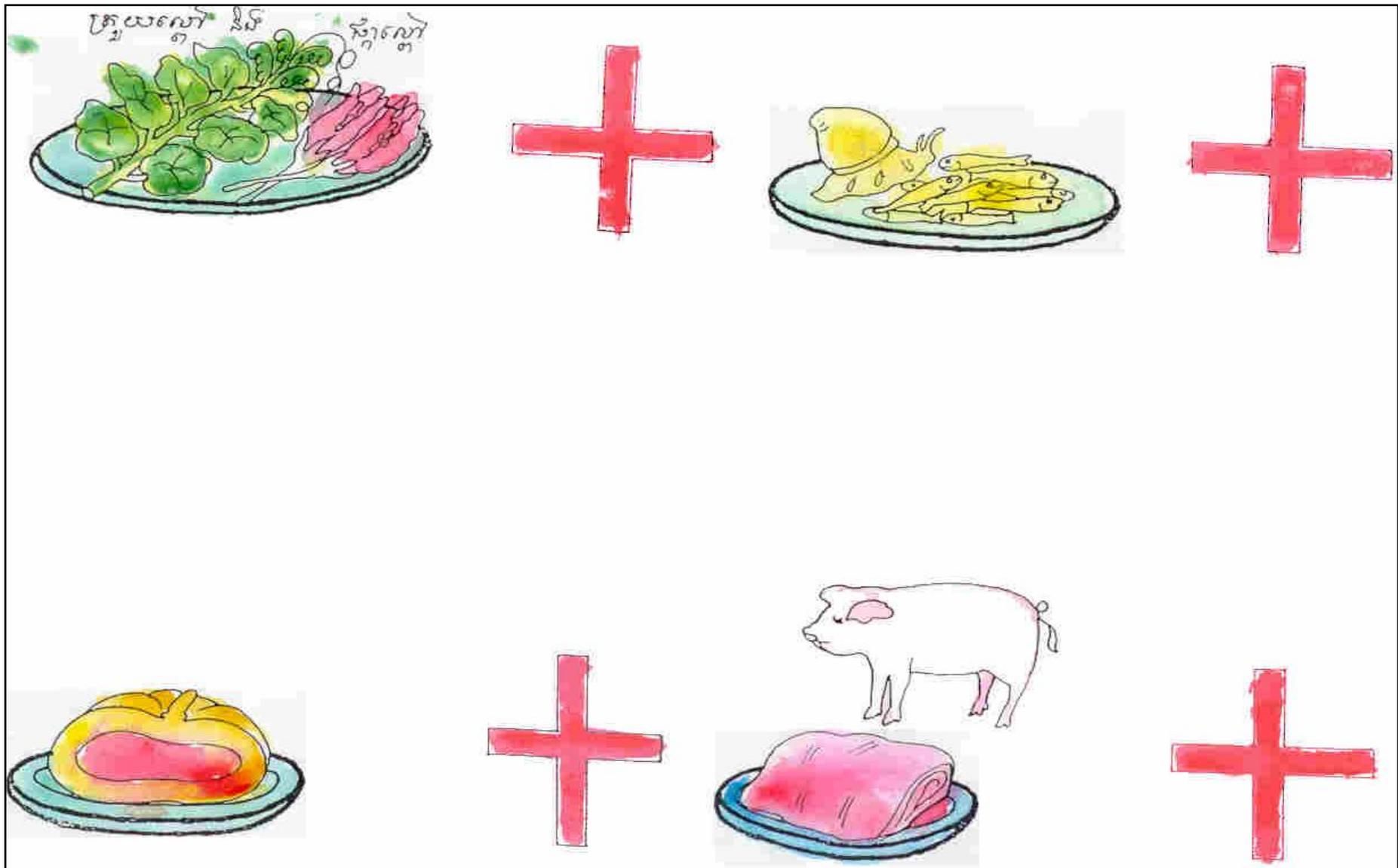
- Read the story to your relatives at home.
- List what vegetables you will grow and what animal or poultry you will raise at your house after studying the lesson, A Complete Meal.

***Note:** The teacher shows the students how to grow fruit trees, vegetables; and to build animal-raising cages or houses.*



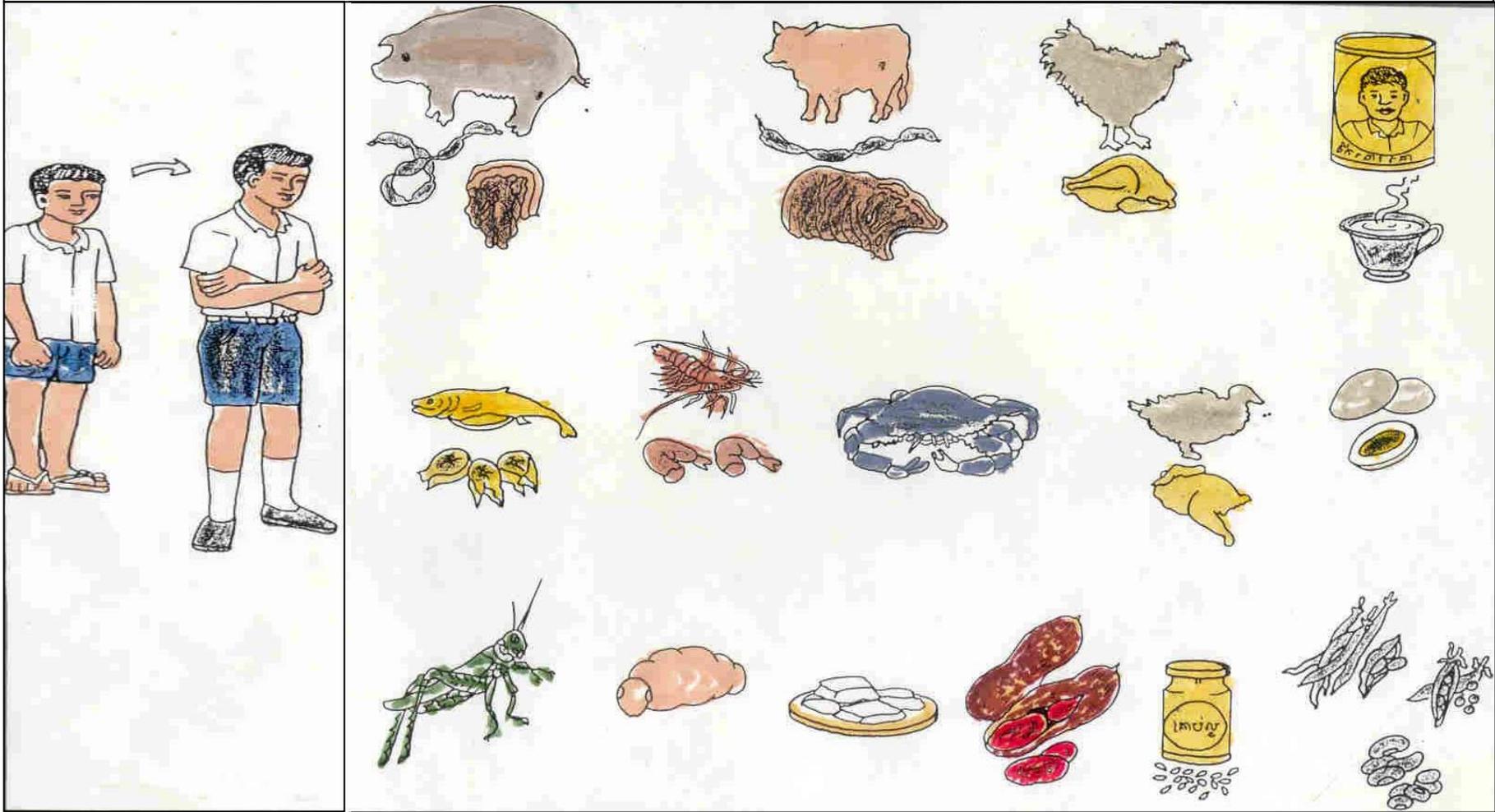








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Grade 4 - Topic 3

Topic: *Dengue Fever*

Time: 240 minutes

Objectives: By the end of the lesson the students will be able to:

- Describe the causes of dengue, its symptoms and how to prevent its transmission
- Act on their ideas to prevent dengue by getting rid of mosquito habitats by emptying stagnant waters - puddles, clearing the bushes around the house; cleaning up water containers, flower pots...etc

Methodology: Child-to-Child

Materials:

- Picture of an Aedes mosquito
- Picture of a tourniquet test
- Picture of a person sleeping under a mosquito net
- Picture of cleaning out mosquito habitats
- A story

Phase 1: Choose the topic and study it

I. Organize the class: Call the attendance roll, check the cleanliness of the class, and prepare the students for their lesson.

II. Review the previous lesson: A Complete Meal

Question: What did you study in the previous health education lesson?

Answer: A Complete Meal

Question: What is a complete meal?

Answer: A meal that includes energy, building and protective foods.

Question: Give an example of a complete meal.

Answer: Rice with soup of pumpkin and fish (Energy, Protective & Building)
Rice with fried morning glory and pork (Energy, Protective & Building)

III. Introduction of new lesson: Dengue Fever – Phase 1

Note: *The teacher shows a picture of the Aedes mosquito.*

Question: What is this?

Answer: A mosquito

- Question: Where have you seen it?
Answer: In the house, inside and out; in dark places; coconut husks, cans, old tires, water jars and flower pots.
- Question: What diseases are caused by mosquito bites?
Answer: Malaria, dengue.
- Question: Do you want to learn about dengue?
Answer: Yes, sure.

Note: *The teacher announces the new topic is Dengue Fever.*

Explanation: **Dengue Fever is a dangerous disease usually seen in Tropical countries. This disease happens to children years 1-14, and is dangerous.**

Group discussion in 3 Groups:

- Question 1: How can we identify children with dengue fever?
Question 2: What is the vector of dengue?
Question 3: What can we do to prevent dengue?

Discussion: Presented by the leaders of each group.

Answer 1: High temperature, sleepy, headache, don't want to play, not hungry, have red marks as in mosquito bites.

Answer 2: Tiger mosquitoes (Aedes mosquitoes) are the vectors.

Answer 3: We must sleep under bed nets, at night and in the daytime; clear the bushes, fill up stagnant waters such as puddles around the house, bury empty cans, coconut husks ...etc.

IV. Summary: Students summarize the lesson with the teacher's assistance.

Dengue fever is a dangerous disease especially for small children. The symptoms and signs are: high fever with red spots on the skin, sleepiness, poor appetite, enlarged liver (On the third day), extremities and face becomes pale, restless, pulse is rapid, low blood pressure, vomit and defecate blood, bleeding from the gums.

The organism is the virus "Dengue". It's invisible without use of a microscope and the female tiger mosquito is the vector. It transmits this disease to children. The virus grows in the body of mosquitoes and transmits to children whenever it bites. Tiger mosquitoes are active during the day, only from sunrise until sunset.

To prevent dengue fever, children must sleep under mosquito nets or impregnated mosquito nets every day and night. Clear the bushes and fill up stagnant waters – muddy puddles around the house, bury possible water container such as coconut husks, cans, old tires, wash out water jars and clean pots...etc

To make sure, you must bring your sick children to the Health Center or Hospital that is closest to your home.

V. Homework: When you go back home, you should clear bushes, bury coconut husks, cans, fill up every muddy puddle; and always sleep under mosquito nets. Copy the story "What's wrong with my child?" on page 35.

Phase 2: Further study through observation

I. Organize the class: Call the attendance roll, check the cleanliness of the class, and prepare students for their lesson.

II. Review the last lesson: Dengue Fever – Phase 1

Question: What did you study in the previous health education lesson?
What phase was it?

Answer: Dengue Fever - Phase 1

Question: Which mosquito causes the dengue fever?

Answer: Female tiger mosquito, which carries the Dengue virus.

Question: What ages are most vulnerable for dengue fever?

Answer: Usually, from 1 to 14 years old.

Question: How can we prevent dengue?

Answer: Children must sleep under mosquito nets everyday, especially at daytime; clear the bushes, fill in muddy puddles and bury coconut husks, cans etc.

III. Introduction of new lesson: Dengue Fever - Phase 2

Note: - *Question the class if there is anyone who has had dengue fever.*

- *Search among the community, if there is someone who has.*

- *See in the local health center, if there is any patient with dengue fever.*

- *If not, please ask for information from any health worker at the health center or any local health official in your village or commune.*

Note: - *For the Community survey: The teacher must coordinate and inform the village chief, VDC or health work for their cooperation; before interviewing any persons in the village.*

- *Divide students into groups for the Survey with the following questions:*

Questions: - What is your child's name?
- What is his/ her temperature?
- What are the symptoms or signs of dengue fever on your child?
- What is a dengue vector?
- Does your child usually sleep under a mosquito net?
- Do you know what are the mosquitoes' habitats and reproductive places?

Note: *Observe the following without asking questions:*

- In his/ her house, are there enough windows and sunlight?

- Are water jars covered?

- Is his/her house tidy?

- Around the house, are there any possible habitats for mosquitoes?

Note: Students write down the above questions and point for their interviews. They write down the interviews for reporting next week.

IV. Summary:

- Students read the questionnaires.
- Students practice the interviews: one acts as a villager and another as interviewer.

V. Homework:

- Write down the questions for interviewing the community.
- Write down the results of the Survey for reporting in Phase 3, next week.

Phase 3: Collect the information and discuss it

I. Organize the class: Call the attendance roll, check the cleanliness of the class, and prepare students for their lesson.

II. Review the last lesson: Dengue Fever - Phase 2

Question: What did you study in the previous health education lesson?

Answer: Dengue Fever – Phase 2

Note: Ask students to write their survey results in the Table; teacher monitors.

III. Introduction of new lesson: Dengue Fever - Phase 3

Collection of Survey data:

Teacher draws the Survey Table on the board. Students present their data in groups.

Sample: Survey Questionnaire Table

Nº	Name	Temperature	Signs	Vector	Sleep with net?	Mosquito's habitats
1	Srey Mom	High, occasionally hot and cold	Sleepy, sweaty, cold fingers and toes, restless	Don't know	No	Don't know
2	Sok	High	Sleepy, not hungry, cold fingers and toes	Don't know	No	Stagnant water

Note: Teacher writes the data about all the dengue fever patients surveyed by the students.

Discuss / Demonstrate / Explain:

Question: Why did Srey Mom get dengue fever?
Answer: She was bitten by the "Tiger Mosquito", the house is untidy and dark.

Question: Why did Sok get dengue fever?
Answer: He was bitten by the "Tiger Mosquito". The house is untidy and has no windows. There are water jars without covers.

Note: *Teacher discusses, demonstrates and explains about children with dengue fever.*

Sample: Survey Observer Table

N ^o	Patients	Is the house tidy?		Are water jar(s) covered?		Sunlight in the house?		Mosquito habitats?	
		Yes	No	Yes	No	Yes	No	Yes	No
1	Srey Mom		✓		✓		✓	✓	
2	Sok								

Question: What is the state of Srey Mom's house?
Answer: Not well-organized, small windows, inadequate sunlight, around the house there isn't good sanitation. The water jars are not covered, they give mosquitoes opportunity to hide.

Note: *The teacher questions until all the results have been discussed.*

Explanation: Through out the survey, we see the living conditions of the community are not yet clean enough. So to avoid getting dengue fever, each family and the community must organize their houses and their surroundings, by clearing the bushes, filling up the stagnant waters and always sleeping under mosquito nets.

IV. Summary:

Question: What kind of mosquito causes dengue fever?
Answer: The female Tiger mosquito
Question: How can you prevent getting dengue fever?
Answer: Children must always sleep under an impregnated mosquito net or bed net every bedtime; clear the bushes, bury coconut husks, cans, clean and cover water jars, flower pots, etc.

V. Homework:

- Always sleep in a bednet or impregnated mosquito net
- Copy the story, "What's wrong with my child?"

Phase 4: Activity Plan

I. Organize the class: Call the attendance roll, check the cleanliness of the class, and prepare students for their lesson.

II. Review the last lesson: Dengue Fever - Phase 3

Question: What did you study in the previous health education lesson?

Answer: Dengue Fever - Phase 3

Question: Who always sleeps under a mosquito net? Please raise your hand!

Answer: Students raise their hands.

Note: *The teacher checks the students' homework.*

III. Introduction of new lesson: Dengue Fever – Phase 4

Question: What ideas do you have to raise the understanding and awareness of other people about prevention of and the consequences of Dengue Fever? Do you prefer a role-play or a community visit?

Answer: Some raise hands for the role-play; some for a community visit.

Note: *The Teacher has a story titled "What's wrong with my child?" - For performing the story "What's wrong with my child?" please follow the introduction in 'A Complete Meal' lesson's Phase 4.*

- *The teachers conduct a real- life activity with the students, as below:*
- *Select a village and set a date for implementation.*
- *Teacher divides students into 3 small groups, with a leader for each group.*

Group 1: *Clear the bushes around the house (Equipment: axes and knives)*

Group 2: *Fill the stagnant puddles, bury scales of coconut, old tired and can. (Equipment: hoes, rakes and bamboo basket)*

Group 3: *Sweep to clear around and under the house (Equipment: broom and rake).*

Question: What equipment is there for the group clearing the bushes?

Answer : Axes or knives.

Question: What equipment for the group filling stagnant puddles?

Answer: Hoes, rakes and bamboo baskets.

Question: What about the third?

Answer: Broom and rake.

Note: *- Each group must find their own equipment in time for next week. -Teacher should coordinate with VDC and village chief for their collaboration.*

IV. Summary:

Question: What are we to do and where?
Answer: Eliminate mosquito habitats in.....village.
Question: What equipment does each Group need, and what will they each do?
Answer: Each Group answers separately.

V. Homework: Next week on day....., we all come and gather in our class room with the equipment necessary for our activities.

Note: *Teacher finds extra time to train students for the performance of "What's wrong with my child?"*

Story: "What's wrong with my child?"

Characters are: Uncle Mai
Aunt Chea
Little girl Mann
Three tiger mosquitoes

Act 1:

In Act 1, there are three tiger mosquitoes flying back and forth

Storyteller: The family consists of three members: Uncle Mai carrying the baby and Aunt Chea preparing utensils in the kitchen. Uncle Mai gets sleepy and calls for Aunt Chea.

Uncle Mai: Dear, dear! Are you all ready?

Aunt Chea: Yee, yes! What is the matter, why the hurry?" (Answering from the kitchen)

Uncle Mai: Oh! Don't you know? Come here just a moment I need to rest a little bit.

Aunt Chea: What's this little bit of rest you need? Nonsense!

Uncle Mai: Yees! Dear! You look like a sensible woman. Here's the baby, I'm exhausted. I've held a plough and followed the buffaloes the whole morning. (Yawns, takes a mat; then takes a nap.)

Aunt Chea: (Takes the baby and sits next to him).

Yee, old man! So quick to sleep! (Yawns). Hey! I'm also sleepy.

(Looks at the baby) Oh! She's already asleep. (Yawns again)

Daughter sleeps, father sleeps; so let me put her with him.

(Waves the cotton scarf to scare away the mosquitoes. Closes her eyes, then falls asleep next to her daughter).

Mosquitoes: (Mosquitoes bite uncle Mai, aunt Chea and the baby).

Hey guys let's get a full stomach; they are sleeping without a net.

Aunt Chea: (Waving at the mosquitoes with a sleepy action)

Mosquitoes: Yeah, sleep and blow us away.

