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### **កម្មវិធីស្ពានសុខភាព**

## **SPIEN SOKHAPHEAP PROGRAM (BRIDGES FOR HEALTH)**

### **គំរោងមេរៀនអប់រំសុខភាពតាមសាលាថ្នាក់ទី ១-៣ SCHOOL HEALTH EDUCATION GRADE 1-3**



**AUGUST 2003**

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## Acknowledgments

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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

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## 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

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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 1 - Topic 1

**Topic:** *Sources of Safe Water*

**Time:** 240 minutes

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

- Correctly identify sources of safe water
- Understand the need to drink safe water at all times

**Methodology:** Child-to-Child

**Materials:**

- Picture of a girl pumping well water and a man carrying water
- Picture of a man drinking water
- Picture of boiling water over fire
- Picture of a river scene
- Picture of a pond scene
- Picture of an open well
- Picture of rain water collection

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## 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:** Sources of Safe Water - Phase 1

Question: What do you drink with your meal?

Answer: -Boiled water  
-Pump water

Question: From where do we get water?

Answer: -From pumps  
-Rivers

Question: What is safe water?

Answer: Water that does not contain germs or contaminants.

Question: What is a source of safe water?

Answer: Pumped water

Question: So, what lesson shall we do today?

Answer: Sources of Safe Water

### III. Introduction of new lesson: Sources of Safe Water - Phase 1

#### *Show picture about pumps:*

Question: What can you see in this picture?

Answer: -A girl pumping water  
-A woman carrying water on her head  
-A man carrying water on his shoulders

#### *Show picture of a boy drinking water:*

Question: What is this child doing?

Answer: Drinking water

Question: Where is the water from?

Answer: A pump.

#### *Show picture about boiling water:*

Question: What should you do if you gathered water from river, stream or pumps that contained Calcium?

Answer: Must boil it for 5 minutes or use a water filter

*Note to teacher: explain that clear water, such as rain water, only needs to boil for 1 minute to purify; cloudy water from sources where the water is stagnant (e.g. pond or open well) or cloudy (e.g. river or stream) should be boiled for 3-5 to purify.*

*Show remaining pictures and ask students questions about what's happening in them.*

#### *Write the song on the board:*

The song: “Source of Safe Water” - (Rhythm of Preap Sar)

- |    |  |            |
|----|--|------------|
| 1. | Safe water is good water, it brings good health        | (2 times)  |
|    | The body is beautiful; children appreciate water daily | (2 times)  |
| 2. | Water from a pump has no germs                         |            |
|    | Because the water comes from a deep source             |            |
|    | It will keep the germs away.                           | (2 times)  |
| 3. | If there are no pumps, we have filter jar              | ( 2 times) |
|    | we can use it every morning/afternoon                  |            |
|    | or you can always boil water 5 minutes                 | ( 2 times) |

#### Definitions:

- Water source (n): – place where water comes from
- Safe water (n): - water, which contains no germs or contaminants

Question: Where can you find water that contains no germs or contaminants?

Answer: Pumps and boiled water

#### **IV. Summary:**

*Sing the song, “Source of Safe Water” for the students:*

Question: What kind of water must you drink to be healthy?

Answer: Safe water

Question: What is safe water?

Answer: Water that does not have germs or contaminants

Question: If no pump is near your house, what water you will use?

Answer: Boiled water (or water from a filter jar)

- V. Homework:** Advise students to drink only safe water every day at their house and in school. Ask students to learn the song

### **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: Sources of Safe Water - Phase 1**

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

Answer: Sources of Safe Water – Phase 1

Question: What is a source of safe water?

Answer: Pumps (teacher check student's bottle water)

Question: Why is the pump a source of safe water?

Answer: Because it doesn't have any germs or contaminants

Question: What are other sources of safe water?

Answer: Water filters and boiled water

**Review the song, “Sources of Safe Water” with students**

#### **III. Introduction of new lesson: Sources of Safe Water – Phase 2**

Question to ask students in class:



Question: How many students are there in the class?  
Answer: (based on number of student presented actually)

Question: Where do you get the water you use?  
Answer: Hand dug wells, hand pump, river water, rainwater

***Teacher draws a table on the board to record students' answers:***

Observation Table:

Number of students	Water sources used	Number of users
25 persons	- hand dug wells - pumps - rain water - rivers - streams	3 persons 10 persons 8 persons 4 persons 0 person

#### **IV. Summary:**

***Teacher reads out the answers to the students:***

Question: Which of these water sources is the source of safe water?  
Answer: Pumps and sometimes rain water (this depends on the water sources listed in the observation table)

***Note to teacher: rainwater is safe water freshly fallen, yet catchment systems often introduce contaminants. Rainwater can be safe if roofs, gutters, and catchment jars are cleaned at beginning of the rainy season.***

- V. Homework:** Advise the students to discuss with their brothers/sisters/parents to use and drink water only from sources of safe water.

### **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:** Sources of Safe Water - Phase 2

Question: What did you study in the previous health education lesson?  
What phase was it?  
Answer: The sources of safe water - phase 2

***Teacher asks 2 or 3 students to name sources of water in their village***

- III. Introduction of new lesson:** Sources of Safe Water – Phase 3

***Teacher draws a Table on the board with the information that was collected the previous lesson.***

Questions for observation:      Who uses pumps?  
Who uses other sources of water?

Report Table:

Number of students	Water sources used	Number of user
25 persons	- hand dug wells - pumps - rain water - rivers - streams	3 persons 10 persons 8 persons 4 persons 0 person

Discuss and demonstrate:

Question:      Are hand-dug wells, rivers, streams and sometimes rainwater sources of safe water?

Answer:        No, they are not.

Question:      Why are they not sources of safe water?

Answer:        Because they can contain germs and contaminants such as animal feces.

Question:      What can you do to make those sources of water safe?

Answer:        Use a water filter or boil water for 5 minutes.

#### **IV.    Summary:**

Question:      Is water directly from the well good or bad water?

Answer:        Good water

Question:      Is water directly from the river or stream or pond good or bad water?

Answer:        Bad water

Question:      How can we make water from the river, stream or pond good?

Answer:        Boil or filter the water.

#### **V.    Homework:** Please talk to your families about what you have learned in the health education class. Continue practicing the song at 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:** Sources of Safe Water - Phase 3

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

Answer: Sources of Safe Water - Phase 3

Question: What sources of safe water should you use to be healthy?

Answer: Pumps, boiled water, and/or filtered water

## **III. Introduction of new lesson:** Sources of Safe Water – Phase 4

Question: Today [the teacher] has a game, do you want to play it?

Answer: Yes.

***Tell the students the topic "What water I drink"; then explain/describe and display 5 big pictures for the class to see:***

- Picture - rain
- Picture - hand dug well
- Picture - river
- Picture - pond
- Picture - pumps or boiled water

***Ask 5 students to come to the board; the teacher sticks a small picture on each student's back without allowing any one student to see the picture, even the student who now carries that picture.***

***For example: Ask one (A) of the 5 students to guess what picture he/she is carrying, by describing: I drink pump water. That water is clean. When I drink this water, it makes me healthy.***

***Ask the students to guess what picture the student "A" is hiding, then student "A" turns around to show the class the picture. If the picture is not a picture of a pump and/or boiled water, student "A" must act out drinking contaminated water and having a stomachache from doing so. Other students clap as the student "A" acts this out. If the picture on student "A" is a picture of a pump, that student must act out drinking good water and shout with a voice of happiness. The whole class participates in clapping hands.***

***Do this with each of the 5 students. After all five have acted out their scenarios, the 5 students sing the song "Source of Safe Water" with the accompanying gestures.***

## **IV. Summary:**

Question: What is the game title?

Answer: What water I drink

Question: Do you want to play this game for other students?

Answer: Yes

Question: What class do you want to play for?

Answer: The second grade class

**Note:** Ask students to practice and choose students to observe.

Questions for observer teams:

Question: - How many students are in the other class?  
- Did those students enjoy participating in the game with us?

Question for the game player teams:

Question: - Did the game player guess the picture correctly or not?  
- Did they enjoy participating?

- V. **Homework:** Please ask your parents "what are sources of safe water?" Practice your roles for Phase 5's activity plan.

### **Phases 5 & 6: Practice activity and 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:** Sources of Safe Water – Phase 4

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

Answer: Sources of Safe Water - Phase 4

***Review homework: What did your parents say are sources of safe water?  
Review as a group.***

Question: Want to play the game "What water I drink" again?

Answer: Yes

Question: Whom do you want to show it for?

Answer: 2nd grade

- III. **Introduction of new lesson:** Sources of Safe Water – Phases 5 & 6

***Ask the students to practice game and song; select a team of observers  
Teacher facilitates students to do role-play:***

- Students practice "What water I drink" game and song
- Present the title of game to the audience (classroom)
- Introduce the game players
- Students proceed with game and song

**Note:** Ask questions to the audience after the game is finished.

Question: What was the title of the game?

Answer: What water I drink

Question: What are the best sources of safe water?

Answer: Pumps, boiled water, and filtered water

***After the game, return to your classroom and ask observers to report in an evaluation table. Then help to correct weak points.***