Uncle Mai: Yeah bastard! How dare you bite me? (Talking in his sleep)

Mosquitoes: Yes, because you sleep without a net. Come on, keep biting (Bites the baby)

Mann: (Cries loudly).

Aunt Chea: (Gets up, waves the scarf with closed eyes and lulls the baby).

Mann: (Stops crying).

Aunt Chea: Ah, She sleeps. Let me sleep a bit more. (Sleeps next to the baby)

Act 2: In the house

Storyteller: A week later, after lunch Mann cries without stopping. Aunt Chea carries her but can't stop her from crying. She decides to appeal to her husband:

Aunt Chea: Dear, Dear! (Uncle Mai keep snoring, aunt Chea carries the baby and wakes him up). Hey old Mai.....! The baby is hot!

Uncle Mai: Yeeh, What's the problem?

Aunt Chea: What's the problem! The baby is hot, hot!

Uncle Mai: If she's hot why don't you fan her yourself?

Aunt Chea: Heeh, She's hot, fan her!?! (Speaking angrily). How can I fan? Get up!!! The baby is hot.

Uncle Mai: (Uncle Mai gets up in a daze. He holds up the scarf in one and in the other he carries a water tank. In a few steps he drop the scarf on his foot, he exclaims). Yahh! Dear, help! I almost dropped the tank!

Aunt Chea: (Comes immediately, takes the scarf and throws it in the corner)

Uncle Mai: Hey dear! what are you doing?! (Uncle falls and spills the water)

Aunt Chea: What am I doing? (Angry). The baby is hot!!

Uncle Mai: (Pulls up the trousers and replies) I did tell you to fan her, but you shouted at me that the baby was hot, so I was carrying the water for her.

Aunt Chea: A hot baby means she has a fever my dear!

Uncle Mai: Oh! She has a fever, why didn't you tell me? What should we do then? My dear! I'm very worried. (Keeps going back and forth and repeating) What should we do mum?! (Waves the scarf back and forth)

Aunt Chea: What should we...!! The baby is very hot! Why don't you call a doctor to come and treat our daughter?

Uncle Mai: Oh! yes, I'll go! So take care of our baby!

(Walks off the stage. Returns with a health worker, carrying a bag)

Uncle Mai: Please, hurry up, my daughter is hot! Ohh, Yahh Yahh! (He slips in front of his house)

HW: Wow! Your house is so muddy and surrounded by bushes.

Uncle Mai: Oh, nurse! I'm too busy with my rice to clear the house.

HW: You probably neglect the hygiene too. Because of these stagnant puddles, there is no drainage; these bushes haven't been cleared for years.

Uncle Mai: (Turns around to the audiences and speaks to himself).
How does the doctor know? I'm really not interested in hygiene and it's also my habit as well. (He shouts). Mum here is the doctor.

Aunt Chea: Please, come in and take a look at my daughter. She is very hot.
HW: Yes, I'll have a look. (She puts her bag down and holds the baby's hand). Your daughter has dengue fever.

Uncle Mai &
Aunt Chea: What should we do then, nurse?
HW: Take her to a hospital immediately.
Uncle Mai: If it's dengue, why is she so hot?
HW: Oh! That's the real dengue sign. First the child becomes very hot, up to 40 - 41C from the 2nd to 7th day; and has red spots on her skin and then the child becomes cold. That is in the most worrying stage of the illness.

Aunt Chea: Wow! Is it dangerous?!
HW: Yes, of course!

Uncle Mai: Why does my daughter get dengue, nurse?
HW: Oh, It's because of the tiger mosquitoes.

Uncle Mai &
Aunt Chea: No, our daughter didn't go to the tiger forest. How can tiger mosquitoes bite her?
HW: Oh no, uncle, aunt! Tiger mosquitoes live around our houses and the bushes here haven't been cleared for a long time.

Uncle Mai: But nurse, my house is like the others'. Why don't their children have such problem?
HW: It will be the same for them too. So, you should pay more attention to prevention by using mosquito nets at bedtime, keep the inside and out side of the house clean, without muddy puddles or bushes. Do you understand?

Uncle Mai &
Aunt Chea: Oh I see! Tiger mosquitoes bite children when they sleep. So when the children are playing, don't they bite?
HW: Tiger mosquitoes bite both children and adults, especially daytime when we sleep outside the net. But the dengue is more serious for the children.

Aunt Chea: Oh, How dangerous is it? Old man, I'm afraid of the tiger mosquito.
HW: So, I'd like to say good- bye and don't forget to take your daughter to the health center or this can threaten your child's life.

Uncle Mai &
Aunt Chea: Yes, yes we will!! (Sees out the nurse)
Uncle Mai: I appreciate very much that you come and check my daughter; especially that you give me advice about health education.
Aunt Chea: Hey, you heard the nurse's advice, so I'm taking our daughter to the health center.
Uncle Mai: Yes, OK! (Aunt Chea carries the baby and goes out)

Uncle Mai: Hmm! I feel very embarrassed in front of the nurse! What's a shame! I have never been so clumsy before. Imagine slipping just when I have a guest to our house. What an unlucky man I am! To regain my dignity, I have to start organizing my house and surroundings. From now on, no matter how busy I am, I must make time to take care of my house and surroundings.

(Uncle Mai starts organizing materials in the house, clearing the bushes, filling up muddy puddles around the house.)

Mosquitoes: (Watching Uncle Mai working)

Oh my god, this man is organizing his house, filling the puddles, clearing the bushes and covering the water jars. How can we survive?
(They cry)

Uncle Mai, Aunt Chea with her daughter in her hands, and the nurse comes on stage and sing together with the mosquitoes, the song "Prevention against dengue" with gestures.

Song: "Prevention against dengue"

- | | |
|---|---|
| I. Come on everybody
Against tiger mosquitoes | We should protect
Who are vectors. |
| II. Eliminate rubbish
Husks of coconut | Clear up the bushes
Muddy puddles must be filled up. |
| III. Always sleep under a net
Thoroughly check | Don't forget to cover water jars
Can protect against dengue fever. |

Phase 5: Practice

I. Organize the class: Call the attendance roll, check the cleanliness of the class, and prepare students for their lesson.

II. Review the last lesson: Dengue Fever - Phase 4

Question: What did you do in the previous health education lesson?

Answer: Dengue Fever – Phase 4

Question: What have we planned to do?

Answer: Destroy the mosquito habitats invillage.

Question: What are the tools we need? Please show them.

Answer: Students in each group show their equipment.

III. Introduction of new lesson: Dengue Fever - Phase 5

Note: *The teacher asks a team leader and all students to observe the activities for reporting next week.*

The teacher leads the students to work at identified locations.

IV. Summary: The teacher summarizes the students' achievements and thanks them.

V. Homework: Ask the students to evaluate the performance so they can discuss the strong and weak points during the next lesson.

Phase 6: Evaluation

I. Organize the class: Call the attendance roll, check the cleanliness of the class, and prepare students for their lesson.

II. Review the last lesson: Dengue Fever - Phase 5

Question: What did you do in the last week?

Answer: Dengue Fever – Phase 5

Question: What did you do?

Answer: Eliminated mosquito habitats invillage.

III. Introduction of new lesson: Dengue Fever – Phase 6

Note: *The Team leader and all students report on their last week's activities.*

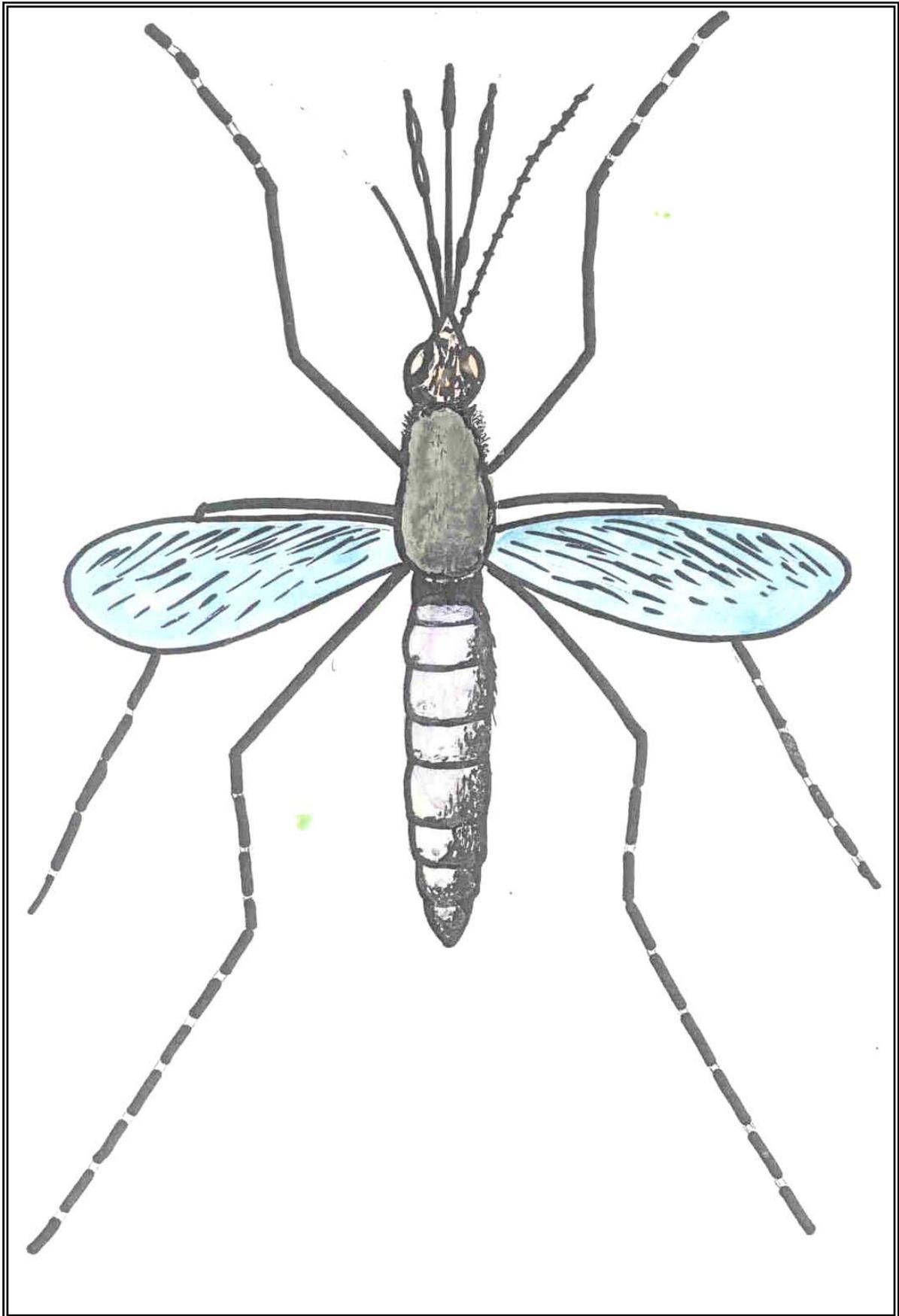
The teacher helps them evaluate their strong and weak points.

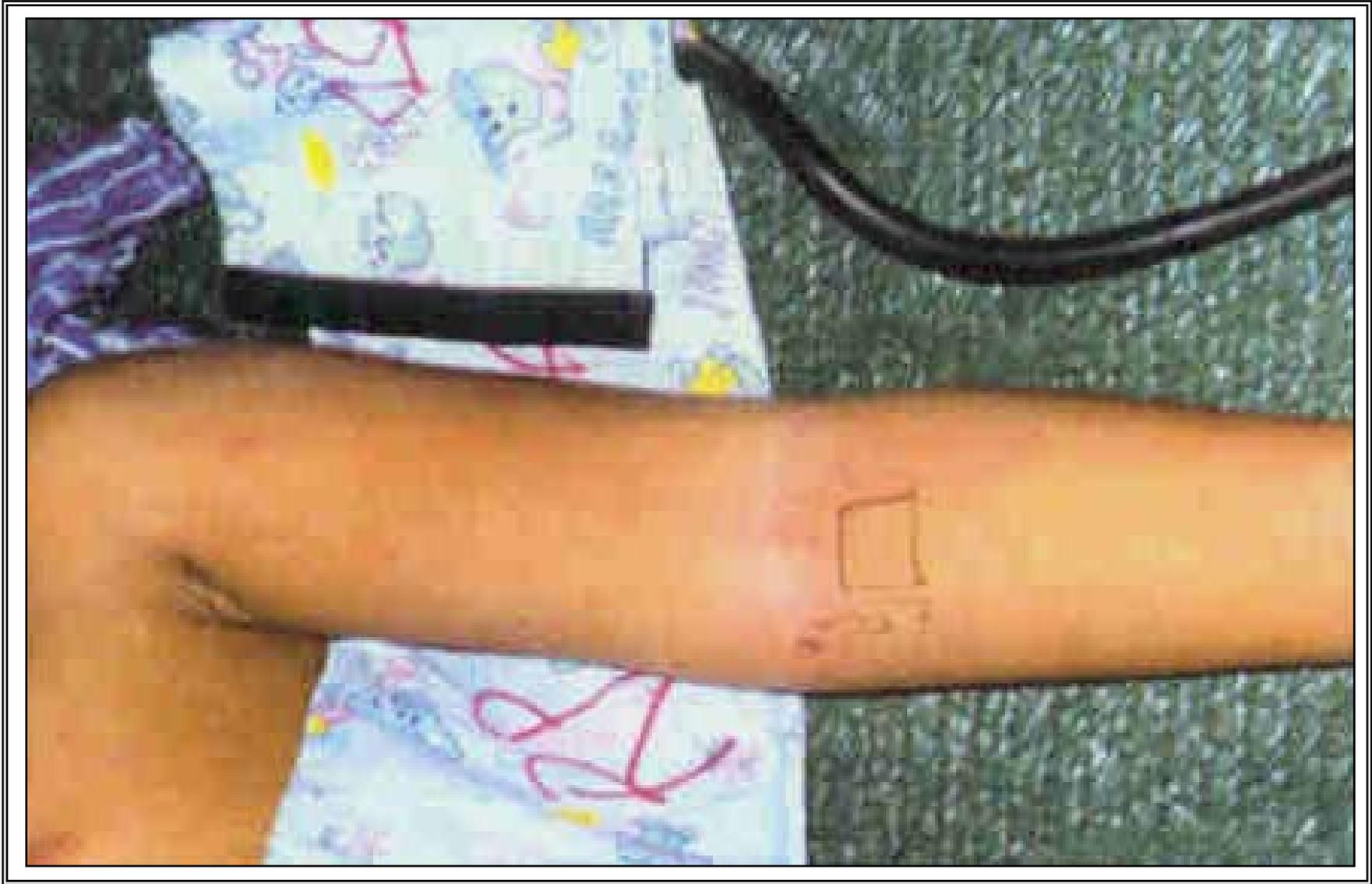
Evaluation table

Activities	Strengths	Weaknesses	How to improve
- Materials - Acting - Output estimation	- Sufficient - Some were energetic - Good results	- Not everybody - Some were fooling around - Took a lot of time	- All must bring their tools - Work together to achieve outputs on time

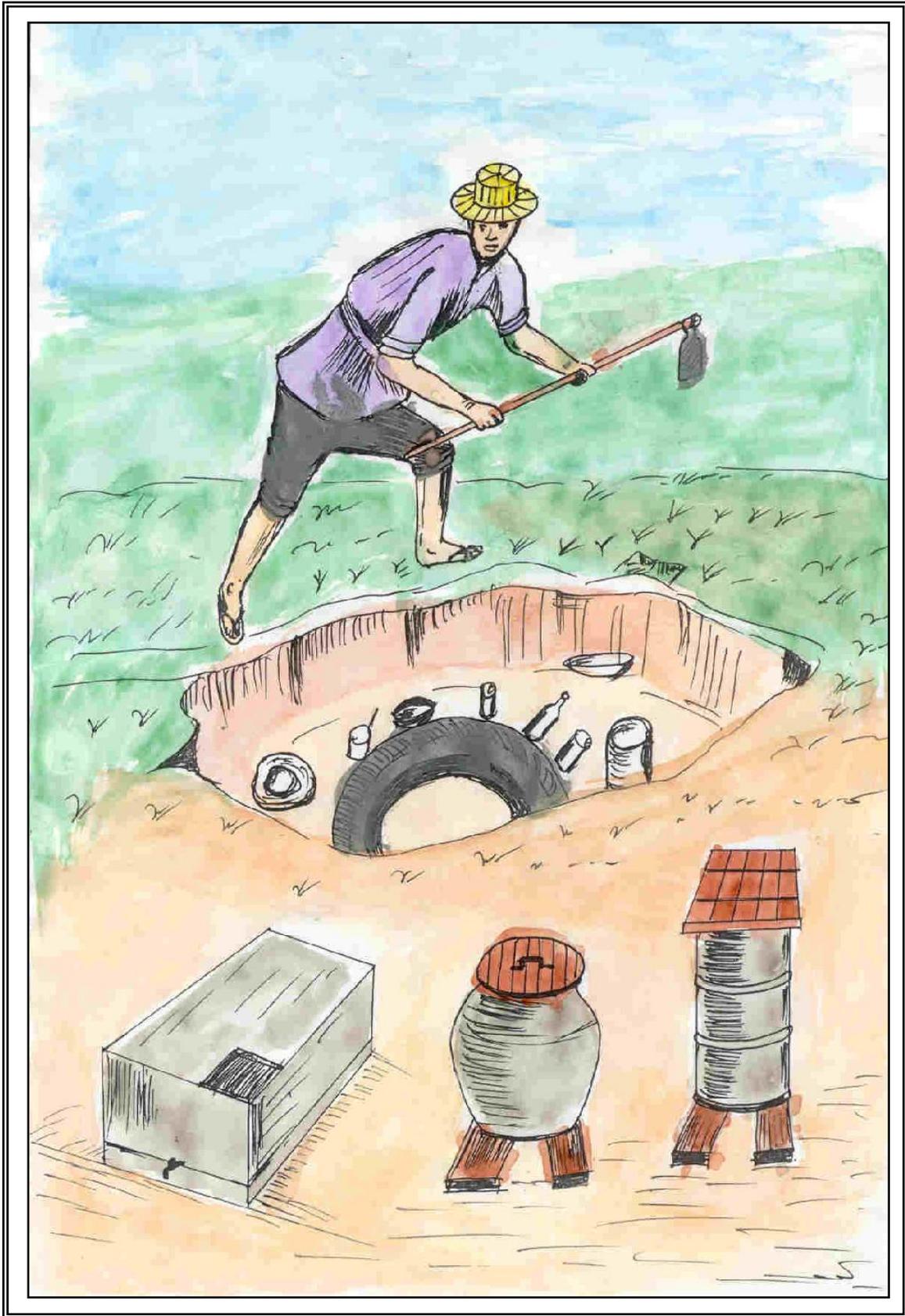
IV. Summary: Teacher summarizes the achievements and the work of the students. Encourages them to keep their homes clean and hygienic for their better health.

V. Homework: Teacher explains that the students must organize their own homes and be an example to the younger generation. Also useful to inform their parents and that it is good for all their health.









Grade 5 – Topic 1

Topic: *Benefits of Nutrition*

Time: 240 minutes

Objectives: By the end of the lesson, students will be able to:

- Describe the benefits of nutrition (feed the baby mother's milk, green vegetables and egg yolk).
- Define the meaning of 'Nutrition'.
- Raise household animals, grow vegetables for a balanced diet and for staying healthy; and be an example to the community.

Methodology: Child-to-Child

Materials:

- Story: 'An old king choosing a daughter-in-law'
- Page with pictures of vegetables, fruit, eggs, fish, tomatoes, potatoes, bananas, porridge and salt
- Materials for the performance

Phase 1: Choose the topic and study it

I. Organize the class: Call the list, check the cleanliness of the class, and prepare the students for their class.

II. Introduction of new lesson: Benefits of Nutrition – Phase 1

Choose the topic:

Question: What did you have for dinner?

Answer:(varied answers)

Question: In what way can food you eat help your body?

Answer: Make you strong, powerful, healthy, clever

Question: What is our lesson today?

Answer: Benefits of Nutrition.

Note: *If the students cannot get the right answers, the teacher should prompt with some key questions to get to the relevant topic.*

Question: Do you want to listen to a story?

Answer: Yes, we do.

Note: *The teacher relates a comedy, 'The Old King chooses a Daughter-in-law (feeding food to the baby), quoted from Child-to-Child book.*

Story: "The Old King chooses a Daughter-in-law"

(Feeding food to a baby)

Once upon the time, there was a wealthy King with lots of diamonds and valuable assets. But, he was very worried because he did not have a child. "I haven't any descendents for my wealth", he said, "When I die all my wealth will belong to others"

One day, God graced his wife a pregnancy and they had a son. As soon as the son could walk, the King desired grandchildren, so he decided to look for a princess for his son.

Every rank of royal official immediately announced to the king, those families who had a daughter. They chose a baby from a higher-class family. The King asked the lady if she was willing, and she agreed to give her baby.

The lady was delighted and carefully suckled the baby with her milk only. The baby became healthy and as pretty as a flower; the neighbors always admired her and talked of her prosperous future.

Unfortunately, one day the baby's mother found that she was pregnant again. In those days, they believed that a pregnant woman's milk was poisonous; so she tied up her breasts and stayed away from her baby daughter. The baby knew and drank nothing but her mother's milk. She did not eat anything else; not even honey, soup or delicious porridge. She cried day and night; and became skinny and malnourished. Many royal doctors were called to see her, but it was useless. Finally, the baby died.

The King learnt of this sad event and postponed his selection. He announced "In one year I will choose a princess from the babies across my territory." All mothers became very anxious and had great ambition to get their daughters chosen. They worked hard to feed their babies every food they thought would help.

There was a young woman named Sopheap who had the same ambition. Her baby was a clever little pretty baby. Because she was poor, she did not have enough milk for her baby; nor did she have enough food for herself. She thought, "The King won't choose a baby of mine even though she is beautiful. How can I feed her when I run out of milk?"

One day, her younger brother Keo, visited her on holiday. Keo is small, fast and clever like a rabbit. Sopheap talked to him, "If you are my brother, if you want to attend the wedding party of your niece and the prince; if you are really smart, you must go and look for bottled milk, as I am now running out of my own milk."

Without answer he ran to a house of a neighbor. The lady in that house used to feed seven children, who had now been married into noble families. She gave him a bag of flour and said "Tell your sister to keep this bottle for the stupid mothers, who never know that canned milk is from cows.

Tell your sister to bring up her baby with her own milk; it is a gift from the gods. The baby will grow bigger daily and her breast milk will not be enough to feed her child. She needs more and more food; so listen and see what I am going to showing you."

He came back to his sister's house. Sopheap was in the garden and did not know that Keo was in the house. When she came in she found her daughter was in Keo's hands, with flour all over her body. She cried angrily and shouted at Keo, "Are you crazy? My daughter will die choking with this porridge." However, her daughter kept eating her new food without caring about her mother's concern.

Keo replied, "Listen to me! Our neighbor told me that for the first 4 months a mother could breast- feed enough for her baby, without anything else. But after 6 months the baby needs more and more food as it is growing. Mother's milk is not enough. In addition to mother's milk, we should provide flour or floury rice or soup of pulverize vegetable and fruits. This should be given little by little to the baby. Tomorrow I will bring you some vegetable and tomato seeds for salad from my school for your garden."

Next day, Keo visited his sister again. The baby didn't cry, but she was growing fast and learning to walk. In the yard, there was a hen ready to lay eggs. It reminded him of the words of the neighbor, and he told his sister, "When the hen lays its eggs, you have to boil the egg, take only the yolk to pulverize with gruel or vegetable soup for my niece. Later we will give her chopped chicken."

"That's enough Keo!" she shouted, "You are crazy, Keo. Do you want my daughter's head to become as bald as an egg? How can her hair be made into a plait for the King? She can eat chopped chicken but absolutely no egg. Get out!" Keo went out and came back with the neighbor holding an empty eggshell in one hand and a chick in another. He spoke in a loud voice "Here is the chick. We will kill it now, chop and cook it for my niece. Give me the knife!"

Sopheap became red. But the neighbor intervened. "That Keo is saying sarcastic remarks to you! He wants to tell you that egg and chicken are the same; egg will become chicken". "So egg is chicken," Keo said. The neighbor added, "All of my daughters have eaten egg and flour. And now they have the prettiest plaited hair in this village."

Sopheap become quiet. After the egg, Keo did not need to use any other examples to explain to his sister any more. He did not need further permission for the baby to have chicken, fish with gruel or vegetables.

In one year, the baby had many varieties of foods she needed. She looked healthy, well and fat. She could speak a little and could stand by herself. Soon it was time for the King to choose a princess for his son. The King spoke to his people; "Tomorrow every family who has a daughter from one to two years old must bring her to show me."

All the mothers were very nervous. They did their best to dress and decorate their babies to look the best. In a few hours, textile shops sold out their stocks. Poor Sopheap also

attended the ceremony. She thought her baby could not compete without jewellery. She wanted to run away, but Keo standing beside, stopped her. The ceremony started.

At her turn, Sopheap stood up and tremblingly carried the baby. The King touched the baby and said, "May God care for her: for your daughter will become my son's bride." Suddenly, Keo slid to the floor and become red because he was very excited.

Years later, Keo's niece became a beautiful woman. Some old people said that she was the most beautiful they had ever seen.

Finally, Keo's niece married the prince and led a prosperous life in the palace.

Note: *Divide students into 4 groups. They discuss answers in groups and report back.*

Group 1: Question 1-2

Group 2: Question 3-4

Group 3: Question 5

Group 4: Question 6

Question 1: : What is the title of the story?
Answer : The Old King chooses a Daughter-in-law

Question 2 : What is the meaning of the story?
Answer : Breast-feed milk exclusively, with other supplementary food to help the baby become healthy.

Question 3 : How many characters are there in the story?
Answer : The King, Sopheap, Keo, and a neighbor.

Question 4 : What were the problems of the first mother, whose baby died?
Answer : Weaning the baby, because she believed that her milk was poisonous.

Question 5 : What did Keo learn from the neighbor?
Answer :
- That canned milk was from a cow.
- Need to feed the baby with the mother's own breast milk.
- The more the baby grows, the more food the baby needs

Question 6 : Why was the second baby healthy?
Answer : She was breast-fed, and also ate rice porridge with flour or pulverized vegetable and fruits. She ate gruel with yolk and chopped meats.

Explanation: Everybody needs a variety of foods for the body to be healthy, strong and energetic. So also a baby needs both its mother's breast milk and additional foods adapted to his/her age to grow and stay healthy; free of illness such as diarrhea etc.

III. Summary:

- Question: What is the meaning of Nutrition?
Answer: It means adequate food to meet the changing needs of the body.
- Question: What are the benefits of Nutrition?
Answer: Nutrition is important for the body to grow, for strength and to stay healthy.

V. Homework: Students summarize the lesson in their notebooks.

Phase 2: Further study through observation

I. Organize the class: Call the attendance list, check the cleanliness of the class, and prepare the students for their lesson.

II. Review the last lesson: Benefits of Nutrition – Phase 1

- Question: What did you study in the previous health education lesson?
Answer: Benefits of Nutrition – Phase 1

***Note:** Teacher asks the students to summarize the story
Teacher checks individually and then corrects as a whole*

Summary "The Old King chooses a Daughter-in-law"

Once upon the time, there was a wealthy old King who wanted to choose a daughter-in-law for his son, who has just been able to walk. He told his Royal officials to announce this and look for any family whose daughters could meet his criteria to join the 'Daughter-in law choosing Ceremony Day' of the king. Soon after, they found a baby that he chose. However, a few years later, the baby died because of poor care and lack of proper nutrition.

One year later, the King re-advertised. Sopheap had a baby she wanted to be selected to become the princess. She discussed with Keo how to bring up the baby. Over the years, with support from a neighbor and Keo's wisdom in providing foods, the baby grew healthy; and finally married the prince, the son of the old King.

III. Introduction of new lesson: Benefits of Nutrition - Phase 2

Observe mothers feed their babies in the community:

***Note:** - Before organizing the students to observe, the teacher should identify where there are babies by getting information from the VDC and local authority, traditional midwives and village health workers.*

- Divide students into groups according to the number of babies whose ages are between 6 months to 2 years old in the village.

Questions for the survey:

1. What is your name?
2. Is your baby breast-fed or fed cow's milk?
3. What do you feed your baby everyday?
4. How is your baby's health?

Note: *If it is not possible to observe at one time, students can be given extra time.*

- IV. Summary:** Students write down the questions and practice.
For practice: One is a student, the other is the mother. Sit together and practice the questions and answers.
- V. Homework:** This afternoon, do the survey and collect the information for reporting on next week.

Phase 3: Collect information, analyze, and discuss it

- I. Organize the class:** Call the attendance list, check the cleanliness of the class, and prepare the students for their lesson.

- II. Review the last lesson:** Benefits of Nutrition - Phase 2

Question: What did you study in the previous health education lesson?

Answer: Benefits of Nutrition - Phase 2

Question: What did you do?

Answer: Surveyed mothers in the community feeding their babies.

- III. Introduction of new lesson: Benefits of Nutrition – Phase 3**

Collection of survey data:

Note: *Students report and the teacher writes on the board
Let the students write by themselves.*

Sample: Survey report Table

Total number of babies in the village:

The breast-fed babies			Cow milk fed babies		
Mother's Name	Additional Foods	Health	Mother's Name	Additional Foods	Health
1. Aunt A	Gruel + Salt	Fair	1. Aunt Lo	No	Diarrhea
2. Aunt B	Porridge with chopped pork	Good	2. Aunt Or	Seasoning gruel	Much diarrhea.
3. Aunt C	Steam rice, salt and garlic leaf	Fair			
4. Aunt D	Gruel + Salt + Sugar	Fair			
5. Aunt E	Gruel + dry fishes	Fair			

Discuss / Demonstrate / Explain:

- Question: What has the baby of Aunt A eaten to stay healthy?
 Answer: Seasoned gruel containing rice, chopped pork, salt, garlic and mint
- Question: Why do the babies of aunt Lor and Oar get diarrhea?
 Answer: No supplementary foods provided; fed cow milk.

Explanation: To stay healthy, strong and grow well, have bright and smooth skin, a baby must be breast-fed and given additional variable vegetables, mainly green vegetable, gruel, pulverized rice, meat and egg daily; eating a little but often.

IV. Summary:

- Question: What is the importance of providing a variety of foods for the body?
 Answer: Keeps the body healthy, fit, strong, prevents illness, bright and healthy eyed.
- Question: What can you do to make available nutritious foods for your family?
 Answer: Grow a variety of vegetables, fruit trees; raise poultry and animals.

- V. Homework:** List vegetables grown and animals raised in your family.
 Write down the story: "The Old King Chooses a Daughter-in-law"

Phase 4: Activity Plan

I. Organize the class: Call the attendance list, check the cleanliness of the class, and prepare the students for their lesson.

II. Review the last lesson: Benefits of Nutrition - Phase 3

Question: What did you learn in the previous health education lesson?

Answer: Benefits of Nutrition - Phase 3

Note: Review homework in-group and individually.

Ask a few students to read out the lists of vegetables and animals in their homes.

III. Introduction of new lesson: Benefits of Nutrition – Phase 4

Question: Last week you listened to a story. What was its title?

Answer: “The Old King chooses a Daughter-in-law”

Question: What is the meaning of the story?

Answer: Feed babies a variety of foods.

Question: What can you do to make youngsters understand about nutrition?

Answer: Conduct a Role-play.

Question: Who can summarize the story?

Answer: Students summarize (See Summary in Phase 2)

Question: Who wants to perform?

Answer: Students raise their hands.

Note: Select the performers from the volunteers and also based on their talent. The teacher trains the students after hours.

- Select a program organizer from the performers.
- The other students become observers: one group observes the performers and the other group observes the audience.
- Identify a class or a community for the performance.

Questions for observing the audience:

- How many students are there?
- Are they interested and involved in the performance?

Questions for observing performers:

- How are performers' facial expression, gestures and speeches?

Questions for the program organizer to ask the audience:

- What is the title of the story?
- How many characters are there? What are the characters' names?
- What is the meaning of the story?
- Which baby became the Princess? Why?

Answers for the program organizer to remember:

- The title of the story is "The Old King Chooses a Daughter-in-law."
- There are six: Storyteller, The King, Sopheap, Keo, a neighbor, Royal official.
- The meaning of the story is the need for additional food for a baby.
- The second baby became a princess. She got the right kinds of food.

Conduct a Role-play:

- The program organizer steps out, stands in front, greets and salutes the audience; tells his/ her name, states the reason (Child to Child group grade 5 students of school are here to present a performance of "The Old King chooses a Daughter-in-law").

And here are the performers: acts as speaker
..... acts as King
..... acts as Sopheap
..... acts as Keo
..... acts as the neighbor
..... acts as Royal official

- The observers note down activities they see according to the given questions.
- The program organizer asks the audience the prepared questions.
- Gives time for the spectators to evaluate the performance.
- The program organizer thanks and gives wishes to all participants who spent time at the performance and closes the program.
- The performers say goodbye.

Note: *The teacher trains the performers in extra time, until they perform well.*

IV. Summary: Do more practice

Note: - *The teacher identifies with the students a class for the performance.*

- *Prepare material, schedule and coordinate with class or community.*
- *The teacher makes additional time for role-play practice with students.*

V. Homework: Practice more at home.

Phase 5: Practice

I. Organize the class: Call the attendance list, check the cleanliness of the class, and prepare the students for their lesson.

II. Review the last lesson: Benefits of Nutrition - Phase 4

Question: What did you learn in the previous health education lesson?

Answer: Benefits of Nutrition - Phase 4

Question: What did we do?

Answer: Practiced the performance “The Old King Chooses a Daughter-in-law

Question: Where did we plan to conduct the next performance?

Answer: In Grade..... classroom

Question: What material do you need?

Answer: Students show: boiled eggs, fish, morning glory, tomatoes, potatoes, banana, pumpkin, gruel, salt, sugar and other green vegetables.

Note: *These materials are real items.*

III. Introduction of new lesson: Benefits of Nutrition - Phase 5

- The teacher leads the students to perform at the identified place.
- Observers start observing.
- The program organizer does the introductions: reason, title of story etc.
- The performance begins.
- The program organizer asks the audience the prepared questions.
- Gives time for the audience to evaluate.
- The performance ends.
- The program organizer closes, says thank you and wishes the audience.
- Teacher leads the students back to class.

IV. Summary: Show appreciation of the students and encourage them to practice more.

V. Homework: Write down strengths and weaknesses for the evaluation next week.

Phase 6: Evaluation

I. Organize the class: Call the attendance list, check the cleanliness of the class, and prepare the students for their lesson.

II. Review the last lesson: Benefits of Nutrition - Phase 5

Question: What did you do in the previous health education lesson?

Answer: Performed the play: “Old King chooses a Daughter-in-law” for grade...

III. Introduction of new lesson: Benefits of Nutrition – Phase 6

Note: *Teacher draws an Evaluation Table. Fills in the reports of the Audience Observers and the Performance Observers.*

Sample: Evaluation Table

Activities	Strengths	Weaknesses	How to improve
- Organizing the site		- Narrow place	-
- Performers	- Dynamic	- Speech stilted	- Rehearse speech and gestures
- No. in Audience	- About	- Inappropriate gestures	
- Interest of Audience	- People in front understood the play better	- Disorderly	
		- Some talked	

Note: *Teacher evaluates each activity and shows satisfaction or gives ideas for improving their weaknesses.*

IV. Summary: Teacher explains unclear areas and makes suggestions including the performers’ perspective. Students practice again.

V. Homework: Improve on weaknesses for the next performance.

Grade 5 – Topic 2

Topic: *Potbelly or Schistosomiasis*

Time: 240 minutes

Objective: By the end of the lesson, students will be able to:

- Describe causes of Potbelly
- Identify the signs of Potbelly
- Be motivated in self-prevention of Potbelly

Methodology: Child-to-Child

Materials:

- Picture of a young victim
- Picture of an adult victim
- Picture of the cycle of Potbelly or Schistosomiasis

Phase 1: Choose the topic and study it

I. Organize the class: Call the attendance list, check the cleanliness of the class, and prepare the students for their lesson.

II. Review the last lesson: Benefits of Nutrition

Question: What did you study in the last health education session?

Answer: Benefits of Nutrition

Question: What does nutrition mean?

Answer: It means providing adequate foods to the body.

Question: What are the benefits of nutrition?

Answer: Being healthy, strong, free from illness and clever.

III. Introduction of new lesson: Potbelly or Schistosomiasis – Phase 1

Note: *Teacher gives the background of potbelly before starting the lesson.*

Background:

Potbelly or Schistosomiasis is a disease discovered in Cambodia, initially in 1992 in Sambor district in the north of Kratie Province.

This disease affects the health of people living along the Mekong River, especially in the rocky areas. The children from 6 to 15 years old are the most vulnerable. It not only affects human beings, but also animals such as dog, ox, buffalo and horse etc.

In Cambodia potbelly or Schistosomiasis was found in dog's stool in 1994 in Kratie Province.

Question: In Cambodia where are the main areas for potbelly or Schistosomiasis?

Answer: Along the Mekong River's rocky areas.

Question: What do we study today?

Answer: Potbelly or Schistosomiasis.

Question: Do you want to hear a story about potbelly or Schistosomiasis?

Answer: Yes, we do.

Teacher tells students the following story:

The title of the story: "Potbelly or Schistosomiasis."

Storyteller: Along the river there is rich, fertile soil and fish, which provide the best sources for the livelihood of the people there. In a village along the river, there are 2 families who live off farming and fishing. Uncle Main's is one of the two families. Beside his farming work, he also works as a teacher in the village. He has two children: Sopheap is the older sister, 12 years old, studying in grade 4; and Dara is the younger brother, 10 years old, studying in grade 2. However, Uncle Sok is a farmer only. He has 3 children: the first, a daughter Sina, 13 years old, the second, a son is Chanthy, 10 years old and the third, a daughter is Chantha, 5 years old. Because his family are farmers and poor, none of his children attend school regularly, unlike the children of uncle Main. One day Sina asks Chanthy to help carry the water (although Chanthy can't go to school regularly, he is a good boy. He always helps his sister with her work whenever he can). He took the water tank to the river where he saw Dara and Sopheap washing their clothes. Chanthy persuaded Dara to swim and Dara agreed.

Sopheap: "Where are you guys going?"

Dara: "I'm going to the rock area with Chanthy."

Sopheap: "Don't swim near the rocks. There are invisible worms causing disease."