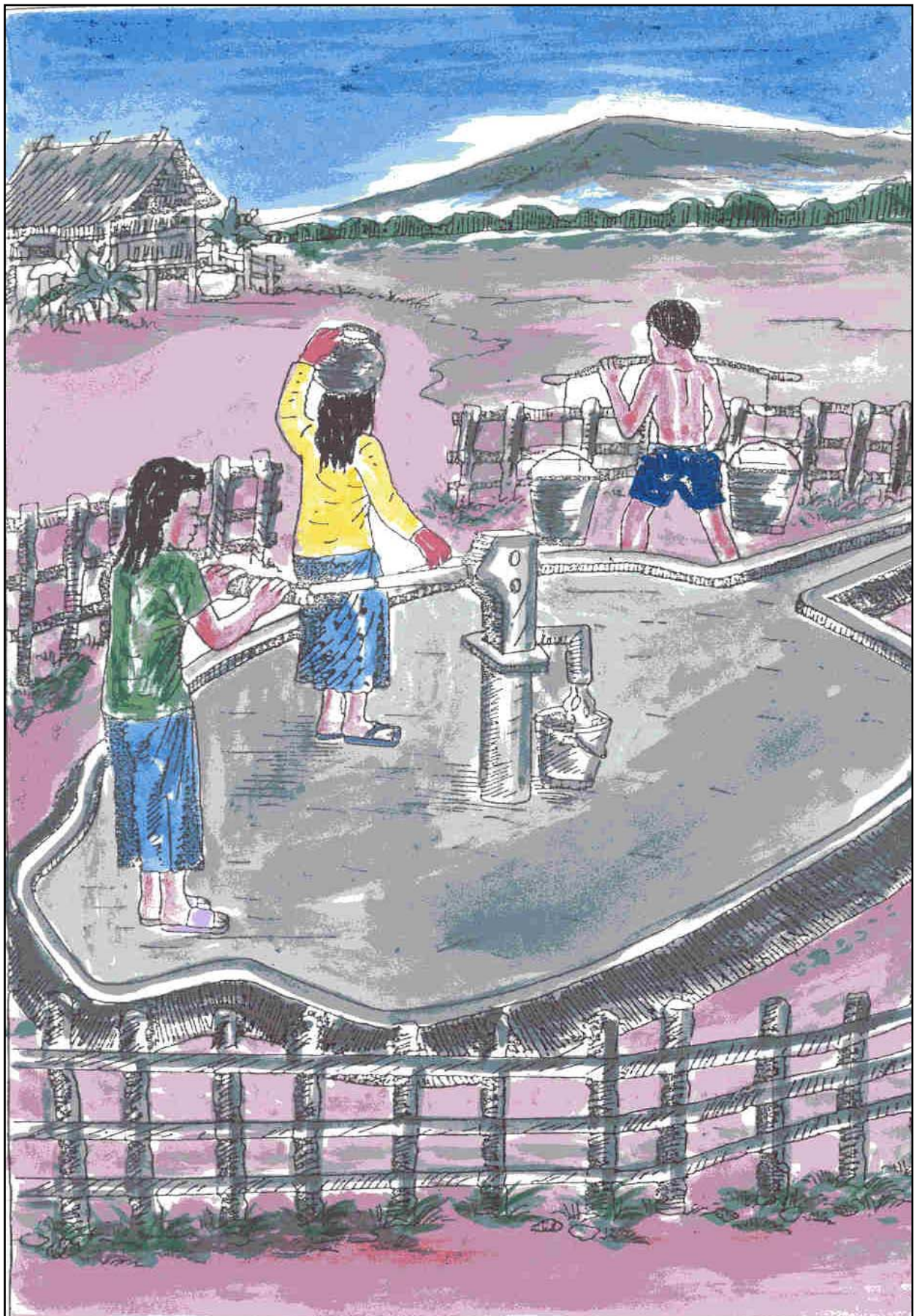
***For example:***

Evaluation table

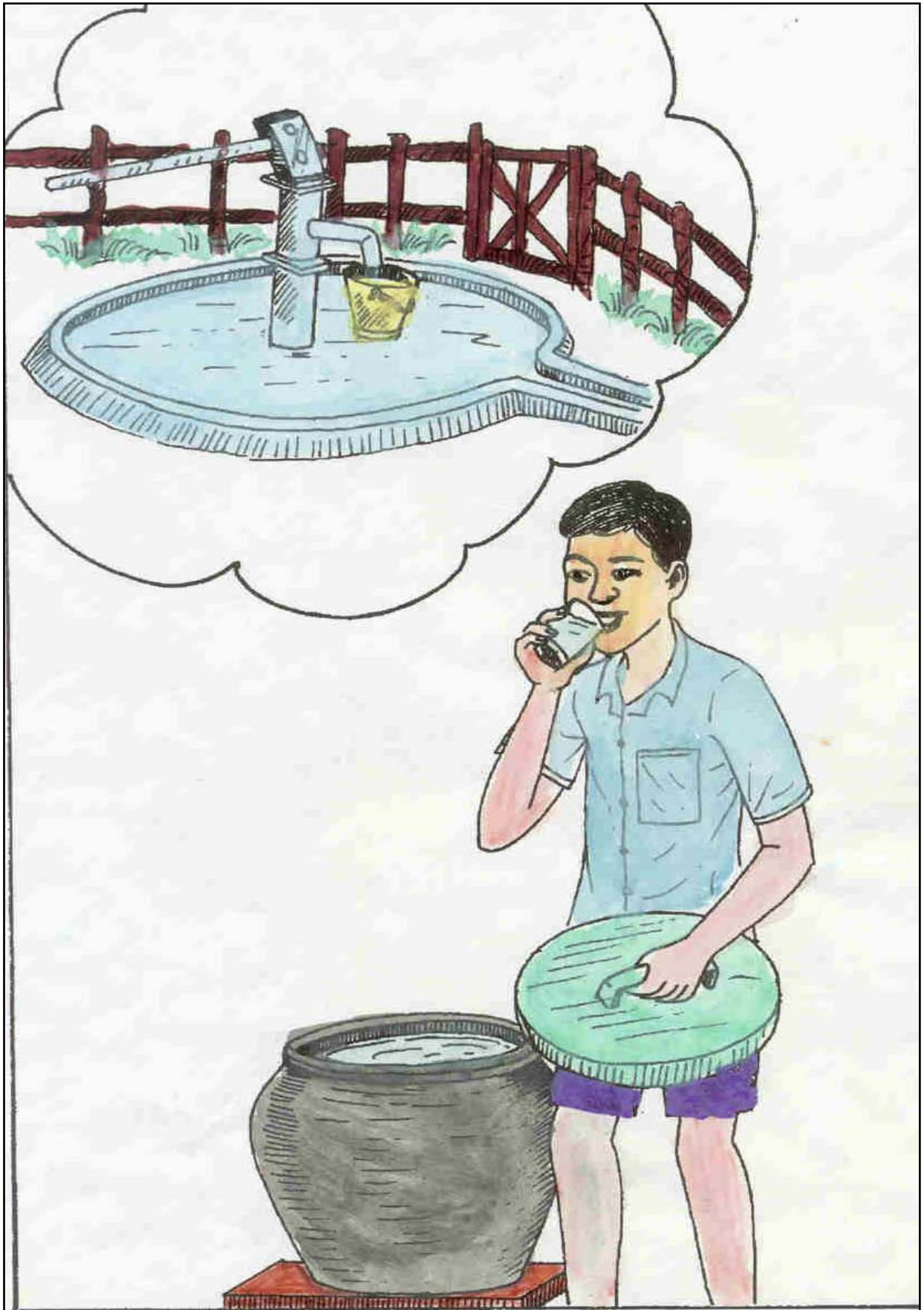
Activities	Strength	Weakness	Correction point
- Placement of posters - Performance	- Active - People who sit in front pay attention, they participate	- Room was narrow - Not sung properly, - No cooperation	- Practice to sing the song with the proper gestures

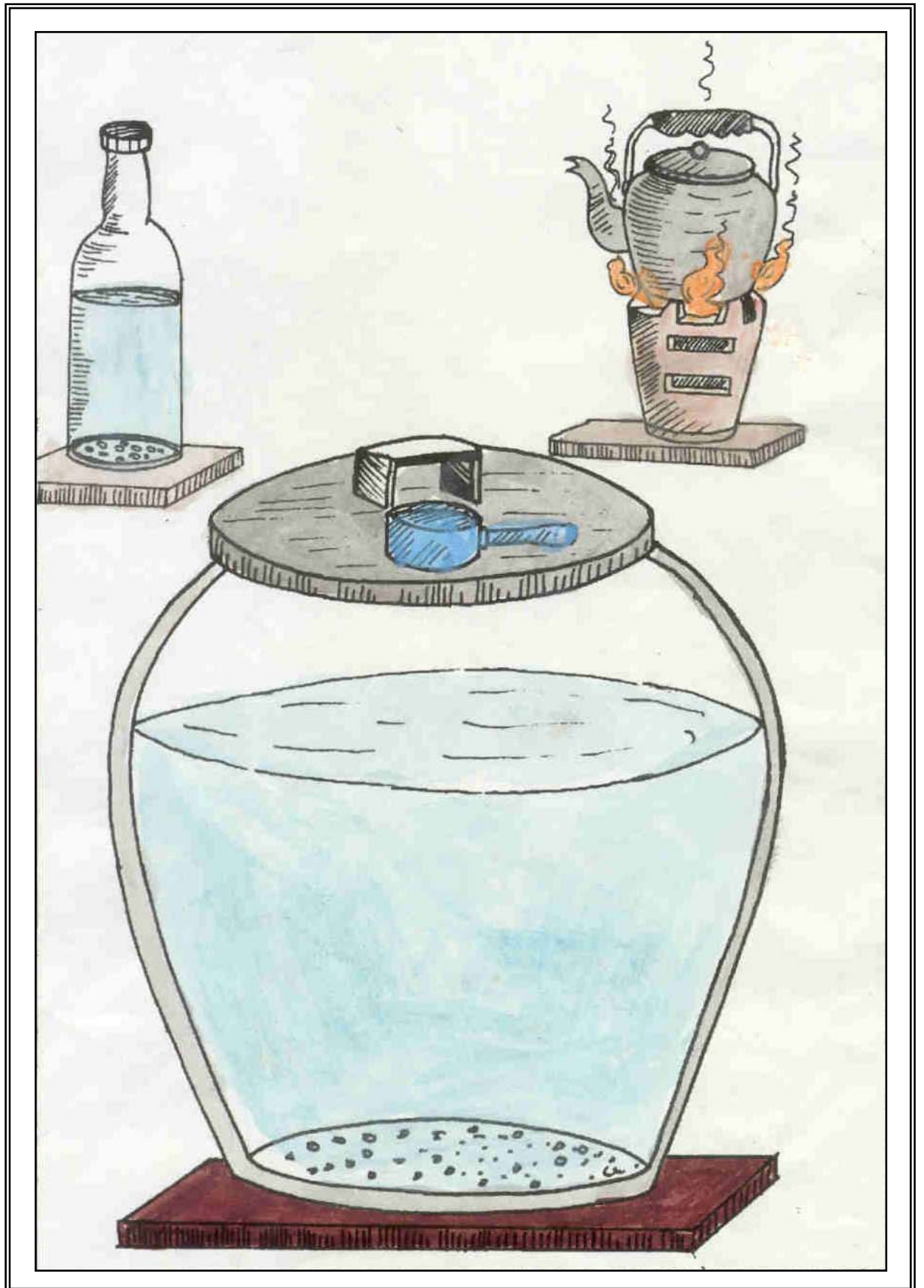
**IV. Summary:** Practice to play and re-sing the song