However, Dara and Chanthy didn't care because they thought the water by the rocks was cool and they had never seen any disease causing worms. They laughed at Sopheap. She stopped telling them but still worried about her brother's health because it was true that there had been invisible worms. Everyday, when Chanthy comes to the water he always coaxes Dara to play in the rock area. But now it has been a long time since Chanthy has gone to play there: Sopheap asks Dara:

Sopheap: "Where is Chanthy? Why hasn't he come here, lately?"

Dara: "I don't know. I'll go and look."

Dara goes back to the village and visits Chanthy.

Dara: "Thy, why don't you come to play as usual?"

Chanthy: "Today I'm sick."

Dara: "What is it? Where do you hurt?"
Chanthy: "I'm exhausted; I have abdominal pains, diarrhea with blood and mucus."
Dara: "So you should take medicine, and we will be able to swim again."
Chanthy: "No, my mother just took me to burn. Look at these spots on my belly. It's not yet cured"

Soon after the spots recovered, Chanthy went to swim again but not as often as before.

Sopheap: "Are you all right today?"
Chanthy: "I'm still exhausted and have abdominal pains, although my mum took me to burn."

Sopheap thought that these burnt spots couldn't help. Dara was curious about Chanthy's problem, but he didn't know what was wrong. Even though his friend was not there, Dara kept going to play there as usual without any care about his sister's warning about the worms. One day, Dara becomes as sick as Chanthy. (diarrhea with blood and mucus, pale and thin), so he couldn't play and swim any more.

Sopheap: (Sees her brother's appearance and asks), "Why don't you go to play as you do everyday?"
Dara: "I feel abdominal pain, and have bloody and mucus diarrhea."

Sopheap told her mother about her brother's condition and mentioned the possible cause of it: playing in the river by the rocks where there are snails containing worms, which could cause Potbelly. She added,

Sopheap: "Look at Dara! He is skinny with a big belly. I think we should send him to the health center."

After listening, Sopheap's mother looked at her son seriously and decided. At this point, you know that in the story there are three characters: Sopheap, Dara and Chanthy. We know that Dara and Chanthy both play and swim near the rocks at the riverside. We know the reason why children could get potbelly. It is caused by worms that live and develop inside the Tiger snails on the big rocks with moss along the Mekong river. We also know that Sopheap tells all this to her mother. Now, what is the mother's decision?

Storyteller: Sopheap's mother now knows everything: she then decides to send her son to the health center.

HW: "How are you?"
Dara: "I feel abdominal pain, and have bloody and mucus diarrhea."
HW : "Anything else?"
Dara: "I am exhausted."
HW: "What is your present address?"
Dara: "The riverside."
HW: "Do you go and play in the rock area?"
Dara: "Yes, I do."
HW: "Where do you defecate?"
Dara: "By the riverside."

Storyteller: To make sure, the HW gave a little bottle to Dara for putting his stools in, to send for test and examination. After getting the test results, the HW knew without a doubt what Dara's illness was. He told Dara and his family that there were worms causing the potbelly in Dara's abdomen. The HW told Sopheap that she was right to send him on time because it was only at the first Stage.

The life cycle of worm eggs is first in the stool of humans or animals. They flow into the water and develop in the tiger snails. They transmit into humans by penetration of their skin while they are swimming or playing in the water nearby.

If you get to the later stages, the belly would become bigger and bigger: then death is inevitable. Sopheap's mother was very worried when she heard the HW tell her this.

Sopheap's mother: "What can we do now?"

HW: "Don't be worried. I'll give him medicine to kill the worms but Dara must stop swimming near the rocks."

HW: "Are there any others like this in your village?"

Dara: "Yes, He's my friend."

HW: "So you must tell him to come here for treatment."

Dara: "Yes, I will. I don't want my friend to have a belly like a pregnant woman"

(Everybody laughs)

Returning home, Dara's mother bought new clothes for him because he survived a serious disease. Dara wore his new T-shirt and went to Chanthy's house.

Chanthy: "You wear a new T-shirt. It's beautiful."

Dara: "My mum bought it for me". He told Chanthy about visiting the HW and told him "You have the same problem as I. So you should go to the health center because you also played there."

But Chanthy didn't want to go: else his mother didn't think his problem was as serious as Dara had said it was; and also there were no money to go to the health center. Next morning Dara went to school as usual and told his friends about his illness. He told them not to play in the river where there were rocks or they would get potbelly. Dara continued helping his sister with washing at the river but he didn't swim to the rock area. Instead, he went to play in the sandy area.

Meanwhile, Chanthy daily became more and more ill and couldn't go to the river. Where Dara grew stronger everyday, Chanthy grew more pale and his belly grew bigger and bigger. One day Dara again went to visit Chanthy. He was really worried, as he couldn't persuade his friend to go to health center.

After a period of time, Dara visited Chanthy again. He didn't see his friend anywhere; but he found Chanthy's mother who sat weeping by his friend's bed.

Dara: "Where is Chanthy?"

Chanthy: "He is not with us anymore."

Questions about the story:

- Question : What happened when Chantry and Dara played in the rock area?
Answer : Got the potbelly disease.
Question : What is the cause of potbelly?
Answer : A kind of worm that lives and develops inside tiger snails.
Question : What can we do to avoid this disease?
Answer : Don't play in rock area. Don't defecate along the riverside.

Teacher shows the picture about the life cycle of Schistosomiasis.

- Question : What do you see in this picture?
Answer : People defecating into the water; germs and snails.

IV. Summary:

- Question : Why doesn't Sopheap get potbelly?
Answer : Because Sopheap doesn't play in the rock area.
Question : Why doesn't she play in the rock area?
Answer : Because, she knows there are worms on the rocks.

V. Homework:

- Students write down the story.
- Tell the students when they go to the river, not to play in the rock areas.
- Learn by heart the story of Potbelly for performing in Phase 5.

Phase 2: Further study through observation

I. Organize the class: Call the attendance list, check the cleanliness of the class, and prepare the students for their lesson.

II. Review the last lesson: Potbelly or Schistosomiasis - Phase 1

- Question: What did you learn during the last health education lesson?
Answer: Potbelly or Schisto – Phase 1
Question: What provinces mainly are there the Potbelly disease?
Answer: Kratie Province (Sambor district) and Stung Treng Province (Sdao commune).
Question: What age is most vulnerable?
Answer: Occurs in children from ages 6 – 15 years old.
Question: To find out about Schisto, what can we do?
Answer: A survey.

III. Introduction of new lesson: Potbelly or Schisto – Phase 2

Prepare a survey plan for parts ofvillage. Divide students into groups so each group surveys a part of the village. Each group meets the VDC before starting the survey.

Note: *Teacher prepares questionnaires and assists students with the survey procedure.*

- Survey questionnaires (For students to ask the VDC and village HWs)
- (A) Questionnaire Table (For data from asking VDC and village HWs)

Name of VDC.....or Village Health Worker.....
Population.....

A. Questionnaire Table for asking VDC

N°	Questions	Answers
1	Number of people?	
2	How many potbelly people are there?	
3	What are the signs of potbelly?	
4	Where do people like to take a bath?	
5	What treatment do people usually receive?	
6	Do people in the village have latrines?	

B. Questionnaire for the families

Name:..... No. family members:.....

N°	Questions	Answers
1	Number of family members? How many potbelly people in the family?	
2	Do you have a latrine?	
3	Where does your family usually have a bath?	

IV. Summary:

- Organize one student as the VDC and one as an observer.
- Select two students to practice the interviews.
- Then all students practice in pairs.

V. Homework: Conduct the questionnaires and write down data for reporting next week.

Phase 3: Collect the information, analyze, and discuss it

I. Organize the class: Call the attendance list, check the cleanliness of the class, and prepare the students for their lesson.

II Review the last lesson: Potbelly or Schisto – Phase 2

Question: What did you study in previous health education lesson? What did you do?

Answer: Potbelly or Schisto – Phase 2

Conducted interviews about potbelly disease in the village and families

Question: Which village did you interview?

Answer: (.....Village)

III. Introduction of new lesson: Potbelly or Schisto – Phase 3

Survey Report:

Question: What information did you get last week?

Answer: (Students report back)

Note: Teacher writes the students' answers into a Table on the board

Sample: A/ Survey Report

Village Name	No. of People	No. of sick people	Signs	Location of water use	Use latrines	Treatment	Other
Sdao	200	3	- Mucus diarrhea - Bloody stool - big belly - thin, pale exhausted	Moss rock area	10%	- Burn - traditional medicine - Pray - Health Center	

Sample: B/ Family Survey Report

Family Name	No. of family members	No. of sick people	Signs	Location of water use	Use latrine?		Treatment	Other
					Yes	No		

Discuss /Demonstrate/ Explain:

- Question: How many potbellied people are there?
Answer: Actually there are 3 people.
Question: What causes this?
Answer: Taking baths in the rock area of the Mekong river.
Question: What are the precautions people can take to prevent getting potbelly?
Answer : - Take medicine.
- Tell children not to play in the rock area.
- Defecate in latrines or bury their stools.

Explanation: To protect ourselves from getting potbelly we must:

- **Not swim in the rock areas.**
- **Defecate in latrines.**
- **Use pump or rain water.**
- **Visit HC when at first sign on the disease.**
- **Regularly take the medicine provided by doctor or HW.**

IV. Summary:

- Question: How do you prevent getting potbelly?
Answer: - Don't play in rock areas in dry season from 9:00am to 4:00pm.
- Defecate in latrine or bury the stool.
- Use pump water.
Question: If there is no pump well, where should we go for water?
Answer: Go anywhere without rocks, or bring water with you to use on the bank
Don't swim or play around for a long period of time.

Explanation: If you take a bath in the river or stream, please don't swim near the rock areas, where there are tiger snails containing worms which cause potbelly.

V. Homework:

Write down and learn the story; get ready for the performance next week.

Phase 4: Activity Plan

I. Organize the class: Call the attendance list, check the cleanliness of the class, and prepare the students for their lesson.

II. Review the last lesson: Potbelly or Schisto – Phase 3

Question: What did you learn during the last health education lesson?

Answer: Potbelly or Schisto – Phase 3

Question: What did we do in Phase 3?

Answer: - Students reported on the interview results.
- Teacher explained the results of the interviews

III. Introduction of new lesson: Potbelly or Schisto – Phase 4

Question: According to the surveys, which village did you find potbelly disease, and whose family had it?

Answer: Invillage ; Uncle.....'s family

Question: So what can we do to inform other classes and the community?

Answer: We plan to perform “Potbelly or Schisto”.

Question: Who wants to play? Please raise your hands!

Note: - *Select the students who have volunteered and also include those students who are good at performing.*

- *The teacher chooses a program organizer from the performers.*
- *The others are observers in 2 groups: one group observes the audience and the other group observes the performers.*
- *Choose a class or community to perform for.*

Questions for observing the audience:

- How many students are there to watch our performance?
- Are they interested and involved in the performance?

Questions for observing performers:

- How are the performers' facial expression, gestures and speeches?

Questions for the program organizer to ask the audience:

Question: What is the title of the story?

Answer: Potbelly or Schisto.

Question: Why doesn't Sopheap have potbelly?

Answer: Because Sopheap doesn't play in rock areas. (Teacher explained)

Question: How do you prevent potbelly?

Answers: - Don't play in rock areas in dry season from 9:00am to 4:00pm.
- Don't defecate in the river.
- Use pump water.
- Take baths where there are no rocks.

Conduct a Role-play:

The program organizer steps out, stands in front, greets and salutes the audience; tells his/her name, states the reason (Child to Child group grade 5 students of school are here to present a performance of "Potbelly or Schisto").

The following are the performers:

- acts as Sopheap
- acts as Chanthy
- acts as Dara
- acts as Sina
- acts as Chantha
- acts as Doctor
- acts as Chanthy's mother
- The observers note down activities they see according to the given questions.
- The program organizer asks the audience the prepared questions.
- Gives time for the spectators to evaluate the performance.
- The program organizer thanks and gives wishes to all participants who spent time at the performance and closes the program.
- The performers say goodbye.

IV: Summary:

Note: *Teacher rehearses the students in extra time until they perform well.*

V. Homework:

- Next week in health education session we will present "Potbelly or Schisto." to another class or community.
- So when you go back home, you should practice with your relatives in order to perform well next week.
- Look for and collect performance material.

Phase 5: Practice

I. Organize the class: Call the attendance list, check the cleanliness of the class, and prepare the students for their lesson.

II. Review the last lesson: Potbelly or Schisto – Phase 4

Question: What did you study last week's health education lesson?

Answer: Potbelly or Schisto – Phase 4

Question: What are we going to do today?

Answer: We will perform the role-play “Potbelly or Schisto” in

III. Introduction of new lesson: Potbelly or Schisto – Phase 5

Note: - *The teacher takes the students to perform at a pre-arranged place.*

- Observers start observing.
- Program organizer tells the reason, title of the story and characters.
- The performers step out and salute the audience.
- Start performing.
- Ask the audience the prepared questions.
- Give time for the audience to evaluate.
- Performance ends.
- The program organizer closes the program, says thank you and gives wishes to the audience.
- The teacher brings the students back to school.

IV. Summary:

The teacher acknowledges, thanks and encourages all groups.

V. Homework: Go back home and everybody please think about the activities and the performance, both the strengths and the weaknesses. Next week we will evaluate and improve.

Phase 6: Evaluation

I. Organize the class: Call the attendance list, check the cleanliness of the class, and prepare the students for their lesson.

II. Review the last lesson:

Question: What did you study last health education lesson?

Answer: Potbelly or Schisto – Phase 5

Question: What did you do?

Answer: Conducted the performance of " Potbelly or Schisto."

III. Introduction of new lesson: Potbelly or Schisto – Phase 6

Observers give report of evaluations:

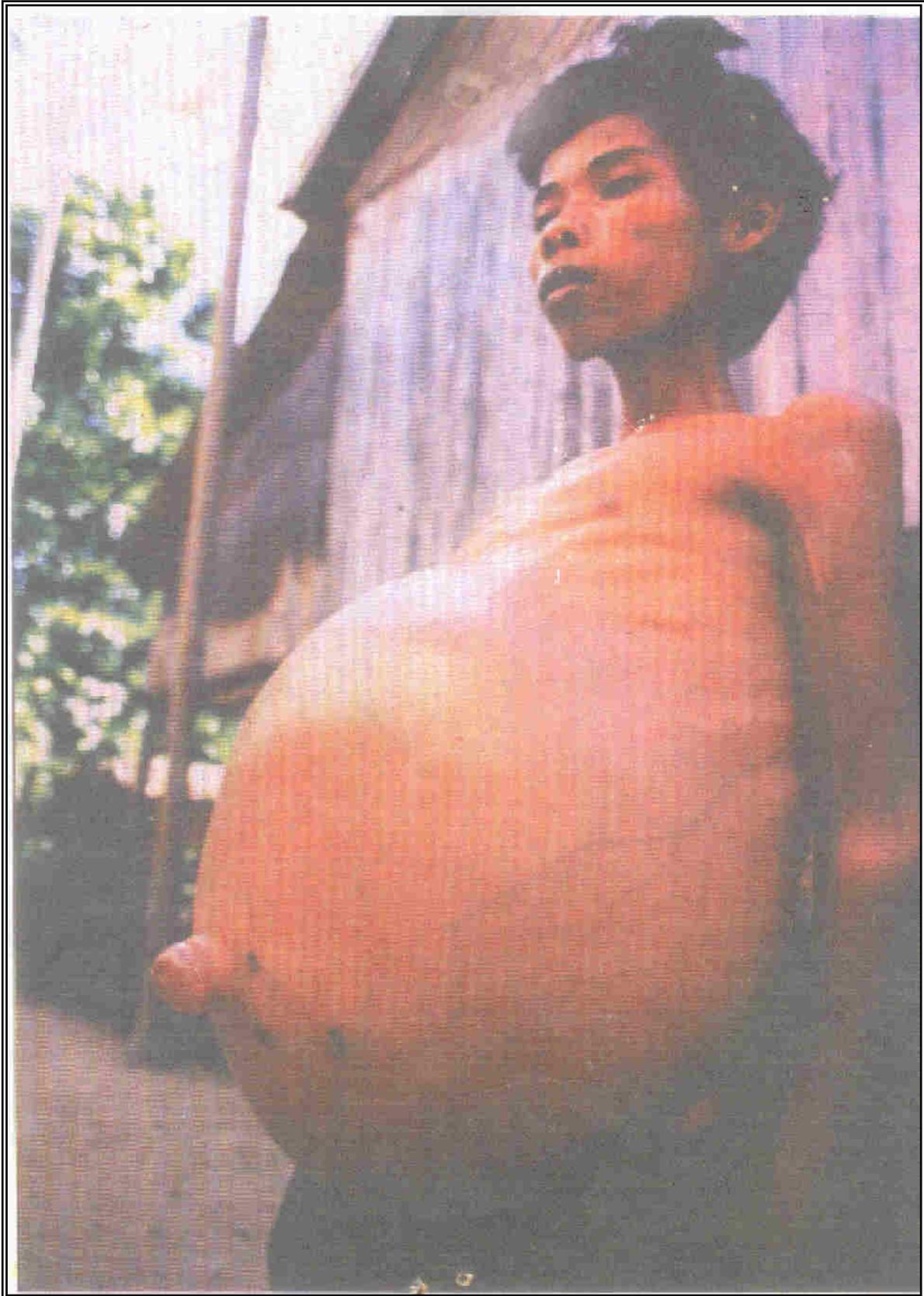
Sample: Evaluation Table

Activities	Strengths	Weaknesses	How to Improve
- Place - Performers - Audiences	- Dynamic - Many - Those in front are interested	- Narrow - Speech is not clear - Gestures still awkward - Those at the back keep talking	- Should arrange scene better. - Practice speaking out and include humour.

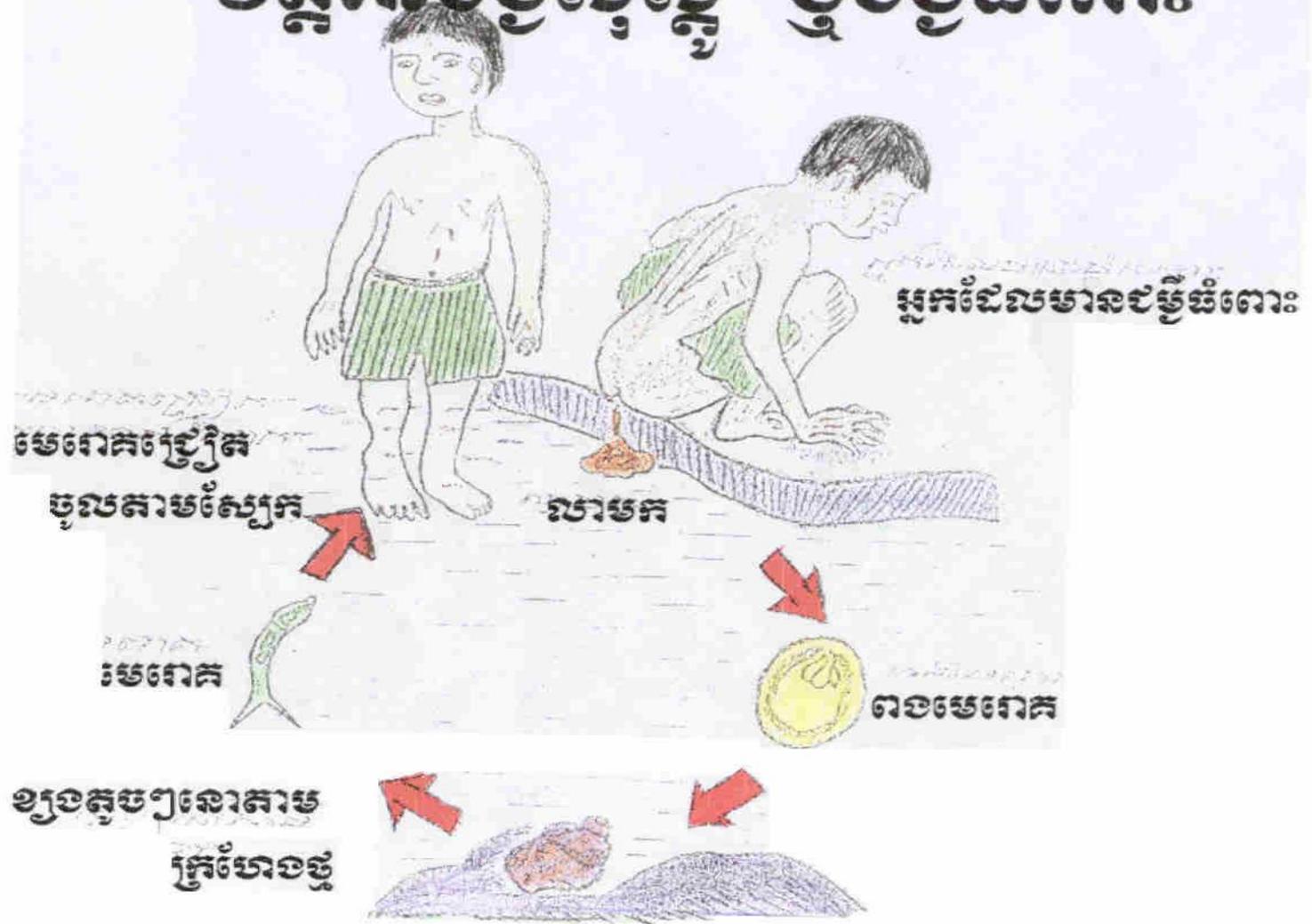
IV. Summary: Rehearse after practicing the suggested improvements.

V. Homework: Practice more at home, for the coming week's performance.





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Grade 5 - Topic 3

Topic: *Malaria*

Time: 240 minutes

Objectives: By the end of the lesson the students will be able to:

- Describe the causes of malaria
- Explain the symptoms, transmission and preventive measures
- Share their knowledge; help destroy anopheles mosquito habitats; and prevent malaria by sleeping under impregnated nets every bedtime.

Methodology: Child-to-Child

Materials:

- Picture of an Anopheles mosquito
- Picture of a sleeping person, with chills
- Picture of a person sleeping under a mosquito net
- A story

Phase 1: Choose the topic and study it

I. Organize the class: Call the attendance roll, check the cleanliness of the class, and prepare students for their lesson.

II. Review the last lesson: Potbelly

Question: What did you study in the last lesson?

Answer: Potbelly

Question: How does potbelly happen? What season, month, where and in which Provinces the most?

Answer: Potbelly happens in the dry season, from February to June, along the Mekong River where there are lots of rocks; mainly in Steung Treng and Kratie Provinces.

Question: How can potbelly be prevented?

Answer: Use pump water for all activities and use a latrine.

III. Introduction of new lesson: Malaria – Phase 1

Choose a topic:

Teacher shows a picture of an anopheles mosquito.

Question: What is this?

Answer: A mosquito

Question: Where do you see it?
Answer: In the house, outside the house, in the dark, in water jars, in ponds.
Question: Do you know what diseases are caused by mosquito bites?
Answer: Malaria and dengue.
Question: Do you want to learn about malaria?
Answer: Yes.

Teacher announces that today's lesson is about malaria.

Study the topic:

The teacher explains and shows the picture of an anopheles mosquito.

Long ago, most people believed that malaria was caused by environmental changes and evil spirits, and not by female anopheles. It is an ignorant belief that we discard; because this illness is found in places where the malaria mosquito lives. They like living in thick forests, mountains and at the beach. This illness happens to people of all ages, but is most serious for children and pregnant women.

Group discussion questions:

Teacher divides the students into 3 groups; gives a picture and a question to each group.

Question 1: What are symptoms of malaria? (Distribute pictures of symptoms)
Question 2: What is a malaria vector? (Distribute picture of person in bed bitten by anopheles)
Question 3: What can you do to prevent malaria? (Distribute picture of a person sleeping under a mosquito net)

Group discussion answers:

Give opportunity first for each team leader to report their answers

Answer 1: Fever, headache, chills, fatigue, pale, thin.
Answer 2: The anopheles mosquito is the vector.
Answer 3: Avoid anopheles biting, sleep under mosquito nets at all times, everywhere.

Note: If there are any students who have had malaria, the teacher should get them to report on their illness and compare with the above answers.

Explanation: A malaria patient gets high fever, headache, fatigue and chills regularly. The patient gets symptoms like this everyday, every two days or even every three days. This can become a chronic illness with anemia, paleness, thinness and liver enlargement. The malaria parasite called "Hematozoite" is a tiny parasite, which is only visible through a microscope. Female anopheles is the most important malaria vector. When it bites a patient, the parasite will enter the body of the victim through the blood. Then this mosquito will bite another person and the parasite will enter his/ her body. For 10-14 days later the parasite will grow bigger within the body, and the person will have malaria. It will continue its cycle to another person in the same way. The anopheles mosquito is active from dusk to early morning.

- To stop this illness, we should sleep under mosquito nets (impregnated or not), every bedtime in the house or in the forest. Clear out stagnant water around the house.
- To make sure which disease you have, you should have your blood tested at the health center. Some signs are very similar for many diseases.

IV. Summary:

Students summarize the lesson with the teacher's assistance.

- Malaria is found in thick forest areas and at the beach. It can happen to all ages of people, especially women and young children.
- The malaria parasite is called " Hematozoa" and the female anopheles is a malaria vector transferring from a sick to a healthy person. This mosquito is active from dusk to early morning.
- To stop this illness we must sleep under mosquito nets (impregnated or not), every bedtime. We must also clear thick bushes and clean out stagnant water around the house.

V. Homework:

- Questions:
- Have you ever received impregnated mosquito nets in your villages?
 - Did any people in your house have malaria last month? If yes, list them.
 - Have you ever used mosquito nets (impregnated or not) in your house? If not, why?
 - Have you ever been treated for malaria? Where and how?
 - How do you recognize a malaria patient?

Phase 2: Further study through observation

I. Organize the class: Call the attendance roll, check the cleanliness of the class, and prepare students for their lesson.

II. Review the last lesson: Malaria – Phase 1

Question: What did you study in the previous health education lesson?

Answer: Malaria – Phase 1

Teacher asks the students to write their exercises from the last week on a Table and monitors their work.

III. Introduction of new lesson: Malaria – Phase 2

Class survey:

Note: Instruct the class to work in pairs; ask each other questions from last week. Teacher draws a Table for the survey data on the board and students copy it. Students write in their answers in the Table

IV. Summary:

Ask students to compare their answers and keep them for reporting on next week.

V. Homework: Students copy the story, “The small never wins the big, but when the small bites the big, the big becomes chilled (ill)”.(on page 90.)

Phase 3: Collect the information, analyze and discuss it

I. Organize the class: Call the attendance roll, check the cleanliness of the class, and prepare students for their lesson.

II. Review the last lesson: Malaria - Phase 2

Question: What did you study in the previous health education lesson?

Answer: Malaria – Phase 2

Question: What activity did we do in Phase 2?

Answer: Observed in class.

Students write their survey data on the Table; teacher monitors.

III. Introduction of new lesson: Malaria – Phase 3

Collection of survey data:

Students read out their interview results of their partners; and the teacher writes.

Example: Survey reports form

Village..... Received Not Received

Village..... Received Not Received

	Name	Patients	Impregnated Nets		Use		Causes	Signs	Treatments
			Yes	No	Yes	No			
1	Rotha	Bo (Father)	✓			✓	Look for resin	Fever, headache , shiver	Clinic
		Sokha (Brother)	✓			✓	-	-	-
2	Sroh	Seng	✓			✓	Cut bamboo	-	Traditional medicine
3	Sothy	Sochea	✓			✓	Logging	-	Clinic and Traditional medicine

Discuss / Demonstrate / Explain:

The teacher discusses the data from the student's answers (example below):

Question: Do any people in Ratha's family have malaria? Who are they?

Answer: Yes, his father and his second brother.

Question: Do they use mosquito nets?

Answer: No, they don't.

Question: Why not?

Answer: They went into the forest and didn't take mosquito nets with them.

Question: What happened to Ratha's father by not using mosquito nets?

Answer: He got malaria, and it cost a lot of money to cure.

The teacher continues to ask all students and write data in the Table.

Explanation:

Question: When does the female anopheles mosquito become active?

Answer: From dusk till early morning

So, you must sleep under a mosquito net wherever you go; especially the impregnated mosquito nets that NGO's, or Health Department have distributed to the people in order to prevent malaria. Also, you should take care of your mosquito nets properly so that they will you a long time.

You should prevent your family getting malaria because it can pass on to other members in your family and to people in the community.

Prevention is better than cure. You don't need to spend money or time. This illness can result in death if you don't get the right treatment in the early stages.

IV. Summary:

Question: What will you have to do to prevent getting malaria?

Answer: Always sleep under mosquito nets wherever you sleep.

V. Homework:

Students copy the story: "The Small never wins the big, but if the small bites, the big becomes chilled (ill)".

Phase 4: Activity Plan

I. Organize the class: Call the attendance roll, check the cleanliness of the class, and prepare students for their lesson.

II. Review the last lesson: Malaria – Phase 3

Question: What did you study in last week's health education lesson?

Answer: Malaria – Phase 3

Question: Have you finished copying the story from the day before?

Answer: Yes, we have.

Teacher checks the students' notebooks.

III. Introduction of new lesson: Malaria – Phase 4

Question: What do you want to do so other classes and people will understand like you do?

Answer: Act a role-play "The Small never wins the big; but if the small bites, the big becomes chilled (ill)".

Question: Raise your hands, those that would like to perform.

Note: Teacher chooses students who have raised their hands, and also those who are good at performing.

- Divide the rest of the students into 2 groups: one group for observing the audience, and another for observing the performers.
- Choose a program organizer from among the performers
- Select a class or community as audience for conducting the role-play.

Questions for observing the audience:

- How many students are there to watch our performance?
- Are they interested and involved in the performance?

Questions for observing the performers:

- How are performers' facial expression, gestures and speeches?

Questions for the program organizer to ask the audience:

- What is the title of the story?
- What are the characters' names?
- What did Kosal and Chanthy explain to Sokha's mother and old man, Anh Chell?

Answers for the program organizer to remember:

- The title of the story is "The Small never wins the big; but if the small bites, the big becomes chilled (ill)"
- The characters are: Anh Chell, Sokha's mother, Kosal and Chanthy.
- Kosal and Chanthy explained to Sokha's mother and old man, Anh Chell that: The female anopheles mosquito is a malaria vector. If it bites anyone he/ she will get malaria. So, we must sleep under mosquito nets even when we stay at home; go to the rice field or to the jungle. We must protect ourselves from mosquito bites. Right now NGO's and Health Department have impregnated mosquito nets to distribute to people in the community. When we use them at bedtime no mosquitoes will come near us.

Conduct a Role-play:

The program organizer steps out, stands in front, greets and salutes the audience; tells his/her name, states the reason (Child to Child group grade 5 students of school are here to present a performance of "The Small never wins the big; but if the small bites , the big becomes chilled (ill)".

Following are the performers:

- acts as old man Anh Chell
- acts as Sokha's mother
- acts as Chanthy
- acts as Kosal
- The observers must write down all activities they have seen according to the given questions and the real situation.
- The program organizer asks the audience the prepared questions.

- Gives the audience time to evaluate.
- The program organizer says thank you, closes the program, and gives good wishes.
- The performers say goodbye.

Note: *The teacher trains the performers in extra time until they perform well.*

IV. Summary: Each group presents their performance.

V. Homework: Get students to practice speaking their lines and act out the story.

**"The Small Never Wins the Big,
but when the Small Bites, the Big becomes Chilled (ill)".**

Act 1: At Anh Chell's house

- Anh Chell: I've just come from hunting with my dog. Just now my dog met a tiger and carried it away in its mouth. No, not my dog carried the tiger away in its mouth, but the tiger carried my dog away in its mouth instead. I was very frightened and my hair stood straight up. May be I said something wrong that was why I met the tiger!
- Sokha's mother: (Walking up with a plastic bag of incense, shouting) Anh Chell!
- Anh Chell: Yee! Who's that?
- Sokha's mother: Yes, it's me.
- Anh Chell: Can I help you?
- Sokha's mother: Yes, I have a small problem and need some help. My son was ill for 4 to 5 days. He had a serious chill. I took him to a magic healer and he said that the evil spirit made him ill. That is why I need you to pray to the spirit because the spirit is ethnic. I can't speak to him. I think you will be able to speak to him.
- Anh Chell: That's all right. I always help our villagers when they have problems! When shall I go and speak to him?
- Sokha's mother: Now. I've brought with me some Prahok, sticky rice, candles and incense.
- Anh Chell: Let's go.

Act 2: At the spirit's house.

- Praying in progress: (Anh Chell speaks in Phnong language and Sokha's mother in Khmer).
- Sokha's mother: Oh my ancestors! Don't be angry. Can the spirit make my son better? I'll offer you Prahok, sticky rice....

Act 3: Chanthy and Kosal leaving school

- Kosal: Chanthy, did you know that Sokha has been ill for 4 to 5 days?
- Chanthy: Yes, I did. I heard that Sokha has been ill, but I couldn't go to visit him. I think I should go.
- Kosal: I think so too. Look! There is Sokha's mother. Let's go and ask her.
- Chanthy and Kosal: How do you do?
- Sokha's mother: How do you do? Have you just come from school?
- Chanthy and Kosal: Yes.
- Chanthy: We haven't seen Sokha and we heard that he has been ill. What's wrong with him?
- Sokha's mother: The problem is that, during school holidays he went to the forest for 3 days to cut bamboo for making a fence for the rice field. Two weeks later he became ill. First, he had a high temperature; after that he became chilled at 9 o'clock. I think may be he said something wrong in the forest. I have gone to the traditional healer. He said that may be Sokha defecated or passed urine at a place where the evil spirit lived and the evil spirit made him ill. The traditional healer also said that the evil spirit speaks Phnong language. That is why I asked Anh Chell to speak to him. I have just come from praying.
- Kosal: According to what you have said, I think that if Sokha went to the forest and had a chill after he came back, he certainly has got malaria. The day before my father suddenly got a chill and he didn't go anywhere. My mother spent a lot of money to pray but it didn't make him any better. He was taken to hospital and had a blood test. He had malaria. He was cured and got better.
- Chanthy: Can I ask you a question? Did Sokha take the mosquito net bag with him when he went to the forest?
- Sokha's mother: No, he didn't but I saw him wearing a shirt with long sleeves and shorts but I didn't know whether there was a mosquito net in his bag or not. I also heard he complained that he couldn't sleep all night because of mosquito bites.
(Anh Chell comes and listens to the conversation).
- Chanthy: That's right. If mosquitoes bit Sokha and he must have malaria.
- Anh Chell: How do you know, kids? How can a small mosquito bite and make people get malaria?
- Kosal: I've just learned it at school. Female anopheles is a malaria vector. If it bites anyone he/ she will get malaria.
- Sokha's mother: What can we do to prevent mosquitoes biting us, kids?
- Chanthy: We should sleep under mosquito nets even when we stay at home, go to the rice field or to the forest. We should protect ourselves from mosquito bites.

Anh Chell: Through out the whole time of my ancestors, my children never slept under mosquito nets. We only made a fire under our house. I don't believe that small mosquitoes bite people dead!

Kosal: That's right. Mosquitoes never bite people dead but they can make your children and grand children have malaria; and then they can die. Female anopheles causes this.

Anh Chell: So let's go and destroy it! Where is its habitat?

Chanthy: The mosquitoes like living in thick forests and in muddy, wet places.

Sokha's mother: So, to prevent mosquito bites we must clear forests and fill in muddy, stagnant water, right?

Chanthy & Kosal: Yes, that's right, we must get rid of it.

Kosal: Right now, our village is very lucky. Because PFD collaborates with Provincial Health Department to distribute mosquito nets to our people.

Chanthy: Very good. More over, all those mosquito nets are impregnated ones. When we use them the mosquitoes will not come near us and head lice are also killed by impregnated mosquito nets.

Sokha's mother: How effective it is! Thank you for telling me. From now on I'll ask my children to use mosquito nets everyday. Don't let mosquitoes bite anymore. Now I'll say good-bye!

Chanthy & Kosal: Good-bye!

Sokha's mother: Take care.

(The mother leave the stage)

Anh Chell: Are impregnated mosquito nets poisonous?

Chanthy & Kosal: They are not poisonous to people.

Anh Chell: Ok. I'll take one.

Chanthy & Kosal: Ok. When they next distribute the impregnated mosquito nets we will let you know. But these kinds of mosquito nets are used only for people to sleep under.

Anh Chell: Only for people?

Chanthy & Kosal: Yes, that's right.

Anh Chell: If I get one, I will make it last me a long time.

Chanthy & Kosal: That's no problem. We would like to say good-bye.

Anh Chell: Good luck.

Speaker: After getting advice from Chanthy and Kosal, Sokha's mother went back home and took Sokha to a Health Center near her house. The Health Worker treated Sokha with care. Days after, Sokha recovered from his illness.

(The End)

Phase 5: Practice

I. Organize the class: Call the attendance roll, check the cleanliness of the class, and prepare students for their lesson.

II. Review the last lesson: Malaria – Phase 4

Question: What did you study in the previous week's health education class?

Answer: Malaria – Phase 4

Question: What did we do?

Answer: Practiced a performance, "The Small never wins the big, but when the small bites, the big becomes chilled (ill) ".

Note: *The students practice their acting again before the performance.*

III. Introduction of new lesson: Malaria – Phase 5

- The teacher takes the students to perform at a selected place.
- Observers start observing.
- Program organizer states the reason, title of the story and characters.
- The performers step out and salute the audience.
- The performance starts.
- Ask the audience the prepared questions.
- Ask the audience for their evaluation.
- The program organizer closes the program, says thank you and gives wishes to the audience.
- The teacher brings the students back to school.

IV. Summary:

The teacher praises and encourages the students' performance.

V. Homework:

Write down the weak points and the strong points of the participants.

Phase 6: Evaluation

I. Organize the class: Call the attendance roll, check the cleanliness of the class, and prepare students for their lesson.

II. Review the last lesson: Malaria – Phase 5

Question: What did you study in last week’s health education class?

Answer: Malaria - Phase 5

Question: What did you do?

Answer: We performed, “The Small never wins the big, but when the small bites, the big becomes chilled (ill)”; for Grade.....or.....village.

III. Introduction of new lesson: Malaria – Phase 6

Teacher asks the observers to give their report of the evaluations.