**V. Homework:** Explain this game to your family and friends near home.

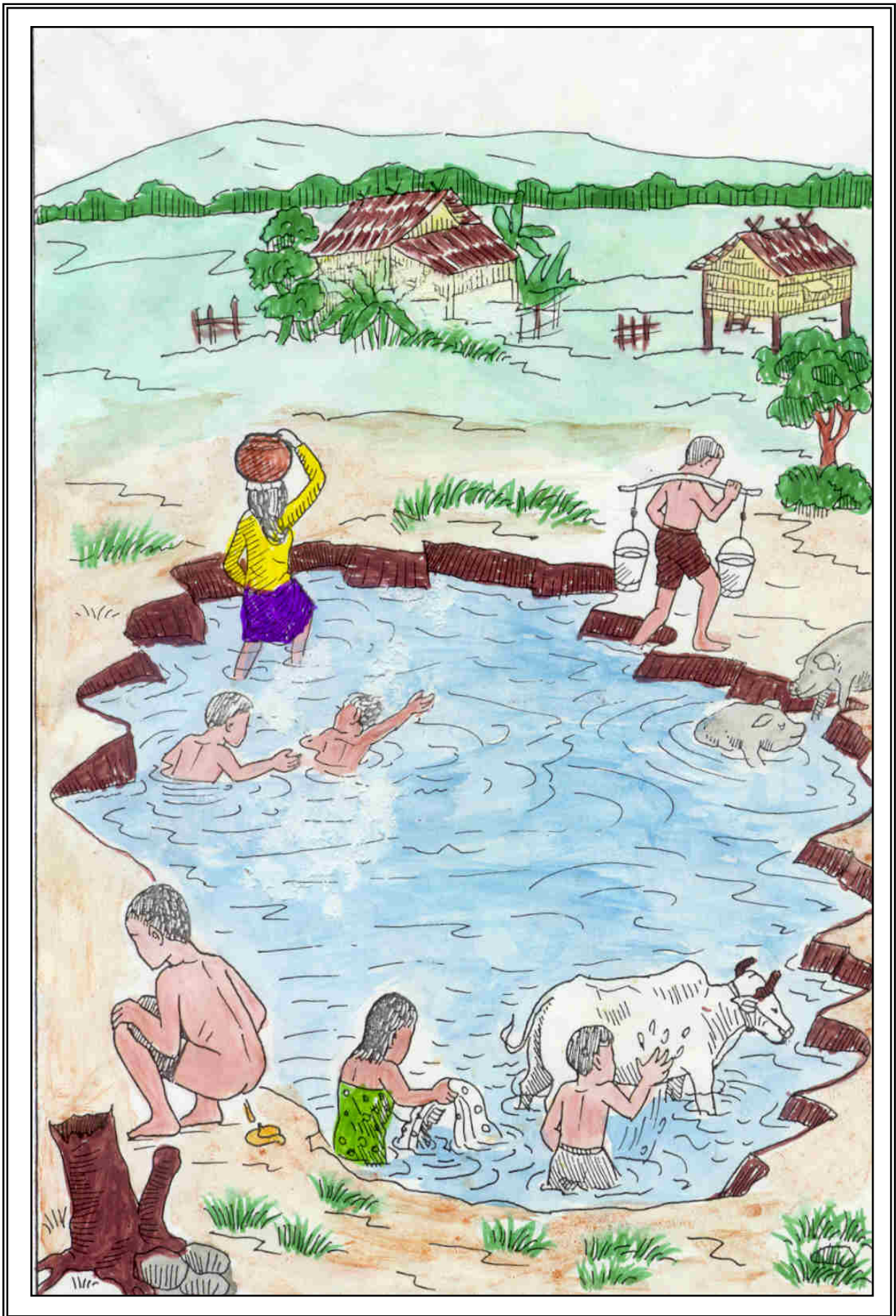




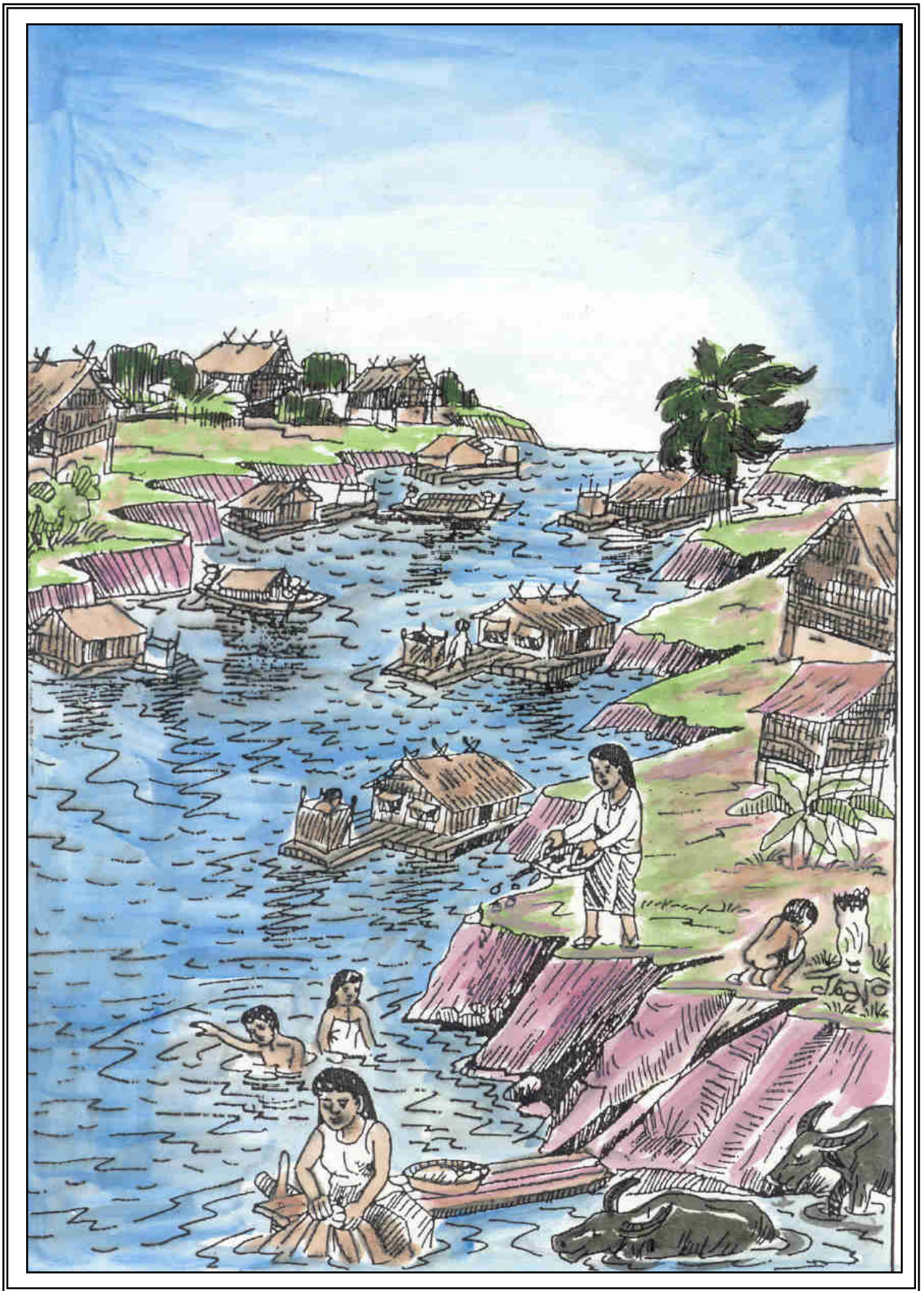




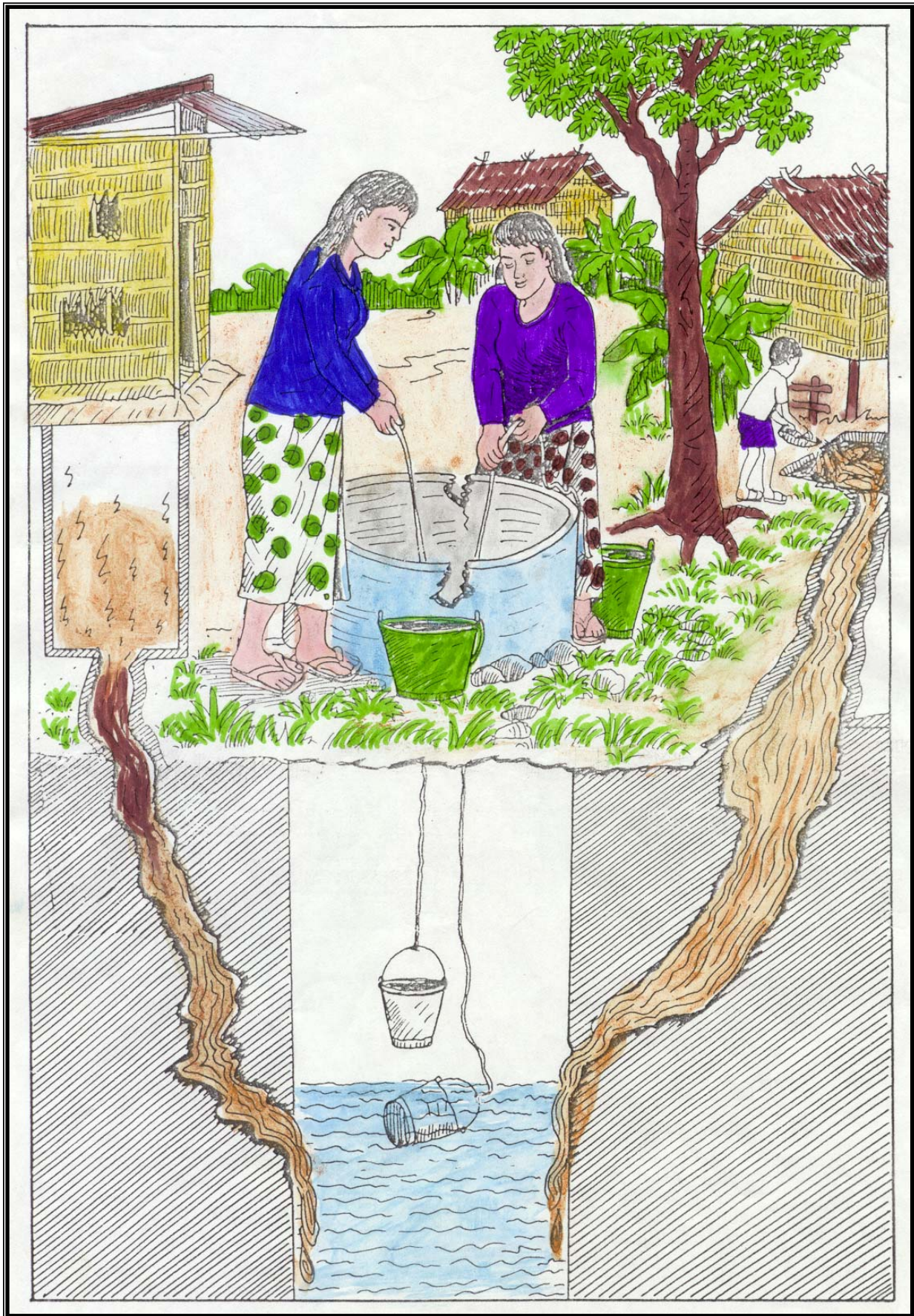




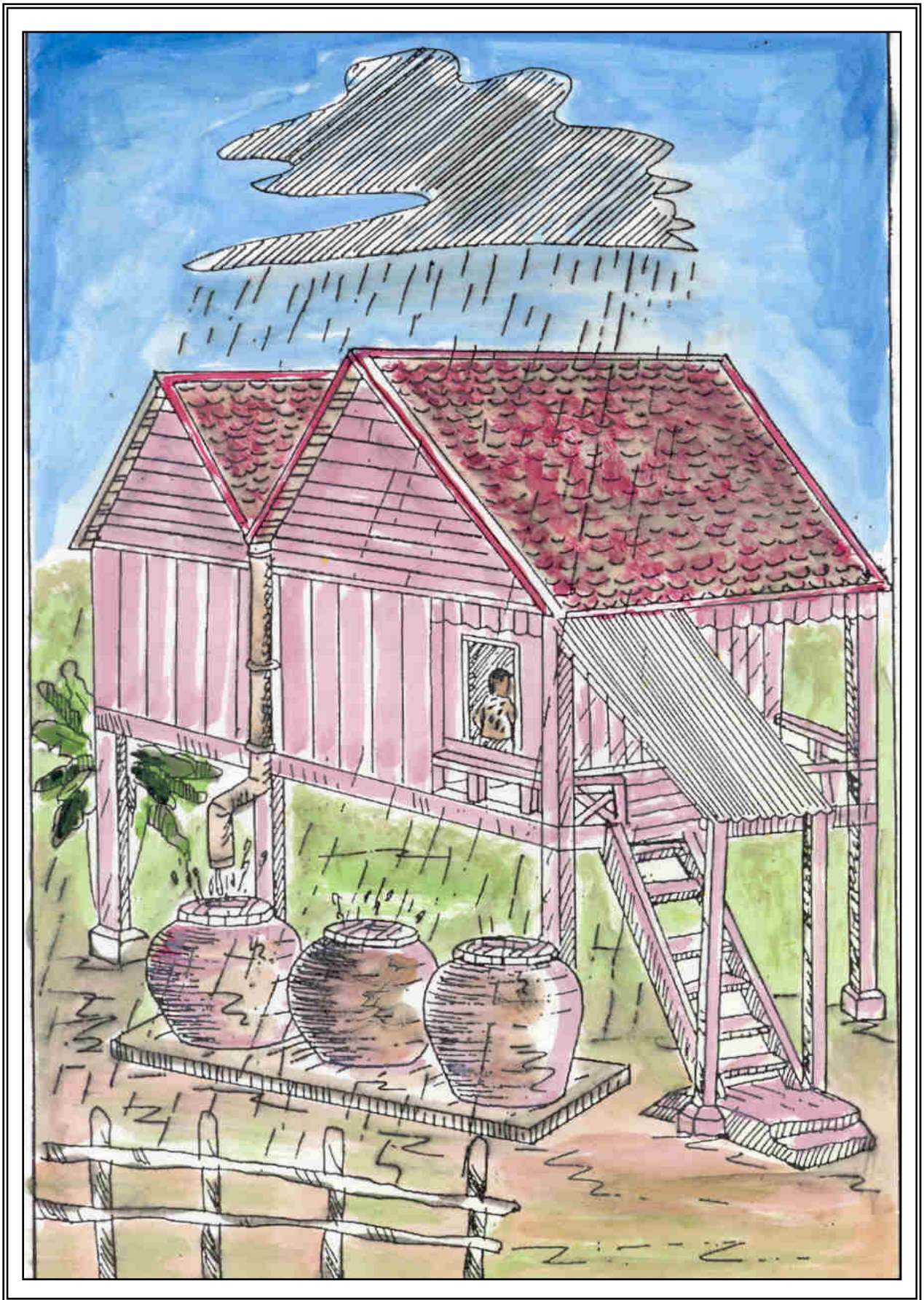


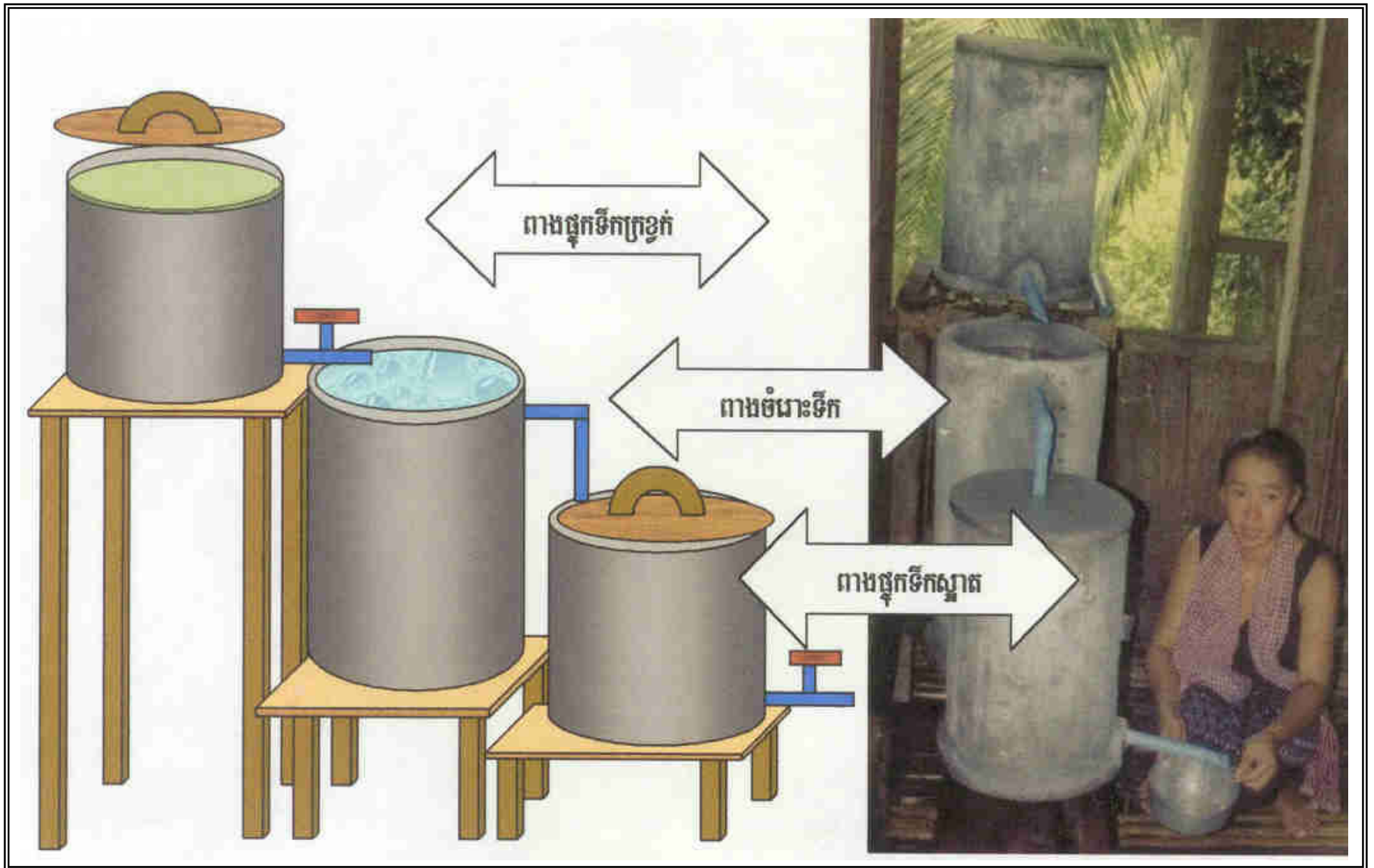












## Grade 1 - Topic 2

**Topic:** *Washing Hands*

**Time:** 240 minutes

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

- Sing a song about washing hands properly
- Demonstrate how to wash hands properly
- Form regular hand washing behavior with soap or ash before touching food, and after defecating, in order to be model for sister/brother and parents.