Sample: Evaluation Table

Activities	Strengths	Weaknesses	How to improve
- Performers	- Brave, Smile, Dynamic	Their speech not clear and gestures are awkward	Practice speaking clearly and gesturing smoothly.
- Audiences	- People in the front were interested	- The people at the back were talking	

IV. Summary: Improve the weak points.

V. Homework: Read the story to your brother and/ or sisters.

Note: *The teacher takes the students to clear bushes, clean and fill out the stagnant water around the school, in order to destroy mosquito habitats.*







Grade 6 - Topic 1

Topic: *AIDS or SIDA*

Time: 240 minutes

Objectives: By the end of the topic, students will be able to:

- Describe the signs of AIDS infection and its prevention
- Understand clearly that at present AIDS has no medicine to cure it.
- Be aware of the dangers of using skin pricking items such as needles, lancers, shaving knives etc. without disinfecting

Methodology: Child-to-Child

Materials:

- Picture of a person with AIDS
- Picture of a normal person
- A song
- A story

Phase 1: Choose the topic and study it

I. Organize the class:

Call the attendance register, check the cleanliness of the class, and prepare students for their lesson.

II. Introduction of new lesson: AIDS – Phase 1

Choose a topic:

Question: What diseases do you know of?

Answer: Fever, malaria, dengue, diarrhea, cholera, intestinal worms.

Question: What is the most dangerous disease that has no medicine to cure it?

Answer: AIDS.

Question: Can all ages, sexes and kinds of people get infected with AIDS?

Answer: Some students say yes and some say no

Question: Do you want to learn about AIDS?

Answer: Yes, we do.

Teacher announces that today our lesson is on AIDS.

Study the topic:

The teacher shows a poster of a picture, which has Groups A and B.

Question: Which people do you think can transmit AIDS more to you? Those in Group A or B

Answer: Some say group A and some say B.

Explain: The students who say group A is not correct because those people won't be able to transmit to others.

The students who say group B is correct because we do not know whether they have AIDS or not. So they can have sexual intercourse with the prostitutes and they can pass the virus to other people.

Question: What is the name of the virus that causes AIDS?

Answer: HIV

Teach students to sing the following song:

A song: How to prevent AIDS

M: Hello friends Questions of a lesson	Gather together which we have studied So far.	To discuss at our school
F: I'd like to say Signs of AIDS	Hello friends What are they like All about them.	Please, think about Please, describe clearly
M: Keep in mind Fever	The real signs are Pneumonia	Chronic diarrhea And skin diseases
F: You're very right We must find out	We understand well How to protect from What shall we do?	About the symptoms AIDS infection
M: That's right to choose partner	The best way is Only one Using needles and syringes.	We must decide And be careful with
F: That is great All the points	Don't neglect Be honest Please, don't be late.	To continue answering To demonstrate them well
M: Another thing is Must check clearly	Before choosing a partner Or don't forget Carefully.	Or having blood transfusions. To have a blood test

M&F:

You have all heard about it Don't be late To spread to
The people in community To avoid This horrible disease
That's called AIDS.

Question: What is the song about?

Answer: How to protect against AIDS and about signs of people with **AIDS**.

Question: What is AIDS?

Answer: A terrible disease which has no medicine to cure it at present.

Question: What are the signs of an HIV infected patient?

Answer: Sometimes chronic diarrhea, fevers, pneumonia, skin diseases, which cannot be cured.

Question: How is AIDS transmitted?

Answer: - Sharing injecting equipment.
- HIV infected blood transfusion.
- HIV infected mother to unborn baby.

Question: How do you prevent getting HIV/ AIDS infected?

Answer: Don't share equipment and cutting instruments such as syringe & needles, razors, shaving knives without prior sterilization; and avoid tattooing and using drugs.

III. Summary:

Let the student summarize the lesson with the teacher's assistance.

The virus of AIDS is "HIV". An HIV-infected person looks like a healthy one. The person can live from 3 months to 10 years. The patient will die within one to two years after the appearance of symptoms because there is no medicine to kill the AIDS virus, but they can prevent it by:

- Be faithful to one husband or one wife.
- Must have blood tested before getting married.
- Must use needles and syringes properly disinfected.
- Have blood transfusion without HIV virus, or don't use blood transfusion if not necessary.

V. Homework:

- Students copy the song and practice singing it.
- Sing the song for relatives to listen to
- Make friends with people who have good morality

Phase 2: Further study through observation

I. Organize the class:

Call the attendance roll, check the cleanliness of the class, and prepare students for the lesson.

II. Review the last lesson: AIDS – Phase 1

Question: What did you study in the previous health education lesson?

Answer: AIDS - Phase 1

Question: What is the virus that causes AIDS?

Answer: HIV

Question: How can you prevent yourself getting infected with AIDS?

Answer:

- Don't use shared syringes, needles, razors or other skin pricking instruments
- Have a blood test before getting married
- Avoid having blood transfusion without having the blood examined
- Be faithful to one husband / one wife.

Students sing the song: "How to prevent AIDS".

Question: Have you ever seen people with AIDS?

Answer: Yes / No

III. Introduction of new lesson: AIDS – Phase 2

Note: Divide students into 3 groups and take them to observe a commune health center or health providers in the village.

The teacher takes them to interview or visit AIDS patients according to the agreement with the Health Center if this is possible.

Questions for health providers:

Question 1: Are there any people with AIDS in our village? If so, how many?

Question 2: What are the symptoms of these people?

Question 3: What are the ways to prevention infection?

Note: If there are no people with AIDS the teacher has to take students to ask for permission for interview with health providers in the village or the health center with the following questions.

Question 1: What is the virus that causes AIDS?

Question 2: How can we know that a person is HIV infected?

Question 3: How can we protect from AIDS infection?

Question 4: Is there any vaccine or medicine for HIV?

IV. Summary:

Get students to practice doing an interview, in pairs: one student is a health provider and the other a student.

V. Homework: Write down the answers for reporting at Step 3 next week.

Phase 3: Collect information, analyze, and discuss it

I. Organize the class: Call the attendance roll, check the cleanliness of the class and prepare students for their lesson.

II. Review the last lesson: AIDS - Phase 2

Question: What did you study in the previous health education lesson?

Answer: AIDS – Phase 2

Ask students to show their answers from the previous week's survey. The teacher monitors their answers, which are set out in the Table.

III. Introduction of new lesson: AIDS – Phase 3

Teacher draws a Table on the board; fills in the students' data collected during their surveys.

Sample: A. Table – Patients survey report

No. of people with AIDS	Names	Symptoms	Therapy	Comments
2 people	Mok	Diarrhea, fatigue, couldn't sleep	Take medicine, syrup	Can't be cured (died)
	Men	Candidiasis, fever	Medicine, Syrup	Can't be cured (died)

Sample: B. Table – Village health provider survey report

Information source	Virus	Condition of AIDS carriers	How to prevent.
Health provider	HIV	Very thin/ bony Weight loss	- Don't use shared syringes or cutting instruments. - Have blood tested before getting married. - Avoid having infected blood transfusions.

Discuss / Demonstrate / Explain:

Question: Why couldn't the diarrhea of the first case be cured?

Answer: He was HIV infected.

Question: Why did the second case get Candidiasis in the mouth, and fever?

Answer: He got to the AIDS stage.

Question: Why does an HIV infected person get other diseases so easily and cannot be cured?

Answer: Because the HIV infected person's immune system becomes weak. It is then easy to get other diseases such as diarrhea, tuberculosis, pneumonia, malaria, Typhoid etc. and there is no vaccine or medicine to cure it yet.

IV. Summary:

Question: One person has got only typhoid and another person has got both typhoid and is HIV infected. Which patient cannot be cured?

Answer: The person who has got both typhoid and is HIV infected.

Question: Why?

Answer: Because his/her immune system has become weak.

Question: How can we pass this information, to help prevent the spread of AIDS?

Answer: Perform a Role-Play .

V. Homework:

Practice singing; and copy the story: "**Don't bring AIDS home**".

Phase 4: Activity Plan

I. Organize the class: Call the attendance roll, check the cleanliness of the class, and prepare students for their lesson.

II. Review the last lesson: AIDS – Phase 3

Question: What did you study in the previous health education lesson?

Answer: AIDS – Phase 3

Question: What is AIDS?

Answer: A very strong disease, which at present has no medicine to cure it.

Students sing the song: "How to prevent AIDS".

The teacher checks if all the students have copied the story.

III. Introduction of new lesson: AIDS – Phase 4

Question: What is the title of the story we are going to perform?

Answer: "Don't bring AIDS home".

Question: Who want to act out the story?

Note: - *The teacher chooses volunteer students but only those who are good at performance.*

- *Assign a student to act as a program organizer.*
- *Put students into 2 groups. One group observes the audience; the other group observes performers.*
- *Choose one class or one community to perform for.*

Questions for Audience Observers:

- How many are in the audience?
- Are they interested in the performance?

Questions for Performer Observers:

- How are the performers' facial expression, gestures and speech?
- Does the performance match the story?

Questions for the program organizer to ask the audience:

- What is the title of the play?
- How many characters are there? Who are they?
- What is the meaning of the play? What is the song about?

Answers for the program organizer to remember:

- The title of the play is "**Don't bring AIDS home**".
- 4 characters: Uncle Mao, Aunt Mom, Sokha, Sokhey.
- The story means that parents worry about their children who study in town. They don't want them to be overjoyed in case they'll bring AIDS home. And the song describes the symptoms of a patient infected with HIV.

Performance:

- A boy or a girl from among the performers, who is the program organizer, steps out in front and salutes the audience; tells his/ her name, announces: "Child to Child group grade 5 students of school are here to present a performance of "Don't bring AIDS home".

Here are the characters:

- Uncle Mao
- Aunt Mom
- Sokha
- Sokhey
- The observers must write down all activities they have seen according to the given questions given and the real situation.
- The program organizer asks the audience the given questions.
- Gives the audience time to evaluate
- The program organizer says thank you, closes the program and gives wish to the audience.
- The performers say good-bye.

Note: *The teacher gets students to practice the performance (Give some extra time to perform).*

IV. Summary:

- *Each group presents their performance.*
- *Students prepare their materials for the performance.*

V. Homework: Students to practice their lines and performance to fit the story.

The Story: "Don't Bring AIDS Home"

(Uncle Mao and Aunt Mom are talking)

Aunt Mom: (Aunt Mom is sitting, peeling a mango) I'm very worried!

Uncle Mao: My dear, if you are worried, not necessary to peel it. Eat it with the skin.

Aunt Mom: Don't joke! I'm really worried.

Uncle Mao: I don't understand. What are you worried about?

Aunt Mom: I worry about our children, Sokha and Sokhey. They have finished Grade 6 and they will have to go to junior secondary school in the town in the next few days.

Uncle Mao: Not to worry. You should be happy for our children to study at the junior secondary school; and instead you become worried.

Aunt Mom: You sound as if you don't care about anything!

Uncle Mao: What should I need to care about; because you have prepared every thing for our children already, - money, rice, salt, mosquito nets, blankets and a place to stay. What else?

Aunt Mom: Have you ever heard of AIDS?

Uncle Mao: Yes, I have. I also know that AIDS has no medicine to cure it.

Aunt Mom: If you know about it, why don't you help me to think about our children?

Uncle Mao: What can I do? Even the greatest doctors can't do anything!

Aunt Mom: But we must try. Our children have to study in the town and they will be living away from us. They'll meet new people and friends and forget to take care of themselves. If they do anything wrong they might bring home AIDS.

Uncle Mao: I've already thought about that but I really trust them. They wouldn't be as neglectful as you think. Right now children understand about AIDS more than we do.

Aunt Mom: I've also heard that our children studied AIDS and they sang a song about how to prevent AIDS. But I still worry about them.

Uncle Mao: What do you want to do? Want them to stop studying? No, I can't let them stop studying. I must encourage them to study so that they can help our village to develop.

(Sokha and Sokhey come)

Sokha: Mother, father, what are you discussing? You don't look too happy!

Aunt Mom: We are talking about you.

Sokhey: What is the problem with me? I have finished my studies but Sokha is busy saying good-bye to his friends and goes out a lot.

Uncle Mao: I know. Your mother and I are not thinking about that. We are thinking about how to encourage you to work hard and not to get distracted by 'the city lights'.

Aunt Mom: We are not worried about money because we have rice, pigs, hens, and many kind of crops in the village. If we need money we can sell them. But I worry that you might make friend with people who are not good and you might forget your studies.

Uncle Mao: And you might bring AIDS home like Phloy, the son of Mr. Phloak living in our village. He is sick, all skin and bone. He is dying now.

Sokha: Don't worry. The Health Department, NGO's, and especially the school in our village receives education about the consequences of AIDS and how to prevent getting AIDS. Believe me I won't bring AIDS home.

Mom&Mao: What is the information about?

Sokha&Sokehy: Now listen to us, Mother, father!

(Sokha and Sokhey start singing the song "How to prevent from AIDS". Uncle Mao and aunt Mom also sing the song.)

(The End)

Phases 5: Practice

I. Organize the class: Call the attendance roll, check the cleanliness of the class and prepare students for their lesson

II. Review the last lesson: AIDS – Phase 4

Question: What did you study in the previous health education lesson?

Answer: AIDS - Phase 4

Question: What did we do?

Answer: Practiced the performance of "Don't bring AIDS home!"

Students practice again before their performance.

III. Introduction of new lesson: AIDS – Phase 5

- Teacher takes students to perform at a pre-arranged place.
- Observers start observing
- Program organizer announces the reason, the title and characters.

- Performers step out and salute the audience.
- The performance starts.
- Ask the audience the prepared questions.
- Give the audience time to evaluate.
- Program organizer closes the program, says thank you and gives wishes to the audience.
- Teacher takes students back to the school.

IV. Summary:

The teacher congratulates and shows appreciation of the students' performance.

V. Homework: Write down the strengths and weaknesses of the participants.

Phase 6: Evaluation

I. Organize the class: Call the attendance roll, check the cleanliness of the class, and prepare students for their lesson.

II. Review the last lesson: AIDS – Phase 5

Question: What did you study and do in last week's health education class?
 Answer: AIDS - Phase 5. We performed, "Don't bring AIDS home!" for grade.....or community invillage.

III. Introduction of new lesson: AIDS – Phase 6

Observers give their evaluation reports.

Sample: Evaluation Table

Activities	Strengths	Weaknesses	How to improve
- Performers	- Brave, Smile, Dynamic.	- Speak, gestures are not so good, speak too quickly. - Don't remember their lines.	- Practice speaking and gesturing well to fit the story and situation.
- Audience	- Interested	- Audience is talking at the back.	

IV. Summary: Improve on the weaknesses.

V. Homework: Read the story or act it out for your relatives to listen or watch.

Grade 6 – Topic 2

Topic: *Vitamin A & Iron Foods*

Time: 240 minutes

Objectives: By the end of the lesson, students will be able to:

- Correctly list the importance of food rich in Vitamin A and in iron.
- Explain the reasons why our bodies need Vitamin A & iron.
- Be motivated to ensure they have food rich in Vitamin A & iron.

Methodology: Child-to-Child

Materials:

- Posters of food rich in Vitamin A and in iron.
- A Table of required dosages of Vitamin A and iron.

Phase 1: Choose the topic and study it

I. Organize the class: Call the list, check the cleanliness of the class, and prepare the students for their class.

II. Review the previous lesson: AIDS

Question: What did you study in the last health education session?

Answer: AIDS

Question: At what age can one get AIDS?

Answer: At all ages

Question: How can we prevent AIDS infection?

Answers: Do not share syringes, needles and razors without sterilization; avoid tattoos and injecting drugs.

III. Introduction of new lesson: Foods rich in Vitamin A & Iron – Phase 1

Choosing the topic:

Question: What meal did you eat?

Answer: Sour fish soup, morning glory, fried meat and string beans.

Question: What vegetables have you eaten?

Answer: Morning glory and string beans

Question: What color are they?

Answer: Green

Question: What lesson shall we study today?

Answer: Foods rich in Vitamin A and iron.

Study the topic:

- *Teacher writes a song on the board and underlines the difficult words, and then the teacher explains the meanings.*
- *Teacher sings the song for the students.*
- *Students follow.*

Song: **"Food Helping Keep Eyes Healthy".**

I.	To help keep our eyes healthy green vegetables and tomatoes	We eat fruits or vegetables we have plenty of them
	To take care of our eyes la la la boom bai yeh yeh.(3 repeats)	
II.	Pumpkin, carrot, morning glory, lettuce Cassia	black cabbage, animal livers, Keep our eyes healthy.
	yellow, red vegetables La la la boom bai yeh yeh.(3 repeats)	

Large group discussion:

- Question: What is this lesson about?
Answer: Foods rich in Vitamin A and iron.
- Question: What are the vegetables in the song?
Answer: Bahs leaves, Phty (Cannot describe specific name), tomatoes, carrots, Black cabbages, morning glory, Lettuce, Kadna.
- Question: Do these vegetables have vitamin A or iron?
Answer: Yes, both Vitamin A and iron.

Teacher shows the pictures of Vitamin A and iron vegetable; and divides the student into 2 Discussion Groups.

- Group 1: Discusses about picture of vitamin A food "Page in nutrition book"
Group 2: Discusses about picture of vitamin A food.

- Question 1: What do you see in the picture?
Question 2: What nutrition is there in these vegetables?
Question 3: What is the importance of nutrition to our bodies ?

- Answer 1: They are green, yellow and red vegetables, animal livers, and various meats.
Answer 2: These are vitamin A and iron vegetables.
Answer 3: Help keep eyes healthy, prevent night blindness, healthy hair, healthy skin; increase red blood cells and prevent anemia.

IV. Summary:

- Question: How can vitamin A and iron nutrients help the body?
Answer: Health eyes, increase red blood cells, and strengthen.
Question: What kinds of foods are rich of vitamin A and iron?
Answer: Bahs leaves, Phty, tomatoes, carrots, Black cabbages, morning glory, lettuce, cassia, pig liver, fish, fish, liver, egg, beef, chicken, pork...etc.

V. Homework: Students copy the song & everybody practices singing it.

Phase 2: Further study through observation

I. **Organize the class:** Call the attendance list, check the cleanliness of the class, and prepare the students for their lesson.

II. **Review the last lesson:** Food rich in Vitamin A & iron - Phase 1

- Question: What did you study in the previous health education lesson?
Answer: Food rich in Vitamin A & iron – Phase 1
Question: What is the importance of nutrition for our bodies?
Answer: Healthy eyes, increased red blood cells, strength, healthy and wise.

III. **Introduction of new lesson: Food rich in Vitamin A & iron - Phase 2**

Class survey:

Students work in pairs and ask the following questions of each other:

Questions:

- What's your name?
- What did you eat yesterday?
- After the meal, did you have any fruit?

Get the students to practice his/ herself; then ask each other. They face each other and ask questions; then write down answers for reporting next week.

Note: *Students will survey the community using the above questions.*

IV. Summary:

- Question: What foods should we eat to be strong, fit and healthy?
Answer: Green, yellow vegetables and livers.
Question; What should we do to have vegetables, fishes, meats to eat everyday?
Answer: Grow vegetables and raise animals for everyday meal.

If there is time, the teacher asks the students to sing the song.

V. Homework:

- Question 1: How can pig and fish livers help the body?
Question 2: How can green vegetables help the body?

Phase 3: Collect information, analyze, and discuss it

I. Organize the class: Call the attendance list, check the cleanliness of the class, and prepare the students for their lesson.

II. Review the last lesson: Food rich in Vitamin A & iron - Phase 2

Question: What did you study in the previous health education lesson?

Answer: Food rich in Vitamin A & iron – Phase 2

Review the homework and correct in groups

III. Introduction of new lesson: Food rich in Vitamin A & Iron – Phase 2

Teacher draws a Table on the board and writes as the students report their answers.