**Methodology:** Child-to-Child

**Materials:**

- Picture card: Washing hands at various times
- Items: A bowl, soap, ash and a handkerchief (real material)

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### 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:** Sources of Safe Water

Correct the student's homework by discussing with the class: besides the pumps what water sources are also safe?

Question: What kind of water must you drink to maintain your health?  
Answer: Safe water

**III. Introduction of new lesson:** Washing Hands – Phase 1

Question: Do you wash your hands?  
Answer: Yes / No

Question: When do you wash your hands?  
Answer: Before a meal, after a meal, before going school, ...

Question: What do you wash your hands with?  
Answer: Soap and water; well water, river water; pond water and field water; ash

*Show the picture card:*

Question: Describe the activities you see in this picture.

Answer:

- People washing hands, eating rice
- Touching food, touching a glass of water, feeding a child
- Child defecating, people working (digging soil), someone washing his/her buttocks, someone preparing food

Question: What are we going to study today?

Answer: Washing hands

Question: Do you want to sing a song about washing hands?

Answer: Absolutely! Yes, we do

***Write the song on the blackboard before the lesson.***

***Sing the song for the students so they learn how it is sung .***

The song: “**Washing Hands**” - (Rhythm of Ram Vong and Cruel Disease)

1.After using the toilet I wash my hands with soap My parents, uncles, aunts	I must wash hands Now I’m clean Won’t be worried	And before a meal And I’m an example About us everyday (2 times)
2.My fingernail was long Into your mouth I am afraid	I have cut it They carry germ Of getting diseases	Don’t put your fingers I must wash to get rid of germs They will destroy us (2 times)

Questions about the song:

Question: When must you wash your hands?

Answer: Before meals, before preparing food and after defecation

Question: Why mustn't we put our finger into our mouths?

Answer: Because we can transmit germs from our fingers into our mouths

Question: With what must we wash our hands?

Answer: Soap and safe water

***Note to Teacher: Washing hands with safe water only helps remove germs. But if we wash our hands with soap and water, the germs will then be killed. Students should be encouraged to use ash and water if soap is not available.***

#### **IV. Summary:**

Question: When must you wash your hands?

Answer: Before preparing food, before meals and after defecation

**Note:** *Put a bowl with water and soap on the student's table.*

- Demonstrate how to wash hands properly
- Ask 2 or 3 students to wash their hands in front of the other students
- Let students compare the water which has been used to a second bowl of unused water
- Let students practice washing their hands with soap and safe water

Question: Why is the used water not clear?

Answer: Because the hands were not clean

- V. **Homework:** When you go home, sing this song for your family. Also teach your family to wash their hands before a meal. Does the person who cooks wash his/her hands before preparing food?

## **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:** Washing Hands - Phase 1

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

Answer: Washing Hands - Phase 1

Question: Who can sing the song about washing hands?

Answer: {Ask a student that raises their hand}. Let him/her sing it.

Question: What must you do before you eat and prepare food and after you defecate?

Answer: We must wash hands with water and soap.

***Review the students' homework as a class: Does the person who cooks wash his/her hand before preparing food?***

- III. **Introduction of new lesson:** Washing Hands

**Note:** *Instruct the class to work in pairs; ask each other to answer these questions.*

***Lesson activity questions:***

Question: What's your name?

Question: Do you wash your hands before meals, touching food; and after defecating?

Question: With what do you wash your hands?

Question: Have you seen your mother wash her hands before preparing food?



*After asking each other these questions, ask the students to check each other's fingernails.*

**Note:** *Students need to report to the teacher what answers they received from their classmates. Write those answers in a Table on the blackboard.*

Observation Table:

Student names	Washes hands before meals?		Washes hands after defecation?		Family wash hand before preparing food		Washes hands with			Finger nails	
	Yes	No	Yes	No	Yes	No	Soap?	Ash?	Water?	Clean /cut?	Dirty/ not cut?
A	X			X		X			X		X
B	X			X			X		X	X	

#### IV. Summary:

*Total each column to record how many students wash hands before eating, after defecating, how many families wash hands before food preparation, use soap, have clean fingernails, etc.*

Question: Why do you need to wash your hands before a meal?

Answer: So germs will not be transmitted from my hands to the food and inside my body.

#### V. Homework: Practice singing the song

### 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:** Washing Hands – Phase 2

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

Answer: Washing Hands – Phase 2

Question: What activity did we do in Phase 2?

Answer: Asked each other about washing hands

**III. Introduction of new lesson:** Washing Hands - Phase 3

*Display the Observation Table that was filled out last week.*

**OR:** *Display the Observation Table with the totals of each column*

Observation Table:

Student names	Washes hands before meals?		Washes hands after defecation?		Family wash hand before preparing food		Washes hands with			Finger nails	
	Yes	No	Yes	No	Yes	No	Soap?	Ash?	Water?	Clean /cut?	Dirty/ not cut?
A	X			X		X			X		X
B	X			X			X		X	X	

**Note:**

- Report the number of students who wash their hands before meals
- Report the number of students who wash their hands after defecation
- Report the number of students who cut and clean their fingernails
- Report the number of students whose family washes their hand before food preparation
- Compare these numbers to the total number of students in the class
- Read each student's name and action then explain to them steps to take to improve their hand-washing habits. Ask other students to offer suggestions.

***Present scenarios for the class to consider. This is one example, but be sure to offer 1-2 more:***

Student "A" washes hands before touching food and cuts her fingernails.

Question: Is student A's habit of washing hands and cutting nails a good habit? Why?

Answer: Good, because it cleans germs from your hand and fingernail.

Student "A" doesn't wash hands after defecation.

Question: Is this a good habit? Why?

Answer: No, it isn't. Because when we wash our buttocks our hands will touch fecal coliforms that can cause diarrheal illnesses.

Question: If student "A" washes his hands with water, are his hands clean? Why?

Answer: No, they aren't clean because the germs won't be killed. We must use soap.

Question: The family of student A did not wash their hands before food preparation, is that good? Why?

Answer: No, it's not, because the germs on their hands will touch and contaminate the family's food.

#### IV. Summary:

Question: Please list the times when you must wash your hands.  
Answer: Before meals, before preparing food, after defecation

***Note:*** Ask each student in the class this question allowing each of them to respond correctly.

- V. **Homework:** When you go home, you should cut your nails, and practice washing your hands. Then help wash your brothers' and sisters' hands while explaining to your families why it is important to wash your hands.

#### **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:** Washing Hands - Phase 3

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

Answer: Washing Hands - Phase 3

Question: If there is no soap for washing hands, what else can be used instead?

Answer: Ash and water.

*Students sing the song: "Washing Hands"*

- III. **Introduction of new lesson:** Washing Hands - Phase 4

Question: What do you want to do to show another class?

Answer: -Sing the song.  
-Show them how to wash their hands properly and at different times.

***Note:*** Teacher can prepare both activities or just one for another class to watch (sing the song together with gestures of washing hands).

- Choose students who are good at singing and gesturing to perform for another class or for the community near the school.
- Divide the rest of the students into 2 groups: one group for observing the audience, and another for observing the performers.

Questions for observing the audience and performers:

- How many students are there to hear the song?
- Is the song sung well and coordinated well with proper hand gestures?
- Is the audience interested in the performance?

- IV. Summary:** Sing the song again coordinated with proper hand gestures.
- V. Homework:** Practice singing the song, so we can perform for the other class.

### **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:** Washing Hands – Phase 4

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

Answer: Washing Hands - Phase 4

Question: What else do you want to do? And for which class?

Answer: Sing the song for 2<sup>nd</sup> grade

***Note:*** Ask the students to practice the song before the performance.

- III. Introduction of new lesson:** Washing Hands – Phase 5
- Facilitate performance for new audience
  - Students get into positions, including the observation team
  - Introduce students' performance to audience
  - Introduce the singers
  - Students sing and/or perform the hand washing demonstration
  - Thank the audience at the end

***After the performance, ask the students and the audience these questions to evaluate the students' performance:***

Question: What was the song about?

Answer: Washing our hands and cutting our nails.

Question: If our hands are not clean, what will happen?

Answer: We will transmit germs into our mouths.

Question: When must we wash our hands?

Answer: Before touching or eating food, before a meal and after defecating.

***Take the students back to your classroom***

- IV. Summary:**
- Congratulate the students that performed for the other class.
- V. Homework:**

Question: How many people are there in your family?  
Question: How many people in your family wash their hands?

## **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:** Washing Hands – Phase 5

Question: What did you study in last week's health education class?  
What phase was it? What did you do?  
Answer: Washing Hands - Phase 5, we performed the washing hands song for the other class.

*Collect the answers to the homework questions and discuss the results:*

Question: How many people are there in your family?  
Question: How many in your family wash their hands before meals?

**III. Introduction of new lesson:** Washing Hands – Phase 6

Question: Who can tell me about last week's performance?  
Answer: Students from the observation team give their report

*Record in evaluation table and then help correct weak points.*

Example:

Evaluation table

Activities	Strength	Weakness	Correction point
- Performance for 2 <sup>nd</sup> grade - Number of people in the audience	- Active - People who sit in front participate more	- Sung poorly and quietly - No coordination of hand gestures	- Keep practicing the song and practice washing hand properly.

*Encourage the students to practice the song at home and continue to develop hand-washing habits.*

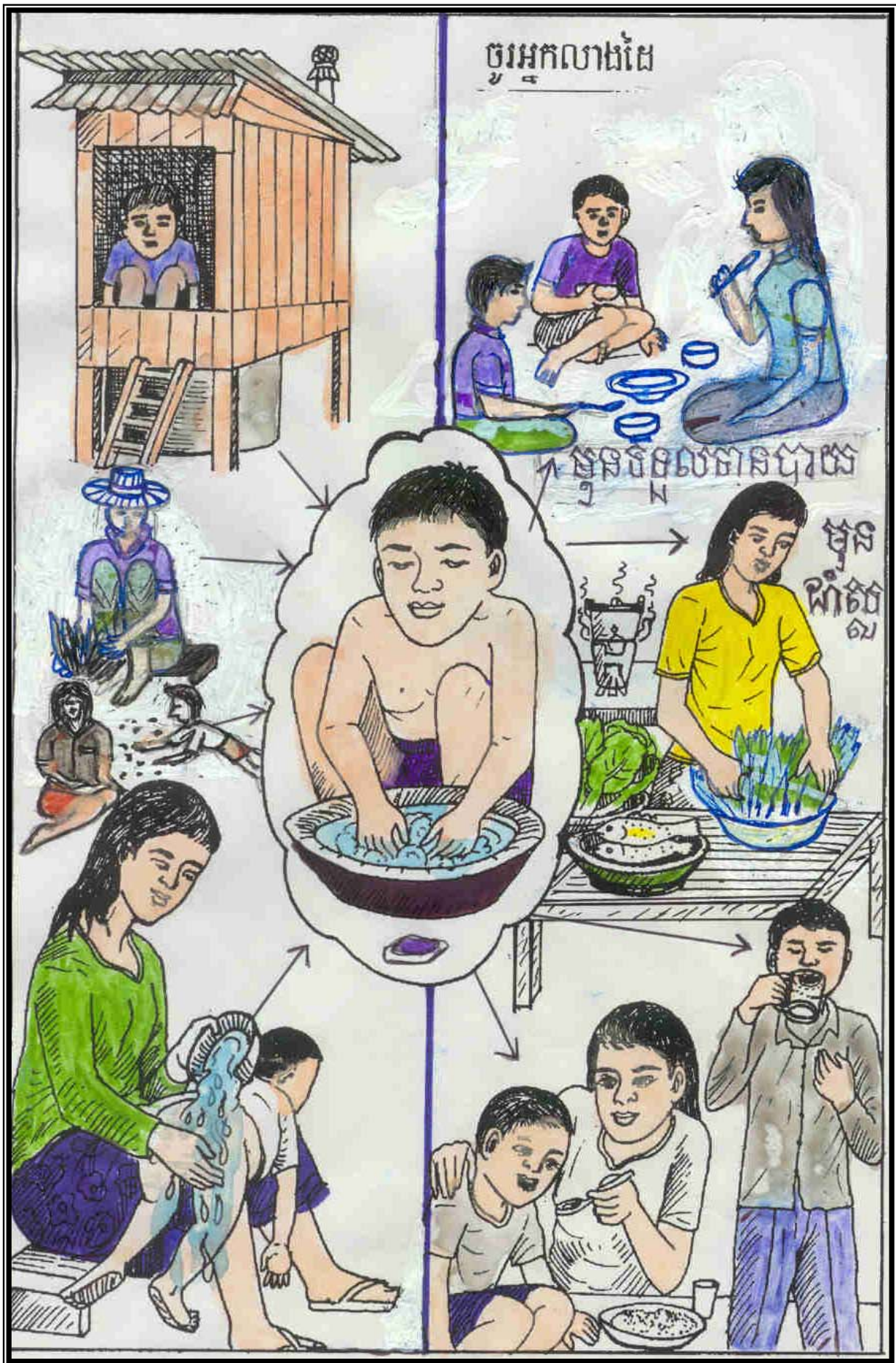
**Note:** *Teacher must provide students confidence in communicating about proper hand-washing activities; communicating the message will encourage the community to adopt new habits in order to reduce the transmission of diseases.*

**IV. Summary:**

In order to correct any mistakes that were observed by the other students and the teacher, ask the singing team to sing the song with gestures again.

**V. Homework:**

Teach the younger children and neighbors the song: “Washing Hands”. Also teach and help your younger brother and sisters to wash their hands before touching or eating food and after defecating. Be sure to show them how to wash their hands correctly.





## Grade 1 - Topic 3

**Topic:** *The Importance of Nutrition*

**Time:** 240 minutes

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

- Talk about the kinds of food our bodies need every day through singing a song and identifying the appropriate pictures
- Identify the importance of nutrition
- Learn to eat the right foods

**Methodology:** Child-to-Child

**Materials:**

- The nutrition song on the three food groups.
- Pictures of vegetables, fruit and meat

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### 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:** Washing Hands

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

Answer: Washing hands – phase 6

Question: When must you wash your hands?

Answer: Before every meal, before preparing or handling food, after using the toilet, and after washing a baby's bottom

**III. Introduction of new lesson:** The Importance of Nutrition

Question: What did you eat for your last meal?

Answer: -(Many and varied answers)  
-Rice with morning glory soup  
-Rice with dried fish

Question: Why do you eat food everyday?

Answer: - Because we're hungry and want to feel full  
- To maintain health, fuel the body  
- Not to be hungry



**Explanation:** *If you do not eat enough food and proper foods, you will have little energy, be susceptible to frequent illness, have stunted growth and slow development of the body.*

Question: What lesson did you learn today?

Answer: The Importance of Nutrition.

Question: Do you want to listen to a song about the importance of nutrition?

Answer: Yes, we do

The Song: **“The Importance of Food”** - (Rhythm of Ram Vong)

Food is important, it has vitamins

We will have good health and our life will be wonderful (2 Times)

Our bodies grow big and strong

Don't eat the wrong food; we do not want

To get sick. We will be smart (2 Times)

Because we know the importance of food.

- *Sing the song for the students to hear.*
- *Read the key words and ask the students to repeat them: importance, food, vitamins, and health.*
- *Lead the students to sing the song, line by line*

***Questions for the lesson:***

Question: What kinds of food do you eat daily?

Answer: Rice, soup, grilled fish, spey chruk, Trasak tram, beef, eggs and fish paste...

Question: What is the importance of these foods?

Answer: Provides vitamins and nutrients that our bodies need to maintain good health and strength, to keep us from getting sick, and to allow our minds to develop.

#### **IV. Summary:**

***Show the pictures of vegetables, fruit, and meat***

Question: What do you see in this picture?

Answer: Fish, chicken, eggs, bananas, cabbages, carrots.  
Tomatoes, rice, papayas, watermelons, potatoes...

Question: What kinds of food does your body need in a meal?

Answer: -Rice and soup  
-Rice, dry fish and fruit  
-Rice, fish sauce, soy sauce

Question: What is the importance of these foods to our bodies?  
Answer: -Maintains good health  
-Provides strength  
-Protects against illness  
-Nurtures the growth and development of the body  
-Allows good development of the mind

*Explain to the students that we must eat different kinds of food for each meal - rice, vegetables, meat, eggs, and fruit and so on in order for our bodies to grow and develop properly and to maintain our immune system.*

- V. **Homework:** Practice the song “The Importance of Food” at home for your brothers, sisters and parents.

Question: What do you eat during your meals?

## **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:** The Importance of Nutrition - Phase 1

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

Answer: The Importance of Nutrition - Phase 1

Question: How many of you shared the song “The Importance of Food” with your brothers, sisters and parents?

Answer: (Students raise their hands)

Question: Who wants to sing the song now?

Answer: (Select 2 or 3 students who volunteer)

Question: To the body, what is food important for?

Answer: -Maintains good health  
-Provides strength  
-Protects against illness  
-Nurtures the growth and development of the body  
-Allows good development of the mind

*Review the homework from the previous class*

- III. **Introduction of new lesson:** The Importance of Nutrition - Phase 2

*Pick at least 10 students and divide them into 2 groups. Instruct them to ask each other the following question:*

Question: What did you eat for dinner last night?

(Let students ask each other quietly. When the students have finished discussing the information, record their answers in the table on the board.)

Number of students	Students' names	Food eaten last evening

#### IV. Summary:

*Read the results in the table for the class*

*Lead the class to sing the song*

Question: What is food important for?

Answer: -Maintains good health  
-Provides strength  
-Protection against illness  
-Nurtures the growth and development of the body  
-Allows good development of the mind

- V. **Homework:** Ask your parents what kinds of food you will have this evening and how those foods help our bodies?

### Phase 3: Collect the information and discuss

- 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:** The Importance of Nutrition - Phase 2

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

Answer: About the food we eat.

*Review the homework from the last class*

- III. **Introduction of new lesson:** The Importance on Nutrition – Phase 3

*Write the information that was collected during Phase 2.*

Example:

No. of students	Students' names	Food eaten last evening
30	1 A 2 B 3 C 4 D 5 E 6 F	Rice + fried fish Rice + boiled chicken Rice + boiled fish Rice + fish sauce Rice + fish past + eggplant + morning glory Rice + bamboo shoot soup

	7 G	Rice + kokor soup
	8 H	Rice + morning glory soup
	9 I	Rice + Trasak tram
	10 J	Rice + grilled fish +fish sauce

Discuss and demonstrate:

Question: Student A eats rice with fried fish. Does he eat vegetables?

Answer: No, he doesn't

Question: Does student A eat enough varieties of food?

Answer: No

Question: What else does he need?

Answer: Vegetables and/or fruit

*Go through the list of all students, discussing their food intake:*

**Explanation:** *We notice that these 10 students do not eat enough variety of food yet. For each meal we should eat a green leafy vegetable, rice, fish or meat, and yellow or red fruit. This way our bodies will be healthy, strong and enhance our abilities to study, play, and avoid illness. And then we can help our parents with their work also.*

#### IV. Summary:

Question: What can you do to have enough varieties of food for your family?

Answer: Grow vegetables, grow fruit trees, and raise animals.

**Remember:** *We should have rice with meat or fish or eggs, green leafy vegetables, and red or yellow fruit everyday.*

- V. **Homework:** Ask your family about growing vegetables or fruits and raising animals at your house.

### **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:** Importance of Nutrition - Phase 3

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

Answer: The Importance of Nutrition - Phase 3

*Review the homework from the last class*

- III. **Introduction of new lesson:** The Importance of Nutrition – Phase 4

***Ask the students sing “The Importance of Food” all together.***

Question: What do you want to do so that other students can understand the importance of food like you do?

Answer: Sing “The Importance of Food”.

Question: Who wants to sing?

Answer: The students raise their hands.

- Students practice singing the song with hand gestures
- Let the students practice introducing the song’s title and performers

***Select 2 groups of students: one to observe the performers, the other to observe the audience***

1. Performer observation group observes their voices, gestures, facial expressions, and emotions
2. Audience observation group observes the number of people in the audience and their reactions

**IV. Summary:** The students practice for a performance.

***Note: Discuss with the students on choosing a class to perform for and the time and date of the performance. They can also perform for the community at a community ceremony or meeting.***

**V. Homework:** When you go home, practice the song and hand gestures with your parents and brothers and sisters so they can understand and enjoy. Watch your mother prepare dinner and offer suggestions for including good foods.

### **Phase 5: Practice activity**

**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:** The Importance of Nutrition – Phase 4

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

Answer: Importance of Nutrition

Question: What phase was it?

Answer: Phase 4

Question: What class did we decide to perform for?

Answer: 2<sup>nd</sup> grade



***Note:*** Practice singing with gestures before going to perform. When the students are ready, take the students to the class where they will perform

- Students start performance by announcing title and performers
- Students sing the song for the audience
- When finished, thank the audience and ask for ideas and feedback

**III. Introduction of new lesson:** The Importance of Nutrition – Phase 5

***Ask the following questions to the audience:***

Question: What was the song about?

Answer: The Importance of Nutrition

Question: What is the importance of these foods for your body?

Answer: -Maintains good health  
-Provides strength  
-Protects against illness  
-Nurtures the growth and development of the body  
-Allows good development of the mind

Question: What kinds of food should you eat?

Answer: Meats, vegetables, fruits, and rice

***Take the students back to your classroom***

**IV. Summary:**

Question: Do you think the audience enjoyed your song? Why?

Answer: They seemed happy because they understood the importance of nutrition

**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:** The Importance of Nutrition – Phase 5

Question: What did you do in the last week? At which class did you sing?

Answer: Sang “The Importance of Food” for 3<sup>rd</sup> grade

**III. Introduction of new lesson:** The Importance of Nutrition – Phase 6

***Review the reports from both the audience and performance observation teams  
Record in the table on the board and address the strengths and weaknesses***

### Evaluation table

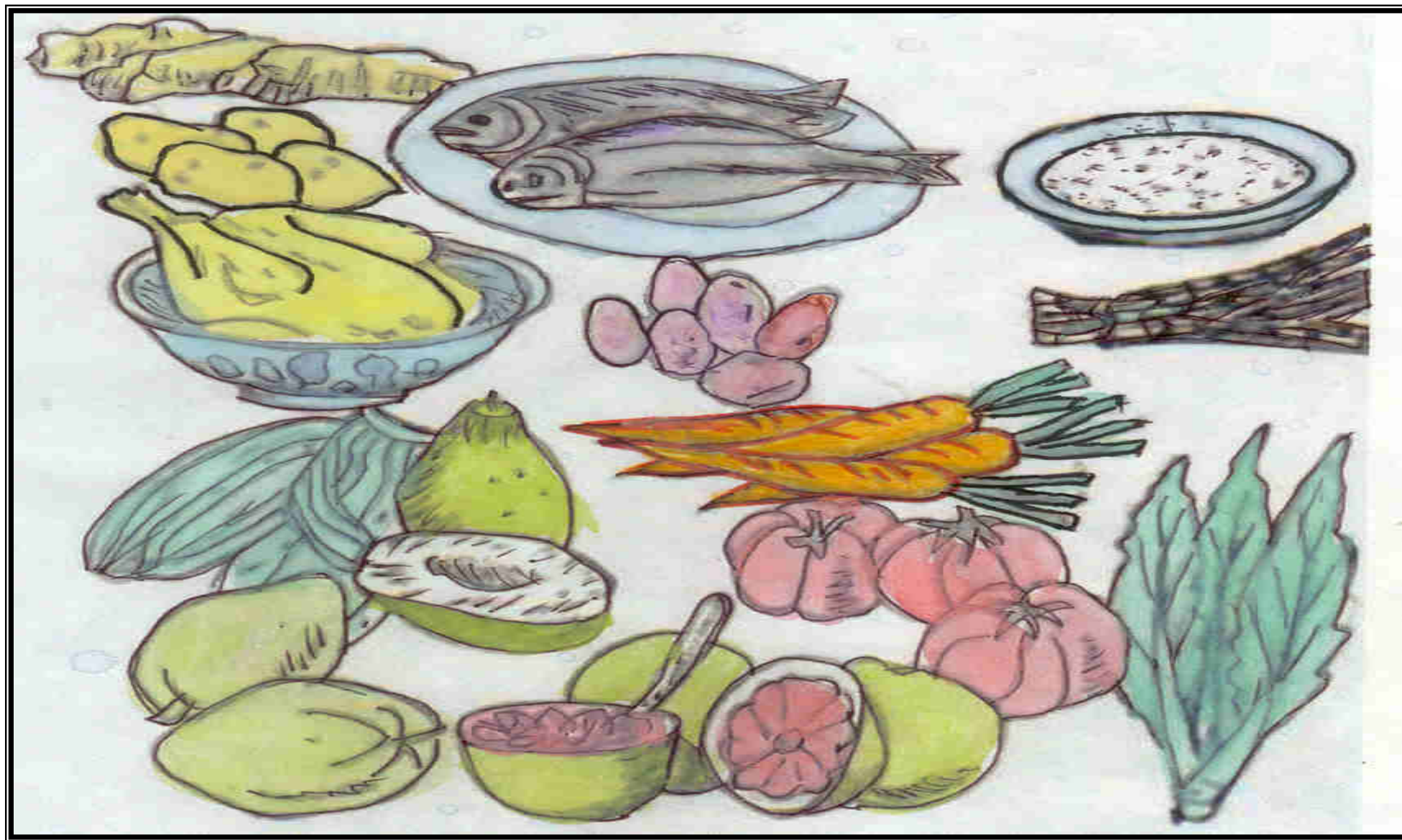
Activities	Strength	Weakness	Correction point
- Selected performers - Performance for 3 <sup>rd</sup> grade	- Sang energetically - Enjoyed and listened carefully	- Gestures did not coincide with words.	- Keep practicing singing with the gestures.