Sample: Survey Report Table

Total students	Name	Meal eaten	Vitamin A	Iron
35	A	- Sour morning glory soup with fish	Morning Glory	Fish
	B	- Grilled fish		- Fish
	C	- Spicy soup with pork	Mix green	- Pork
	D	- Ripe papaya.		
	E	- Stewed squash with pork		-

Discuss / Demonstrate / Explain:

Teacher asks the following questions from each student.

Question: How many students are there in our class?

Answer: 35 students.

Question: What did student A eat with his meal?

Answer: Sour morning glory with fish.

Question: What is the vegetable and meat in this meal?

Answer: There are morning glory and fish.

Question: What nutrient obtains from the morning glory?

Answer: Vitamin A and iron.

Question: What nutrient obtains from fish?

Answer: Iron.

Note: Ask every student who has observed.

Question: How many students have vitamin A foods? And how many students have iron foods?

Answer: - There are 7 students who had vitamin A foods.
- 3 students had iron foods.

Question: How many students had either vitamin or iron foods?

Answer: 10 students had either vitamin A or iron foods.

Explanation: If we don't have enough foods rich in vitamin A and iron, our bodies won't grow well, will not be strong and fit, nor wise and our eyes won't be healthy.

IV. Summary:

Question: To have vegetables, fishes, meats to eat everyday, what should we do?

Answer: Grow vegetables and raise animals for our everyday meals.

Question: If we don't have enough vitamin A and iron, what will happen to our health?

Answer: Eyes will not be healthy, we are not wise, body is weak and exhausted.

V. Homework: Let everybody have enough vitamin A and iron food everyday.

Match each food in column B to the nutrition group in column A.

Column A

Column B

Vitamin A foods	- Squash - Morning glory - Mrom leaves - Grilled fishes - Ripe banana - Bahs leaves
Iron foods	- Egg - Pumpkin shoot - Ripe pumpkin - Phty - Pig liver - Angkear Dei leaves - Ripe papaya

Phase 4: Activity Plan

I. Organize the class: Call the attendance list, check the cleanliness of the class, and prepare the students for their lesson.

II. Review the last lesson: Foods rich in Vitamin A & iron - Phase 3

Question: What did you learn in the previous health education lesson?

Answer: Food rich in Vitamin A & iron - Phase 3

Question: What are the effects of having food rich in Vitamin A & iron?

Answer: Healthy eyes, strong and fit body, and wise.

Teacher corrects homework as a group

III. Introduction of new lesson: Food rich in Vitamin A & iron – Phase 4

Question: What can we do to inform other students and the community?

Answer: Either play the Vitamin A & iron game, or perform the story, “Vitamin A deficiency” on Page(at the end of this lesson).

Question: Who wants to play? Raise your hands!

- Teacher chooses the actors from those volunteering as well as those good at performing. Train them in extra time so they get practice.

- Choose a program organizer from the performers.

- Organize the others into two groups: one for observation of the performance and the other for observation of the audience.

- Choose a class or community to perform for.

Questions for observing the audience:

- How many students are there to watch our performance?

- Are they interested and involved in the performance?

Questions for observing performers:

- How are performers' facial expression, gestures and speeches?

Question and answers for the program organizer to ask the audience:

Question: What is the name of the game?

Answer: Vitamin A and iron game.

Question: Why do they play this game for you?

Answer: To tell us about different kinds of meals and nutrition.

Performance:

- A boy or a girl from the performers who is the program organizer; steps out and salutes the audience, tells his/her name, tells the reason and the title of the performance "**Vitamin and iron food**".

- Here are the performers.

- Each performer tells his/ her name to the audience.

1. Stick vitamin A and iron posters on the board.
2. Class discusses about the Vitamin A and iron pictures from top to bottom.
3. Students name the food they have seen.
4. Take out all the pictures and put them together; then mix them up and give a different picture to each student.
5. Ask each student to go to the front board and stick the picture in the right place.
6. Review them. If any student puts the picture in the wrong place, another student should be asked to correct it.

Answers:

Pumpkin, morning glory, black cabbage, Phty, Bahs leaves, fish with liver, ripe mango, ripe papaya, mother's milk, egg, Kanhchaet, poultry, pork, Angkeardey leaves, string bean and sesame.

- Observer groups write down all activities they have seen.
- Ask the audience the prepared questions.
- Get participants to help in the evaluation.
- Program organizer closes the program, says thank you and gives wishes to the audience.

IV. Summary: Each group presents its performance.

IV. Homework: Students learn by heart the story "**Foods rich of vitamin A and iron**" for performing next week.

Phase 5: Practice

I. Organize the class: Call the attendance list, check the cleanliness of the class, and prepare the students for their lesson.

II. Review the last lesson: Food rich in Vitamin A & iron - Phase 4

Question: What did you learn in the previous health education lesson?

Answer: Food rich in Vitamin A & iron - Phase 4

Question: What do we plan for Phase 5?

Answer: Play a game about Vitamin A & iron.

Students practice again before going out to perform.

III. Introduction of new lesson: Food rich in Vitamin A & Iron – Phase 5

- The teacher takes the students to perform in class
- Introduces the title of the game
- Stick the pictures on the board
- Students start playing the game
- At the end, students stand up and sing the song "**Food that make our eyes healthy**"
- Ask the audience questions they have planned.
- Get the audience to participate in the evaluation.
- The program organizer closes the program; says thank you and gives best wishes to the audience.
- The teacher brings the students back to school.

IV. Summary: The teacher shows his/ her satisfaction to all students.

Question: What are the foods rich in vitamin A and iron?

Answer: The vitamin A foods are: Pumpkin, black cabbage, Phty, Bahs leaves, fish with liver, ripe mango, ripe papaya, breast milk, and egg.

The iron foods are: Morning glory, Kanhchaet, poultry, pork, Angkeardey leaves, string bean, livers, black cabbage, pumpkin shoot, sesame and Phty leaves.

V. Homework: Revise everything about the game, for reporting next week.

Phase 6: Evaluation

I. **Organize the class:** Call the attendance list, check the cleanliness of the class, and prepare the students for their lesson.

II. **Review the last lesson:** Food rich in Vitamin A & iron - Phase 5

Question: What did you do in the previous health education lesson?

Answer: Played a game about Food rich in Vitamin A & iron – Phase 5

III. **Introduction of new lesson: Food rich in Vitamin A & iron – Phase 6**

- Audience Observer group presents their report.
- Performer Observer group presents their report.
- Other students help with recommendations.
- Teacher suggests improvements.

Sample: Evaluation Table

Activities	Strengths	Weaknesses	How to improve
- Game - Number of student in class - Audience	- Dynamic - Some are well focussed.	- Put pictures in wrong places. - Disorder, unorganized. - Some are talking.	- Study to remember each food group

IV. Summary: Replay the game for a better performance.

IV. Homework:

- Please gather your friends to play for your family and communities; use available local materials.
- List what you can do to make people understand clearly the importance food rich in vitamin A and iron.

Story: "Vitamin A Deficiency"

Sopheak is a student in grade 2. She used to eat every meal cooked by her mother, but in the past 5 months she has refused to have anything but steamed rice and meat. She has been sick frequently. Her parents noticed a problem with her sight when it is dark. She tends to walk and step on dishes and pot. They don't know what is wrong with her, so they ask the drug seller in the village. The seller gives them some antibiotics for 3 days. Sopheak takes it all, but there is no change.

The characters are:

1. Sopheak
2. Sopheak's father
3. Sopheak's mother
4. Drug seller
5. Teacher

Act 1: On the way back home.

Sopheak: My name is Sopheak; I am a student in grade 2. For 5 months I don't understand why I like having only rice and meat. Even if my mother cooks green vegetable soup for me, I don't eat at all.
(Looks at the sun declining in the West) It's dark now. I have to rush home because my parents are waiting for me.
(Walks out hurriedly)

Act 2: At Sopheak's house

Sopheak's parents: (Sit waiting in the house)

Father: It's getting dark, but our daughter has not returned from school yet. In the past 5 months, have you noticed any problem with our daughter?

Mother: Yes, my dear. I've seen that she is always walking, groping her way and sometimes crashes into the walls.

Father: (Breathes deep) Hmmm!

Sophak: (Arrives and walks up the stairs) Mum! Mum!

Mother: Eh! Sopheak, are you back from school?

Sopheak: Where is daddy?

Father: I'm also waiting for you. It's dark now. Come on, go take and take a bath. We are going to have dinner.

Sopheak: Yes! (Keeps her books and goes to take a bath)

Mother: (Prepares rice, soup, delicious spicy sauce, vegetables and roast beef for Sopheak).

Sopheak: (After taking a bath and combing hair, she comes to have dinner. She almost steps on the rice pot).

Parents: (Sadly pull her by her hand to her proper seat).

Act 3: Dinner

Sopheak's parents: Here is some delicious spicy sauce and fresh vegetable for you, Sopheak, it tastes very good!

Sopheak: No, I like this roast beef only.(Complains)

Act 4: After Dinner

- Mother: (Clears everything in the kitchen and goes to sit next to her husband).
- Father: (Sits cross-legged and stares, thinking about something.)
- Sopheak's parents: (Discuss to find a treatment for their daughter).
- Father: My dear, tomorrow I'm going to buy drugs from the pharmacy for our daughter. As you know, whenever the sky gets dark, our daughter starts groping and can't see anything around her.
- Mother: Yes, my dear. It's late now, let's sleep.(Sleeps)
- Father: The sun is shining, my dear. I'm going to buy drugs. (Walks out)
- Mother: Yes, dear
- Drug store: (Sopheak's father arrives at the pharmacy)
- Father: Hey, Chek Hour!! (Calling the owner)
- Drug seller: Ehh! How can I help you? (Speaks in Chinese-Khmer manner for fun)
- Father: (Walks in) My daughter has eye problems.
- Drug seller: Oh, I see. Just a moment, I'll prepare this for you. (Packages the drug). Here it is, for 3 days.
- Father: (Pays and walks out. He then meets a teacher on the way back home)
- Teacher: Oh, how do you do? Where are you coming from? Can I help you?
- Father: Yes, teacher. I'm coming from buying some drugs for Sopheak because her eyes become blind in the evenings. Sometime she walks into the bushes or hits against the column if nobody tells her.
- Teacher: Oh, really!
- Father: Yeeh, walking and talking, I almost passed my house. Teacher, please come in and have some tea, as it's not time for teaching yet.
- Teacher: Yes, that's great.
- Father: Good, come in! (Walks in together). My dear!! Sopheak!! Teacher has come to visit us!
- Mother and Sopheak: Yes, dad! How do you do teacher? Please come in!
How do you do teacher? Please come in! (They speak together)
- Teacher: How do you do? Oh! Aunt, Uncle just told me that Sopheak has problems with her eyes?

Mother and Sopheak: Yes, teacher. Of course, I'm sick. (Speak together)

Teacher: (Explains to everyone, the parents and the daughter). Uncle, What did you get from the drug seller for Sopheak?

Father: (Gives the drug to the teacher). Please see. What are they?

Teacher: Oh! Uncle, aunt! This drug can't cure her illness. Actually, it's an antibiotic. According to what you tell me, Sopheak's problem is vitamin A deficiency or usually called Night Blindness. (The Hen Blind).

Sophak's parents: (Exclaim together). What can I do? I am very poor. Where can I get vitamin A? Oh, my daughter! Where can I get vitamin A?

Teacher: Calm down! Don't worry. Your garden is full of vitamin A, in the vegetables and fruit trees.

Sopheak's parents: What are they? Tell me!!!

Teacher: They are: green vegetable, pumpkin, ripe fruits such as mango, papaya, jack fruit... Besides, you raise poultry giving egg, which have vitamin A. Cook it for her; it's really healthy and economic. Little fish liver, animal liver.. they are all full of vitamin A.

Sopheak: (Surprised, shouts). Thank you teacher for explaining to my parents. From now on, I'll eat green vegetable, pumpkin, papaya, mango, and liver etc everyday. Besides, I'll help raise poultry and pig; grow green vegetables, papaya, mango. And I'll try to eat essential foods, which keep our bodies healthy.

Sopheak's parents: Thank you teacher. Without you, I really don't know what to do, because Sopheak has taken a lot of drugs but she is still not better.

Drug seller: (Walks upto the four people). "What's going on here teacher?"

Teacher: We are trying to understand Sopheak's illness.

Drug seller: What's wrong?

Teacher: She has vitamin A deficiency. Her father bought medicine for her, but the seller sold antibiotics to him. She has taken a lot, but she still is not better.

Drug seller: Oh! I don't know, either. I'm not a doctor but only a small drug shop seller. I do it for my living.

(The End)

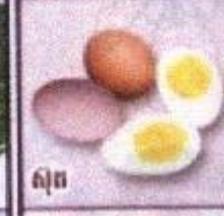


ជីវជាតិអា

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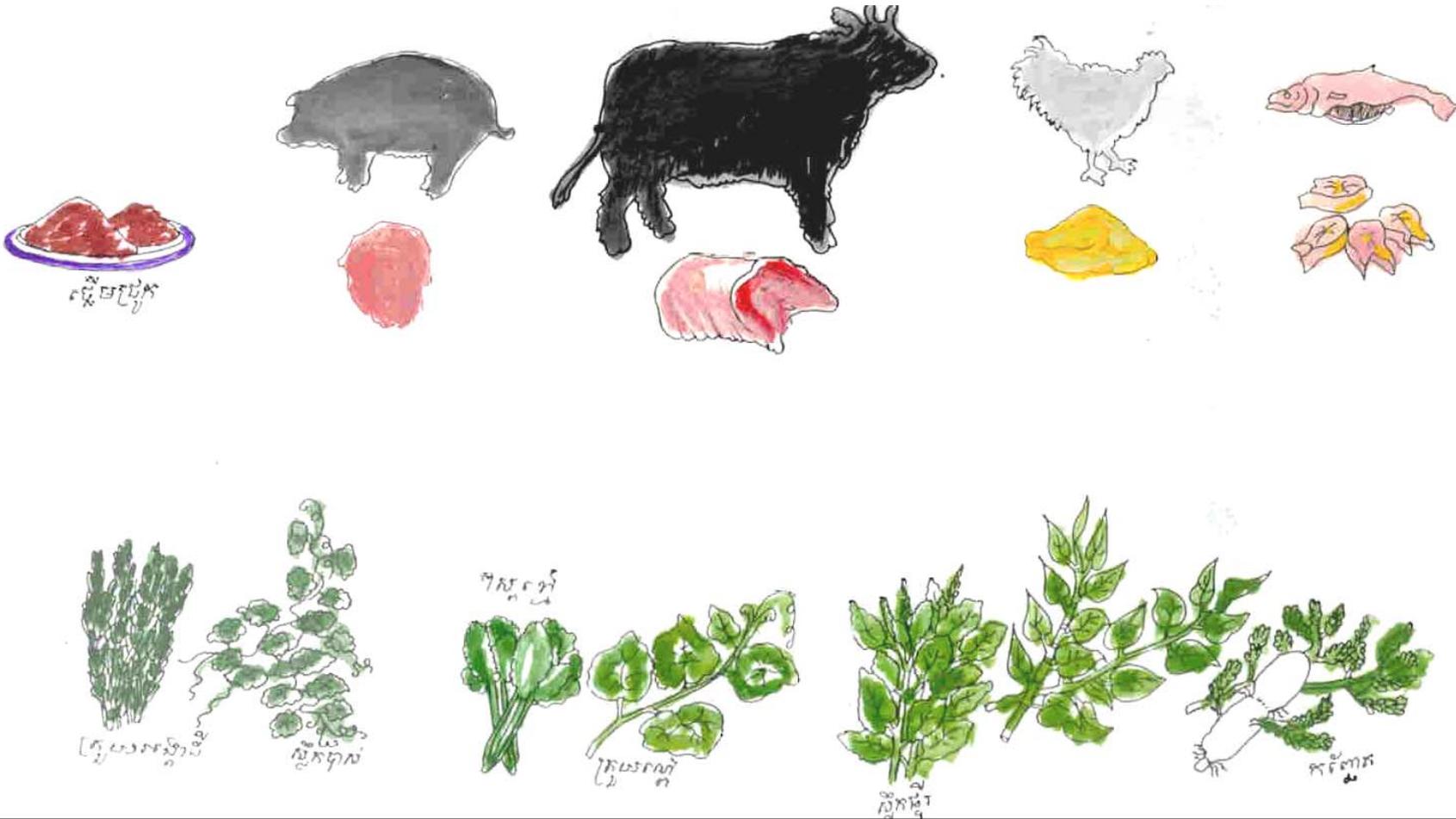
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ចូរចំណីអាហារទាំងនេះជាមួយខ្លាញ់ ឬប្រេង ជួយដោយរាងកាយងាយបំបែកស្រូបយកជីវជាតិអា បានគ្រប់គ្រាន់ដើម្បី

- ☺ ការពារ និងប្រឆាំងជំងឺផ្សេងៗ
- ☺ រក្សាទុកសុខភាពល្អ និងត្រូវបានប្រយោជន៍
- ☺ រក្សាទុកស្បែកឱ្យស្អាត ការពារជំងឺខ្លាត់អាត់ និងភាពមិនស្រួលស្បែក
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អាហារដែលមានជីវជាតិ ដែក





សាច់តោ



ទឹកដោះម្តាយ



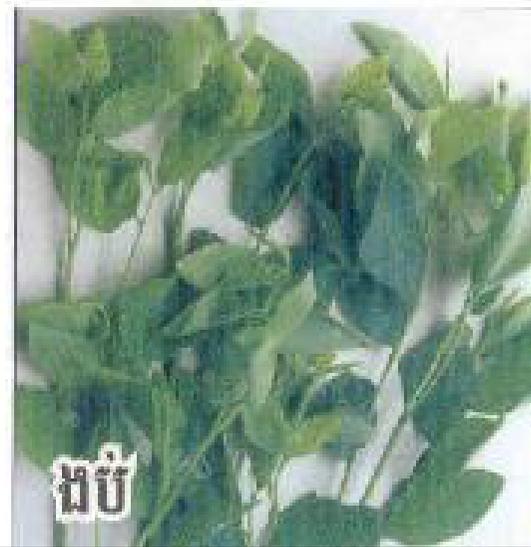
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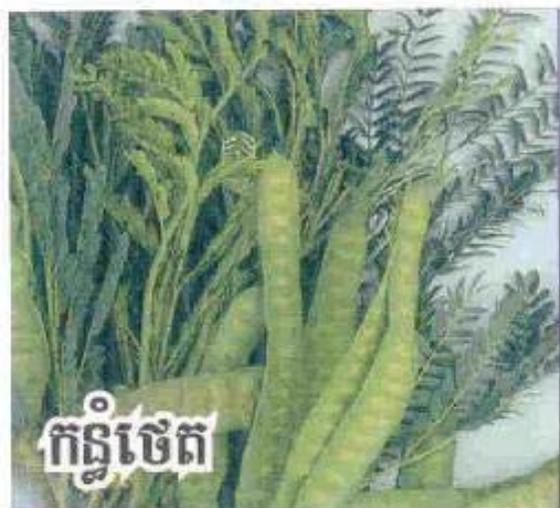
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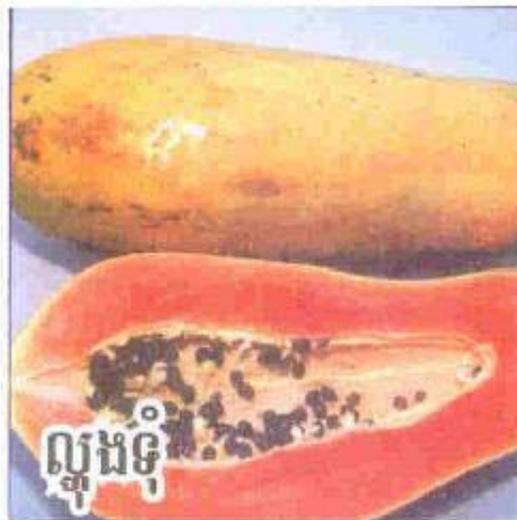
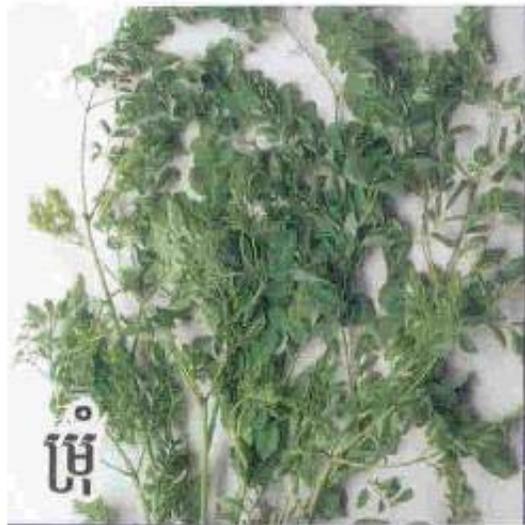


ដីសាំងហ៊ុំ



ដំឡូងជ្វា







អង្កាមី



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ត្រីល្អិតៗ



កំព្រាត



ផ្លើមត្រី

Grade 6 – Topic 3

Topic: *Diseases from Smoking*

Time: 240 minutes

Objectives: By the end of the lesson, students will be able to:

- Correctly name the diseases caused by smoking.
- Explain the consequences of smoking.
- Motivate and have ideas for health education of others, give information to family and the community.