#### **IV. Summary:**

Sing “The Importance of Food” after the reviewing the evaluation.

#### **V. Homework:**

Keep practicing the song, so you understand and know all the words. Help your mother plan what she will cook to make sure you have all of the good food you need to keep you and your family healthy.



## **Grade 2 – Topic 1**

**Topic:** *Keeping Water Safe*

**Time:** 240 minutes

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

- Describe how to keep water safe.
- Wash their hands, the bucket and jars properly before putting water in them.
- Develop habits for keeping water safe.
- Communicating to their families and community the importance of keeping water safe.

**Methodology:** Child-to-Child

**Materials:**

- Picture - jar, washing hands, washing bucket
- A Song - “Keeping Water Safe”
- A Story - “No problem for me”
- Picture - jar standing on the gasket

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### **Phase 1: Choose the topic and study it**

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

**II. Review the last lesson:**

Question: Have you learned about health education before?

Answer: Yes, we have.

Question: What have you learned in health education?

Answer: Sources of safe water, hand washing, and the importance of nutrition.

Question: What do people, animals and trees need to survive?

Answer: Rice, water, grass.....

**III. Introduction of new lesson: Keeping Water Safe – Phase 1**

Question: For survival and to be healthy, what kind of water do people need?

Answer: Safe water

Question: What must you do to keep water safe?

Answer: Store it in jars that have fitted covers. Do not put your hands or any dirty objects directly into the water jar.

Question: What are we going to learn about today?

Answer: How to keep water safe.

**Show picture about washing hands, washing jar, washing bucket...**

Question: What can you see in this picture?

Answer: A person washing hands, washing the water jar and washing and bucket.

Question: Why do they wash their hands, the jars and bucket before they carry water?

Answer: To wash away germs, dirt, mud, larvae in order to keep the water safe.

**Song: “Keeping Water Safe” - (Rhythm of Svay Chanty)**

To keep water safe Dippers must be used	We must wash So we can avoid	Hands, jars and cans Using unsafe water
Jars must be on gaskets Water must be boiled	And tightly covered to make sure	All day everyday it is always safe
Dippers must lie Remember not to	on the cover Put your dirty hand	Of the jar Into drinking water

**Before the lesson, the teacher writes the song on the board and defines some of the difficult words.**

Definitions:

Safe water (n) - Water that contains no germs

**Ask students to read key words and terms in the song to be sure they understand.**

**Teacher sings the song for students and then asks the students to repeat.**

**Show the picture of a jar on top of the gasket**

Question: What do you see in this picture?

Answer: A water jar with a cover on a gasket, a dipper on the jar cover, a bottle with water, and boiling water on top of a stove.

Question: If a water jar doesn't have a cover and is not on top of a gasket, can germs be kept out of the water? Why?

Answer: No, germs can't be kept out because dirt, dust, and insects may contaminate the water supply.

Question: What must you do to keep water safe?

Answer: We must wash our hands, the bucket and jars before carrying and storing water. The jars must be on gaskets and have fitting covers.



#### IV. Summary:

Question: What must you do to keep water safe?

Answer: Before carrying or storing water, we must wash our hands, bucket and jars. The jars must be on the gasket and tightly covered.

**Explanation:** *Children and adults must not put their hands into water in the jars or in glasses of water without washing hands! Germs can be transmitted from your hand into the water.*

- *You must use a dipper with a long handle to carry water from the jar.*
- *You must not put your hands into the water jar.*

#### V. Homework: Practice singing the song so that you can sing it later.

Answer the following questions: Where do you store water at home? How? What do you use to carry water from the jar?

### 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:** Keeping Water Safe - Phase 1

Question: What did you learn in the previous health education lesson?  
And what phase was it?

Answer: -How to keep water safe. It was Phase 1.

*Review students' homework together. The teacher should make necessary corrections and comments.*

III. **Introduction of new lesson:** Keeping Water Safe - Phase 2

**Note:**

*Teacher should observe water sources in the village when free from class*

*Draw an observation form on the board*

*The students copy it and use it for their observations at home.*

*Teacher divides students into groups and explains how to do the observations.*

*Teacher leads students to fill in the table by providing an example.*

Observation Table

Numbers of households.....

Head of household's name	Water source used	Container for keeping water	Gasket		Jar cover		Water Dippers	
			Yes	No	Yes	No	Cup	

--	--	--	--	--	--	--	--	--

***Ask questions to the head of the household:***

1. What is your name? (ask the head of household)
2. From where do you get your drinking water?
3. Where do you store your water?

***Students check the following:***

1. Gaskets?
2. Cover for the water jar?
3. What do they use for the water dipper?

#### **IV. Summary:**

Ask students to practice the observation in class in their assigned groups. Ask them to make a plan for the households, locations, and time that they will do the observation.

**Explanation:** *Teacher must contact the Village Development Committee or Village Health staff and local authorities so community members will know where the students are planning to do their observations.*

#### **V. Homework:** Students will conduct observations according to their plans.

### **Phase 3: Collect the 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:** Keeping Water Safe - Phase 2

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

Answer: Completed the observation form for keeping water supplies safe.

#### **III. Introduction of new lesson:** Keeping Water Safe - Phase 3

***Teacher draws the table on the board: Ask the students to report on the information they have gathered.***

Observation Table:

Name of the Head of the Household	Water source used	Container for keeping water	Gasket Y / N	Jar cover Y / N	Water Dippers Cup / Dipper
Uncle A	Rainwater	Jar	Y	Y	C
Uncle B	Pump water	Bucket	N	N	D

Question: Uncle A uses rainwater, stores it in the jar with a cover, the jar stands on top of the gasket and uses a cup, is the water supply safe?

Answer: No

Question: Why not?

Answer: Because he uses a cup for carrying the water which means his hands get into the water supply and contaminate it.

Question: Can we count rainwater as safe water?

Answer: When it falls straight from the sky, yes. But most people let the rainwater run off of their roofs so it becomes contaminated.

Question: Before drinking this water what should we do?

Answer: Boil it for one minute.

Question: Uncle B takes river water and puts it in a jar without a gasket and cover. Is Uncle B's water safe?

Answer: No it isn't.

Question: Why not? And how can it become safe?

Answer: Because river water is unsafe either covered or uncovered. Uncle B needs to boil the river water for 3-5 minutes.

Question: If we take pump water and put it in an unclean jar, but it has a gasket and is tightly covered, is the water safe?

Answer: No, it isn't.

Question: Why not? And how can it become safe?

Answer: Because the water jar is unclean, so when you put the pump water in it the dirty jar contaminates the water. Uncle B needs to clean out his water jar and use a dipper with a long handle to avoid anyone putting his/her hand into the water source.

**IV. Summary:** In your daily life, remember to keep water safe all the time. Water can be kept safe by using a dipper, cleaning and covering water jars, using a water filter, and/or boiling water.

**V. Homework:** Review the ways to keep collected water safe. Discuss this with your family and neighbors.

## **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:** Keeping Water Safe – Phase 3

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

Answer: Keeping Water Safe – Phase 3.

**III. Introduction of new lesson: Keeping Water Safe – Phase 4**

Question: What can we do to tell the other classes and community members about keeping water safe?

Answer: Perform a role-play.

*Teacher introduces the story titled, “No problem for me”.*

*Teacher reads the story aloud to students.*

*Teacher questions students to make sure they understand the story.*

*Teacher chooses the actors and trains them.*

*The story: “No problem for me”*

The characters include: Aunt Sao, a girl - Sambo, a child - Sambath, and a teacher - Cham Nan. The characters stand in a row and bow to the spectators. Sambath, the team leader, steps forward and gives the reason for their performance. The actors then introduce themselves and their characters.

The Beginning:

Sambath: Hello there! Living hygienically brings us good health, makes us strong, helps us study and makes our standard of living better. Keeping water safe is one of the important aspects of healthy living. In order to explain clearly how to keep water safe our drama team would like to perform a play with the title: "No problem for me".

*The actors introduce themselves:*

My name is ..... I take the role of Sambath.

My name is ..... I take the role of Chan Nan, the teacher.

My name is ..... I take the role of Sao, the mother.

My name is ..... I take a role of a Sambo, the child

Sambath: Now, I hope all the audience will enjoy our play.

Stage setting:

***Aunt Sao is listening to a drama on the radio (or watching the video) while her two children are singing a song about keeping water safe. Because of the noise they are making, Aunt Sao shouts at her children.***

Aunt Sao: Be quiet, please, you don't need to shout! Every evening all I hear is 'wash hands, wash cans, wash jars...'. If I were dirty I would have been dead a long time ago and I couldn't have had both of you.

Sambo: Mother! This song is very important. I must practice singing it because next week the teacher will ask me to sing it.

Sambath: Mother! The song about keeping water safe is very useful. It tells us how to keep water safe. Clean water brings us good health and we can avoid getting diseases from germs in the water. Also, the teacher said we must spread this information to our families.

Aunt Sao: I see. Don't talk so much. You are interrupting me while I am trying to listen to this very good story.

Sambo: Wait, Mother. Do you know what to do to keep water safe?

Aunt Sao: Yes I do. Just put the water in the jar so it will be safe.

Sambath: But my teacher said that to keep water safe we must also wash our hands, the can and the jar. And the jar must be on the gasket and tightly covered. And we must use a cup with a handle to put the water in the jar.

Sambo: The teacher also said that the water must be boiled for 3-5 minutes before we drink it so that we won't get diseases.

Sambo look at the audience and asked: Do you think what Sanbat and I said is right?

Audience answer all together: Yes! and then clap their hands.

Aunt Sao: Yee! These children nowadays know much more than us old people.

***Speaker: suddenly teacher Chan Nan comes in, puts his hands gently on the two children's heads and said:***

Teacher: Hello, Aunt! What's happening?

Aunt Sao: Oh, teacher, take a seat, please. My children were telling me that I don't know how to keep the water clean - that I never wash my hands or the jar and that I never cover the jar. But in fact I do all these things!

Teacher: Well, the children are right. Please, do not get angry with them. At the present time, whatever the students learn at school, they must



tell their families because they want their parents and their brothers and sisters to know as much as they do. Do you think the children nowadays have good ideas?

Answer all together: Yes, they really do have good ideas! (Audience claps their hands)

Aunt Sao: No problem for me! I just wanted them to sing silently because I was listening to the drama on the radio.

Teacher: If they didn't sing loudly, you wouldn't know what the song was about.

Aunt Sao: Well, you are right. I won't stop them singing again.

They all stand in line and sing the song, "Keeping Water Safe". They dance while they sing and the audience claps their hands.

After the song is over, Sambo comes to the front, thanks the audience, and asks them to comment on their performance.

Sambo: The story of "No problem for me" is now over. On behalf of the drama team I would like to say thank you and good luck. Please comment on our performance.  
Thank you!

**Note:** Ask the audience to participate actively.

#### **IV. Summary:**

Get students to practice again. The teacher monitors the students' activities, corrects their weak points and decides the time and place for the performance.

#### **V. Homework:** Memorize you lines, please

### **Phase 5: Activity Practice.**

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

**II. Review the last lesson:** Keeping Water Safe - Phase 4

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

Answer: -Performed the drama called "No problem for me"!

Question: What was the main point of this lesson?

Answer: That students should sing the song about keeping water safe to their parents and other community members so everyone can learn what they know!

### III. Introduction of new lesson: Keeping Water Safe – Phase 5

*Teacher asks the students to practice the role play before their performance*

*Teacher takes the actors to perform for the other class*

*Students announce the title of the story and the names of the actors*

*Begin the performance*

*Students finish the performance and thank the audience. Then they ask for the audience's ideas and feedback.*

Question to the audiences: What was the story talking about?

Answer: About keeping water safe

Question: What ways can you keep water safe?

Answer: Washing hands, washing the jar, using a gasket and cover for the jar, using a water dipper and boiling water for 3-5 minutes or use a water filter.

*Bring the students back to their classroom.*

### IV. Summary:

Question: What do you think were the benefits of the play?

Answer: It was fun to explain to other students about health education and how to keep water safe.

### V. Homework: Please, practice what you learned; and also tell your neighbors.

## Phase 6: Evaluation

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

### II. Review the last lesson: Keeping Water Safe - Phase 5

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

Answer: -Performed the play, "No problem for me" for Class ....

### III. Introduction of new lesson: Keeping Water Safe – Phase 6

*Teacher draws a table of their performance evaluation. The teacher asks what were the strong and weak points, and what needs improvement:*

Evaluation Table (Example)

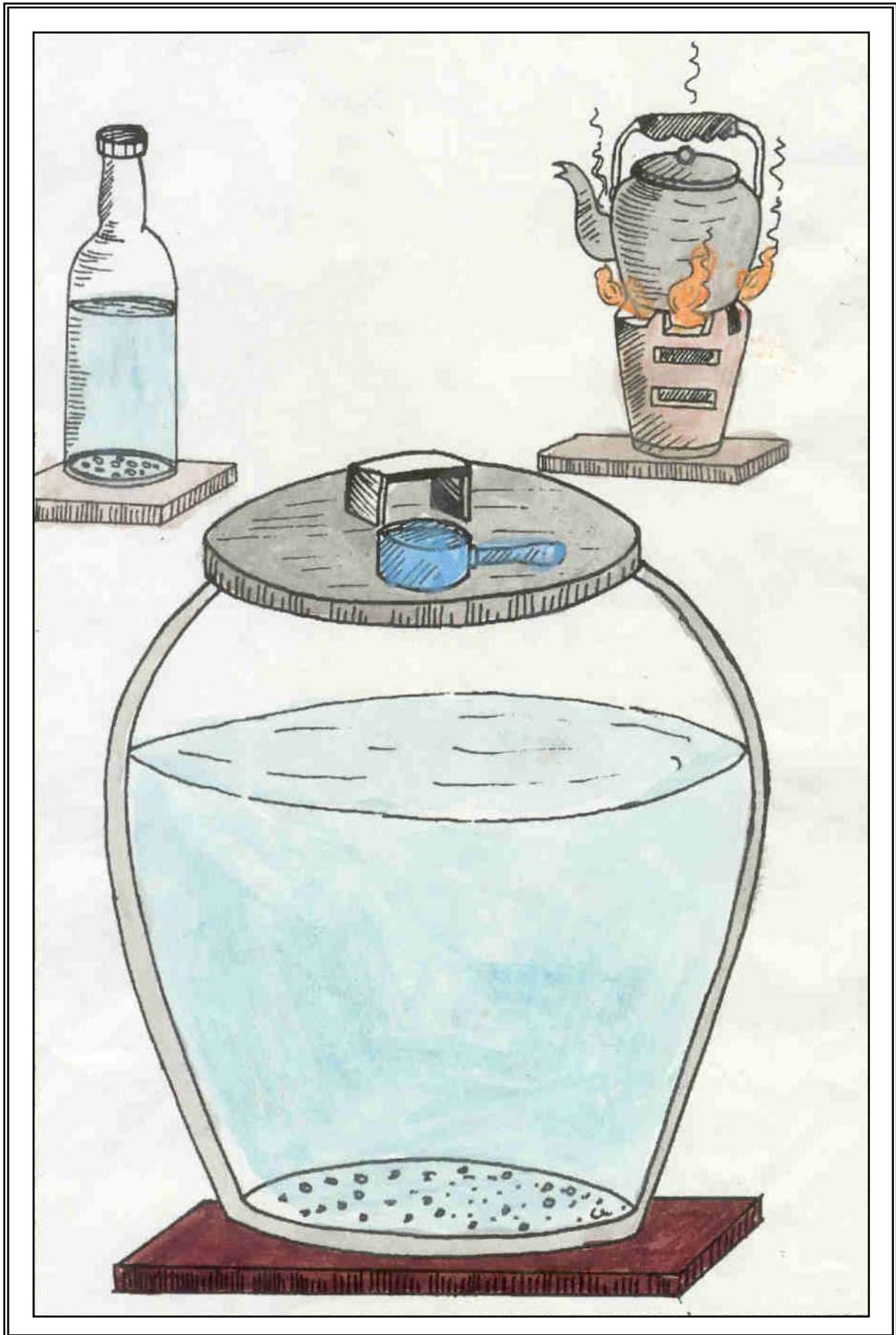
Activity	Strengths	Weaknesses	Correction points
- Performance          - Audience	- Active, confident - Many people in the audience - Audience paid attention - Other class received new knowledge.	- Not all parts of the role-play were done correctly. - Actors didn't show enough gestures - The audience didn't remember all of the terms at the end. - The stage was not well organized. - It was not so funny.	- Keep practicing how to show gestures. - Add more joking words to make students pay better attention.

**IV. Summary:** The performance went very well and other students learned from it.

**V. Homework:** You should practice this drama for your next performance, either at home or at school. Be sure to check how your family keeps the drinking water and make sure it is safe!



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## Grade 2 - Topic 2

**Topic:** *Using a Latrine*

**Time:** 160 minutes

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

- Understand the importance of a latrine, and how to use one
- Maintain a latrine properly
- Defecate hygienically

**Methodology:** Child-to-Child

**Materials:**

- Picture of people defecating and defecation every where
- Picture of a woman exiting a latrine
- Pictures of the proper method of latrine use
- Picture of a fly's head
- “Hygienic Latrine” song
- “Flies, flies, flies” story

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### Phase 1: Choose the topic and study it

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

**II. Review the last lesson:** Keeping Water Safe

*Ask the students to sing the song: “Keeping Water Safe”*

Question: How do we keep water safe?

Answer: Tightly cover the storage jar with the gasket properly placed and before storing or carrying water we must wash our hands, jar, and bucket.

**III. Introduction of new lesson:** Using a Latrine – Phase 1

Question: “What causes neighboring flies to come if you are still?”  
(A Khmer riddle)

Answer: Defecating!

Question: What does ‘neighboring flies’ mean?

Answer: Pigs and flies.

Question: When you are at home, where do you defecate?  
 Answer: In the bushes  
 On the riverbank  
 Bury the feces in shallow hole  
 In the latrine

Question: When at school, where do you defecate?  
 Answer: In the latrine or in the bushes.

***Those who use latrines can maintain good hygiene more easily. If they do not use a latrine, they cannot maintain proper hygiene easily. If there is no latrine, students should bury their stool.***

Teacher: Today what lesson we are going to learn about?  
Answer: Using a latrine

Write the song on the black board: “**Hygienic Latrine**” (rhythm of Lam Laarv; rhythm of Moeull Sart Tituuy).

- |      |   |                        |
|------|---|------------------------|
| I.   | In the latrine use ash or water, oeng oey<br>We want to maintain its cleanliness                            | (2 times)<br>(2 times) |
| II.  | After defecating, don't hurry to go away, oeng oey<br>And forget to pour the water into the toilet          | (2 times)<br>(2 times) |
| III. | In the latrine uses ash, don't forget, oeng oey<br>If the water is used up, don't forget to use ash         | (2 times)<br>(2 times) |
| IV.  | Don't throw in rubbish, wood and rocks, it may crack, oeng oey<br>For those objects can obstruct the inside | (2 times)<br>(2 times) |
| V.   | We clean it up properly, oeng oey<br>Follow rules of good hygiene.  | (2 times)<br>(2 times) |

***Read each stanza first so the students understand. Explain any unfamiliar words or phrases.***

***Ask the students to repeat "Hygienic Latrine" after you. Sing the song one stanza at a time and ask the students to sing each stanza after you.***

***Show the picture:*** Latrine

Question: What is this?  
 Answer: A latrine

Question: What do you use a latrine for?

Answer: For defecation.

**Show the pictures:** Using latrine.

**Note:** *Show the pictures and stick them on the black board.*

**Address the class about the pictures:** Using a latrine

Question: What is the boy doing in this picture?

Answer: Pouring water

Question: What is the boy doing?

Answer: Defecating

Question: What is the boy doing in this picture?

Answer: Washing his buttocks

Question: What is the boy doing in this picture?

Answer: Pouring water and washing hands

**Ask student to arrange pictures logically.**

**Explanation:** *A latrine is the place to store stool; the stool cannot flow from the latrine as it could if we defecate outdoors or into water.*

#### **IV. Summary:**

**Show the picture:** *Defecate outdoors*

Question: What do you see around the boy?

Answer: Flies, Dogs, Pigs, and Chicken eating stool

Question: Among those animals (flies, dogs, pigs, chickens) which one can transmit anything from the stool to uncovered food?

Answer: Flies

**Explanation:** *Flies are agents of transmission of diarrhea and other illnesses. After flies touch the stool, it then touches the uncovered food.*

#### **V. Homework:** Where does your family defecate?

**Phase 2: Further study through observation &**

**Phase 3: Collect the information and discuss**

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

## II. Review the last lesson: Using a Latrine – Phase 1

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

Answer: Using a Latrine

Question: What phase was it?

Answer: Phase 1

Question: Which is the best place to defecate: in the latrine or in the bush?

Answer: In the latrine

Question: If you defecate in the bush, what should you do?

Answer: Bury the stool

*Ask one or two students to sing the song "Hygienic Latrine"*

Question: Who can arrange the pictures on the board to explain how to use a latrine?

Answer: (one of the students arranges the pictures)

*Review the students' homework of where their families defecate.*

## III. Introduction of new lesson: Using a Latrine – Phase 2 & 3

*Address the following questions with the class:*

*Record the answers in a table drawn on the board.*

Question: How many of you defecate in a latrine?

Answer: Record number of students who raise their hands in the table.

Question: How many of you defecate and bury your feces?

Answer: Record number of students who raise their hands in the table.

Question: Who defecates outdoors and does not bury their stool?

Answer: Record number of students who raise their hands in the table.

Information Table:

Total Number of students	Number of students using latrine	Number of students who defecate by burying the feces	Number of students who defecate outdoors without burying feces	Other
35 persons	5 persons	3 persons	27 persons	

*Ask students questions based on the table results*

Question: Do you know how many students defecated outside without burying their stool?

Answer: 27 persons

Question: Do you think this will transmit diseases to others?

Answer: Yes, it will.

Question: Why?

Answer: Flies (and animals) can touch the stool

Question: How many students defecate in a latrine?

Answer: 5 persons

Question: Is this a good action to use a latrine?

Answer: Yes, it is good

Question: Why?

Answer: Because flies cannot touch it

*Note: When flies sit on the feces, the feces will contaminate their legs with germs. If they sit on food that we haven't covered, the germs from the flies' legs will get on the food. Then, if we eat this food we will get the diseases caused by those germs.*

#### IV. Summary:

Question: What can you do to prevent the feces from lying outside?

Answer: Defecate in the latrine, or bury the feces if there is no latrine  
(Ask 4 or 5 students)

- V. **Homework:** Ask the students to tell their parents, brothers and sisters about how to defecate hygienically. If there is a latrine at home, students should show them how to use it properly.

### Phase 4: Activity Plan

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

- II. **Review the last lesson:** Using a Latrine – Phase 2 & 3

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

Answer: Using a Latrine

Question: What phase was it?

Answer: Phases 2 and 3.

Question: What must you do to prevent feces from lying outside?

Answer: Defecate in the latrine or bury the feces.



### III. Introduction of new lesson: Using a Latrine – Phase 4

Question: What will you do in order to show other people what you know about using latrine?

Answer: Some say, "to sing a song ", some say, " to do role play".

#### *Read the story "Fly Fly Fly"*

Open book for the class to view picture (There is an image of a house with poor sanitation; there are feces everywhere outside with a lot of active flies all around).

Speaker: Look at the crowd of flies flying to and from anywhere  
They sit on the food, sit on the meat, and fly on to many surfaces.

The fly steps on feces, steps on mud; it is not afraid  
It flies inside the house with no fear even if we shoo it out.

If we are careless, flies will cause us diarrhea and vomiting, and make us sick until we're skinny, all from little old flies.

#### "Mealtime"

(Aunt Soun's family is eating a meal)

Speaker: Aunt Soun, Uncle Sao, and Sambor are eating a meal. Many flies come around their food. Aunt Soun is eating and shooing the flies.

Crowd of flies: (flying around the family)

#### "After the meal"

Aunt Soun: There are a lot of flies, son; help me shoo them out

Sambor: Don't worry Mom, I will listen to you, and shoo them out

Uncle Sao: Look at that, dear; other houses are not like ours. Why are there so many flies in and around our house, while in other houses there are almost none?

Sambor: Daddy and Mom, it's because of the feces outdoors and their bad smell, which attracts the flies around our house. When people defecate close to the water bank every morning and evening, the feces flow into the water where other people may drink that water, and then get sick with diarrhea and vomiting, Mom.