Methodology: Child-to-Child

Materials:

- Cigarette poster
- Pictures x 3 about the effects of smoking

Phase 1: Choose the topic and study it

I. Organize the class: Call the list, check the cleanliness of the class, and prepare the students for their class.

II. Review the previous lesson: Vitamin A & iron foods

Question: How can Vitamin A help our bodies?

Answer: Keep our eyes healthy, increase red blood cells, make us strong, healthy and wise, and prevent us getting other diseases.

Question: What do Vitamin A deficient people look like?

Answer: Pale, thin and exhausted.

III. Introduction of new lesson: Diseases from smoking – Phase 1

Choose a topic:

Question: Does anyone in your family smoke?

Answer: Yes / No

Question: What are the problems from smoking?

Answer: Cough.

Question: Do you want to study about the diseases from smoking?

Answer: Yes, we do.

Study the topic:

- Group the students for study.
- Distribute cigarette pictures to the groups.

Question: What do you see in this picture?

Answer: People smoking, smoke, smoke going into the lungs through the throat.

Question: So, Do you want to listen to a song?

Answer: Yes!

Note: Teacher writes down the song and melody on the board and sings.

Song: “Cigarettes are dangerous for health”

1. Cigarette rich in nicotine Oh friend, its fearful addiction stuff
When you smoke, it smells badly risky diseases Oh friend, full in the body.
2. Pneumonia, sleepless coughs disturb Oh friend stomach ulcer.
Vessels damaged, heart disease Red blood changed Oh friend abnormally
3. Kidney failure, bladder functions poor Damaged esophagus Oh friend completely
Extravagant Nonsense for spending money
4. Everybody aware Don't ignore Oh friend determine
Not to smoke this addictive stuff leads to disappointment Oh friend
Loss of happiness
5. Keep accessing information Widely Oh friend to all genders
To be aware and stop smoking And then Oh friend lift up standard of living.

Note: Teacher sings for students and then the students sing along.

Word explanation:

Nicotine : Substance in tobacco causing addiction.

Smell badly : Unfavorably smell (because of cigarette smoke)

Note: Teacher explains in details the effects of nicotine addiction

Question: What is the meaning of this song?

Answer: Cigarette is dangerous for health.

Question: What are the diseases caused by smoking?
Answer: Lung cancer, chronic bronchitis, pneumonia, heart, vein/ artery diseases, throat and esophagus cancer, stomach ulcer, pancreas, kidney and bladder diseases.

Question: In what other ways are cigarettes a waste?
Answer: Family economics and money, time; and bad smell to other people.

IV. Summary: Students sing "**Cigarettes are dangerous for health**" in-group.

Question: To avoid the above diseases, what should you do?
Answer: Stop smoking, don't smoke, and stay away from people who do.

Note: Teacher shows pictures of both good and infected lungs.

Question: What is the color of a non-smoker's lung?
Answer: Pink.

Question: What is the color of a smoker's lung?
Answer: Scattered with black spots.

V. Homework: Advice students not to smoke.

- Copy the song into a book and practice to sing it well.
- Copy the story, "**Smoking is dangerous for health**" (on page 8).

Phase 2: Further study through observation

I. Organize the class: Call the attendance list, check the cleanliness of the class, and prepare the students for their lesson.

II. Review the last lesson: Diseases from Smoking - Phase 1

Question: What did you study in the previous health education lesson?
Answer: Diseases from Smoking – Phase 1

Question: What are the diseases caused by smoking?
Answer: Lung cancer, chronic bronchitis, pneumonia, heart/vein/artery diseases, throat and esophagus cancer, stomach ulcers, pancreas/kidney and bladder diseases.

All students sing the song: "Diseases from smoking".

III. Introduction of new lesson: Diseases from Smoking – Phase 2

Class Survey: The students work in pairs and ask each other:

- What's your name?
- How many people are there in your family?
- How many people smoke?
- What signs do you see?
- How were you treated?
- To take care of your health, what should you do?

Note: - *Students note down the answer from each other, for reporting next week.*
- *Gets the students ask the same questions to family and communities.*

IV. Summary:

Question: What do you think about smoking and non-smoking people?
Answer: Smoking people are gradually destroying their health and of their family.
It's a waste also of family money.
Non-smoking people are healthy, strong and save money and time.
Question: What can you do to avoid the diseases from smoking?
Answer: Stop smoking; don't smoke; and stay away from people who do smoke.

- V. **Homework:** -Tell the students to pass on this knowledge to family and community.
-Observe the community by using the provided questions; note down for reporting next week.

Phase 3: Collect information, analyze, and discuss it

- I. **Organize the class:** Call the attendance list, check the cleanliness of the class, and prepare the students for their lesson.

II. **Review the last lesson:** Diseases from Smoking - Phase 2

Question: What did you study in the previous health education lesson?
Answer: Diseases from Smoking - Phase 2

Teacher reviews the homework

III. Introduction of new lesson: Diseases from Smoking – Phase 3

Sample: Student survey reporting Table

N°	Name	# Family member	# Smoking people		Signs	Treatment	Protection measure
			Yes	No			
1.	Dara	5	✓		Cough	No	No

Sample: Community survey reporting Table

N°	Name	# Family member	# Smoking people		Signs	Treatment	Protection measure
			Yes	No			

Discuss / Demonstrate / Explain:

Question: Dara, Is there a smoker in your family?

Answer: Yes / no.

Question: What diseases does the smoker usually have?

Answer: Lung cancer, chronic bronchitis, pneumonia, heart disease, throat and esophagus cancer.

Question: Does he/she get treatment?

Answer: Provincial hospital, health center.

Question: To avoid the diseases from smoking, what should you do?

Answer: Stop smoking / do not smoke / and stay away from smokers.

Explain: - We find out that smoking cause chronic cough, bed study result, unwise, waste money and time.

If we don't smoke, we are healthy, strong, fit, save money and time, and are wise.

IV. Summary:

Question: What should you do to be safe from respiratory diseases?

Answer: Stop smoking, don't smoke, and stay away from smokers.

Phase 4: Activity Plan

I. Organize the class: Call the attendance list, check the cleanliness of the class, and prepare the students for their lesson.

II. Review the last lesson: Diseases from Smoking - Phase 3

Question: What did you learn in the previous health education lesson?

Answer: Diseases from Smoking - Phase 3

Teacher reviews the homework.

Question: What are the diseases caused by smoking?

Answer: Lung cancer, chronic bronchitis, pneumonia, heart /vein /artery diseases, throat and esophagus cancer, stomach ulcer, pancreas /kidney and bladder diseases.

III. Introduction of new lesson: Diseases from Smoking - Phase 4

Question: What can we do to inform others protection against diseases from smoking?

Answer: Perform a role-play.

Question: Who wants to play? Please raise your hands.

Note:

- *The teacher chooses the students who have volunteered and also includes those who have talent in performing.*
- *The teacher chooses a program organizer from the performers.*
- *The rest will be observers: audience observers and performance observers.*

Questions for observing the audience:

- How many students are there to watch our performance?
- Are they interested and involved in the performance?

Questions for observing performers:

- How are the performers' facial expression, gestures and speeches?

Question for the program organizer to ask the audience:

- What is the title of the story?
- How many characters are there?
- What diseases does a smoker usually have?
- What should you do to be safe from respiratory diseases?

Answers for the program organizer:

- Diseases from smoking
- There are 5: Ratanak, Borin, Teacher, Doctor and Ratanak's father.
- Lung cancer, Chronic bronchitis, pneumonia, Heart, Vein/ artery diseases, Throat and esophagus cancer, Stomach ulcer, Pancreas, Kidney and bladder diseases.
- Don't smoke, stop smoking, and stay away from smokers.

Performance:

- A boy or a girl from the performers who is the program organizer; steps out and salutes the audiences, tells his/her name, and tells the reason and the title of the performance.

The characters are:

- acts as Borin
- acts as Ratanak
- acts as Teacher
- acts as Ratanak's father
- acts as Speaker

- The observers have to write down the activities they have seen according to the given questions and the real situation.
- The program organizer asks the audience the prepared questions.
- Gives time for the audience to evaluate.
- The program organizer says thank you, closes the program and gives wishes.
- Performers say good-bye.

IV. Summary:

Teacher should consolidate the acting and roles of the performers and observers to have well-organized performance next week.

V. Homework:

- Rehearse the performance
- Learn by heart the story and understand it.
- Practice speaking clearly, but not monotonously.

Story: "Smoking is dangerous for health"

Act 1

- Speaker:** Ratanak and Borin are classmates. In class teacher suggest to the students not to smoke. Borin smokes but Ratanak doesn't. One afternoon Borin and Ratanak go together to look after the cows.
- Ratanak: What re you doing, Borin?
- Borin: Where are you going? May I go with you?
- Speaker:** When they arrive, they leave the cows free to eat the grass and they go to sit and discuss their homework under a tree.
- Borin: The exercises are very difficult.
- Ratanak: It's not that very difficult. Just think about it and you will be able to solve it.
- Speaker:** Borin has tried his best but he can't do it. He takes out a cigarette and smokes.
- Borin: I can't solve anything unless I smoke a cigarette first.
- Ratanak: Don't you remember the health education session last week? Our teacher told us not to smoke. Why are you still smoking?
- Borin: Don't believe the teacher. Why do they produce cigarettes and sell everywhere throughout the country?
- Ratanak: Yes, of course, they produce and sell them. But you know, health educator, as well as our teacher has information that cigarette is dangerous for health and causes many diseases.
- Borin: Ok man! Stop talking and let's go.

Act 2: In the classroom

- Speaker:** They come back in the evening. One week later, Borin is sitting in the class and coughing.
- Borin: Khoos!!!
- Teacher: What's wrong with you, Borin? Are you cold?
- Borin: No, sir. I don't know why. Or it's because I always smoke when I look after the cows.
- Teacher: You see! It's because you don't believe me. Don't forget to go to the health center for consultation with the HW.
- Borin: Yes, sir. Tomorrow I'll go with Ratanak.
- Teacher: Ratanak, you go with Borin, Ok?
- Ratanak: Yes, sir.

Act 3: At the health center

- Speaker:** At the consultation with the HW.
- HW: Your disease is a respiratory infection.
- Borin: How can I have such a disease?
- HW: Do you smoke?
- Borin: Yes, I do.
- HW: That's the cause.
- Speaker:** HW gives him some medicine and tells him of the consequences of smoking such as: Lung cancer, chronic bronchitis, pneumonia, heart, vein/ artery diseases, throat and esophagus cancer, stomach ulcer, pancreas, kidney and bladder diseases.
- When he comes back, he tells everything to Ratanak what the HW had told him.
- Ratanak: You see! my friend. I told you, but you didn't believe me.
- Borin: Yes, I'm wrong. I have now experienced those smoking cause diseases. And from now on I won't smoke again.
- Speaker:** Borin and Ratanak say good-bye to the HW and goes home.

Act 4

- Speaker:** When Ratanak arrives home, he sees his father smoking. He is afraid to tell him to stop. But because of his love for his father, he says.
- Ratanak: Dad, please stop smoking, because cigarettes are dangerous for health. I just took Borin to see the HW and he said that Borin had a respiratory disease because of smoking.
- Father: Don't advise me! If cigarettes were dangerous for health, people around the world would have all already died.
- Ratanak: No, daddy. It's just not right.
- Father: Silly boy. You dare argue with me! I'll hit you.
- Speaker:** His father beats him. The teacher arrives and asks:
- Teacher: Uncle what happened? What is all this noise?
- Father: Not much. I just beat this boy, who dares to advise his father not to smoke.
- Teacher: Ratanak, what did you say to make him so angry?
- Ratanak: I just told him to stop smoking, and he is angry with me.

Teacher: Oh I see! Yes, Ratanak is right. Cigarettes are really dangerous for health and can cause many diseases such as respiratory diseases. It's also a waste of money and time.

Father: Oh really? So then I won't smoke anymore. Thank for telling me.

Speaker: After telling Ratanak's father, the teacher says good-bye.

Teacher: Good-bye uncle.

(The End)

Phase 5: Practice

I. Organize the class: Call the attendance list, check the cleanliness of the class, and prepare the students for their lesson.

II. Review the last lesson: Diseases from Smoking - Phase 4

Question: What did you learn in the previous health education lesson?

Answer: Diseases from Smoking - Phase 4

III. Introduction of new lesson: Diseases from Smoking - Phase 5

- Teacher asks students to practice before presenting.
- The teacher takes the students to perform in another class or community.
- The observers start observing.
- The program organizer tells the reason, title and introduces the performers.
- Starts performing.
- Asks the audiences questions, which they have planned.
- Gets the audience to evaluate.
- The program organizer closes the program; say thank you and gives best wishes to the audience.
- The teacher brings the students back to school.

IV. Summary: The teacher appreciates and thanks all students.

Question: What do you think was useful about this performance?

Answer: Everybody enjoyed themselves, understood about health education, and understood about diseases from smoking

V. Homework: - Take the story and spread it out to your relatives and the community.

- What can you do to help people safeguard themselves from diseases cause by smoking?

Phase 6: Evaluation

I. Organize the class: Call the attendance list, check the cleanliness of the class, and prepare the students for their lesson.

II. Review the last lesson: Diseases from Smoking – Phase 5

Question: What did you do in the previous health education lesson?

Answer: Performed a play called: “Diseases from Smoking”.

III. Introduction of new lesson: Diseases from Smoking – Phase 6

Observer groups report their results on the Table:

Sample: Evaluation Table

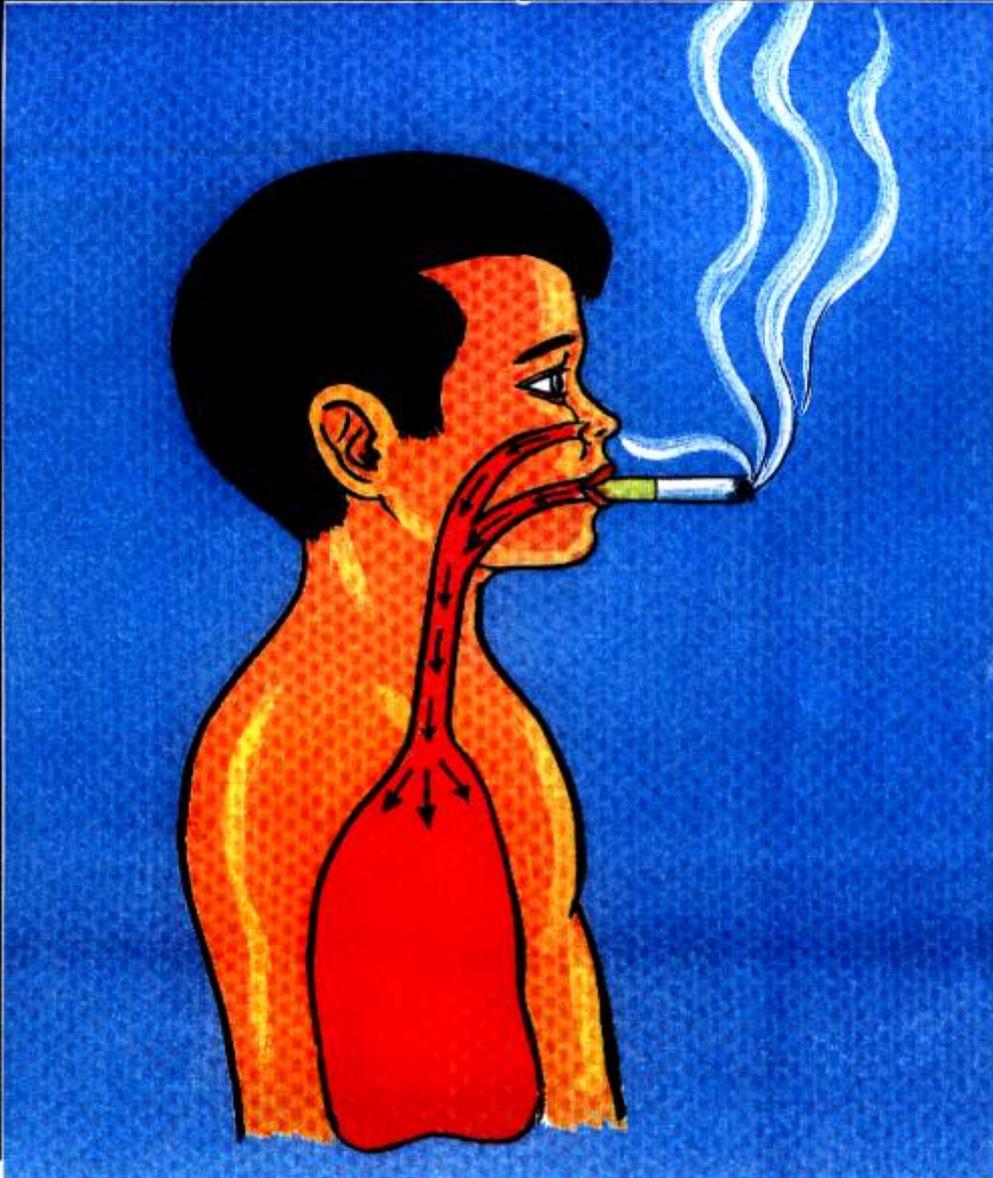
Activities	Strengths	Weaknesses	How to improve
- Performers	- Brave, Energetic	- Don't remember their lines.	-Practice speaking clearly.
- Audience	- Most are interested.	- Minority is not interested.	- Find a better and more suitable location.

IV. Summary: Ask them to perform again with the suggested improvements.

V. Homework: Everybody practice this story again for presenting in the future.

២ តើអ្នកជក់បារីហិតចូលអ្វីខ្លះ ?

ការបិតផ្សែងបារី



ឆ្មោះមេរោគជីវិតដែលបានផ្សែងបារី