Speaker: Later, after the evening's meal and discussion, Aunt Soun's family goes to bed. As she settled to sleep, a sharp cry hits Aunt Soun's ears.

Aunt Soun: (Aunt Soun goes straight to her son and asks) What is the matter son?

Sambor: I have a stomachache and I have defecated two or three times already. I am thirsty and so tired.  
(Uncle Sao comes in and massages his son's stomach but it does not get better. He brought in the chamber pot for his son to defecate again).

Samborr: I am very thirsty Mom and Daddy  
(he acts very tired)

Aunt Soun: Keep drinking son. You need the water to help replace all the fluids you are losing.

Speaker: Worried, Aunt Soun and Uncle Sao decide to take their son to the health center.

Sambor: I'm very thirsty Mom

Aunt Soun: Let's drink if you are so thirsty

Speaker: Sambor drinks and defecates several times on the way until they reach the health center.  
(On this session Sambor pretends to have diarrhea – this makes the observers laugh)

Speaker: A day later, Sambor's family came back home because Sambor got better.

### *At Sambor's House*

Sambor: Yesterday, my teacher taught us about hygiene and using a latrine, Mom and Daddy. He taught how to use and maintain the latrine, and I used the school latrine to defecate in. It is very easy Mom and Daddy, it doesn't smell bad and there are no flies.

Speaker: A few days later, one latrine is built at Uncle Sao's house and there are not so many flies as before.

Sambor: Mom! Now that we have a latrine, please listen and I will describe for you how to use and maintain it.

- First pour a bowl of water to make sure the water seal is wet
- Squat to defecate
- Pour water in the bowl to make stool wash down
- Wash your bottom and hands with soap in order to kill germs.
- Then clean the water seal, floor and wall of the latrine two or three times per day.

Aunt Soun; I admit it son, now, you know a lot.

Sambor: Yes Mom, if a house is clean it will have fewer flies!

*(At the end all students sing the song "To wipe out the flies all together", rhythm of 'look at the start of the sky')*

Flies Eunh, their bodies have no smell and their feet are full of germs  
They sit on every place with very dirty feet causing people in the world  
To be sick.

So, children, tell your mothers to remember  
To cover food every where that their bodies can land  
because we don't want flies to sit on our food

Stool, defecated in all houses in our village; people stick together  
We must bury our feces or defecate in a latrine for a healthy and peaceful village.

*(The fly group makes the gestures and dance. At the end of the song all singers shout, "Die flies")*

**Note:** select a volunteer group to observe.

*Instruct the students now to sing the song "Hygienic Latrine", using gestures to follow the "Fly fly fly" role-play:*

Question: Do you want to sing it for other students to listen?

Answer: Yes, we do.

Question: And what grade do you want to sing it for?

Answer: 2<sup>nd</sup> grade

**Select volunteer players:** Mother, Father, one son, 4 or 5 persons for the fly group.

**Recommendation for player group:**

- Tell the title of the story
- Introduce the players.
- Example: My name is \_\_\_\_\_. I act as Uncle Sao.

*(Introduce all the players and let the players proceed with role-play)*

*Assist the players and audience with the following:*

- Clarify that the flies are flying around looking for food
- Show the image of good hygiene pointing out that flies cannot land on food
- Show the image of poor hygiene and uncovered food where flies can land easily

*After the play, arrange the students to pay respect to their audience.*

**Question for the observation team:**

Question: How many people were in the audience?  
Did they enjoy the play?

***Question for the players:***

Question: Did the player act his/her part well?  
Were his/her gestures suitable?  
Were his/her facial expressions accurate?  
Note the location of the performance (example: 3rd grade)

**IV. Summary:** Practice the play and song again.

**V. Homework:** When you go back home, practice and memorize the song, “Hygienic Latrine” and your part for the role-play.

### **Phases 5 & 6: Practice activities and Evaluation**

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

**II. Review the last lesson:** Using a Latrine – Phase 4

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

Answer: Using a Latrine, Phase 4

Question: What did you do in that class?

Answer: Prepare a role-play about flies.

Question: Whom do you want to play it for?

Answer: 3<sup>rd</sup> grade

**III. Introduction of new lesson:** Using a Latrine – Phases 5 & 6

**Note:** Let the students to practice the role-play before going to perform.

**Playing session:** Each group does their individual task with the guidance of teacher

- Tell the title of the story
- Introduce the players
- Students start the play

***Teacher ask the audience once the performance is over:***

Question: What was the title of the story?

Answer: “Fly fly fly”

- Question: What was the story about?  
 Answer: Poor hygienic conditions of a house due to feces lying open outdoors, and flies transmitting germs and disease to their food, which causes Sambor to get diarrhea after eating that food.
- Question: What should Sambor's family do to improve the hygienic condition?  
 Answer: Use a latrine and/or bury stool. Be sure to cover food so flies can't land on it.

***Note:*** After the play, return to your classroom and review information from the observation team. Fill out the table drawn on the board. Help make adjustments to improve the play.

Evaluation table

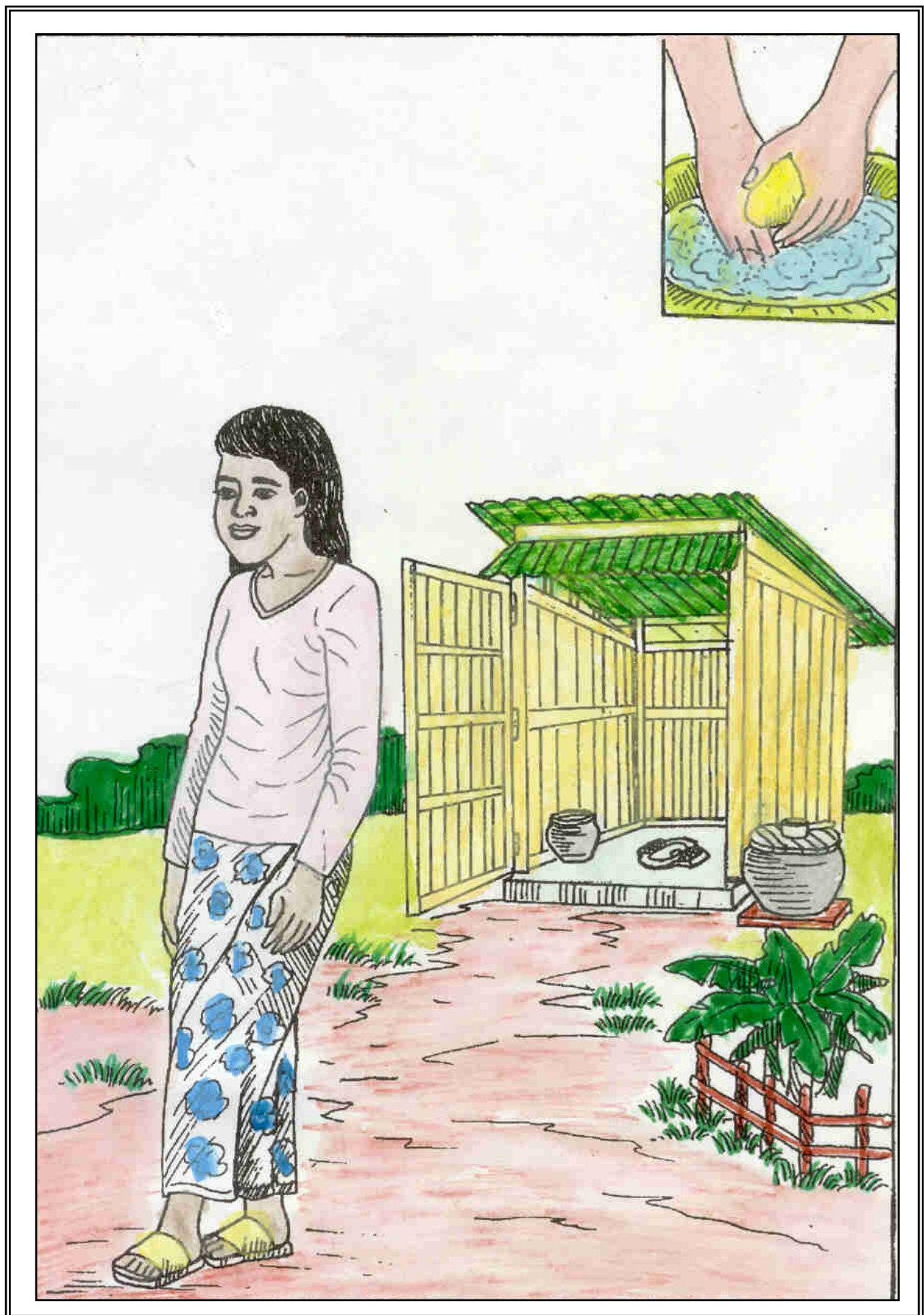
Activities	Strength	Weakness	Correction point
- Performance of "Fly fly fly"          - 3rd grade audience	- Active participation      - 30 persons - Paid more attention to the story and enjoyed it - Received new knowledge.	- Actions not communicated according to story. - Gestures are not accurate - Difficult to remember the story - Difficult to portray the scene	- Practice more with the gestures. - Add more joking actions

#### **IV. Summary:**

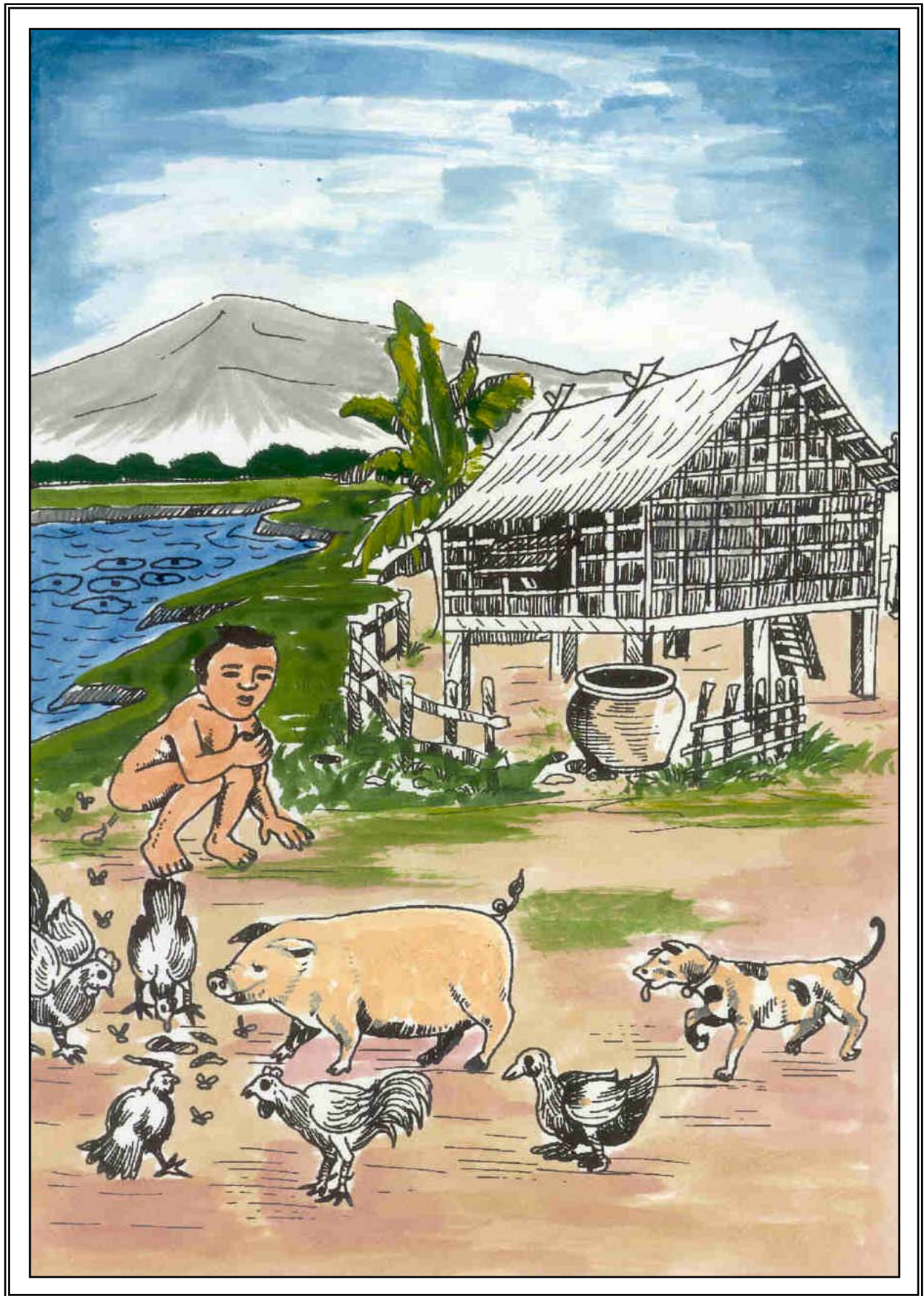
Encourage students to learn the story and practice the gestures correctly. Discuss other places in the community where students can perform the role-play.

#### **V. Homework:**

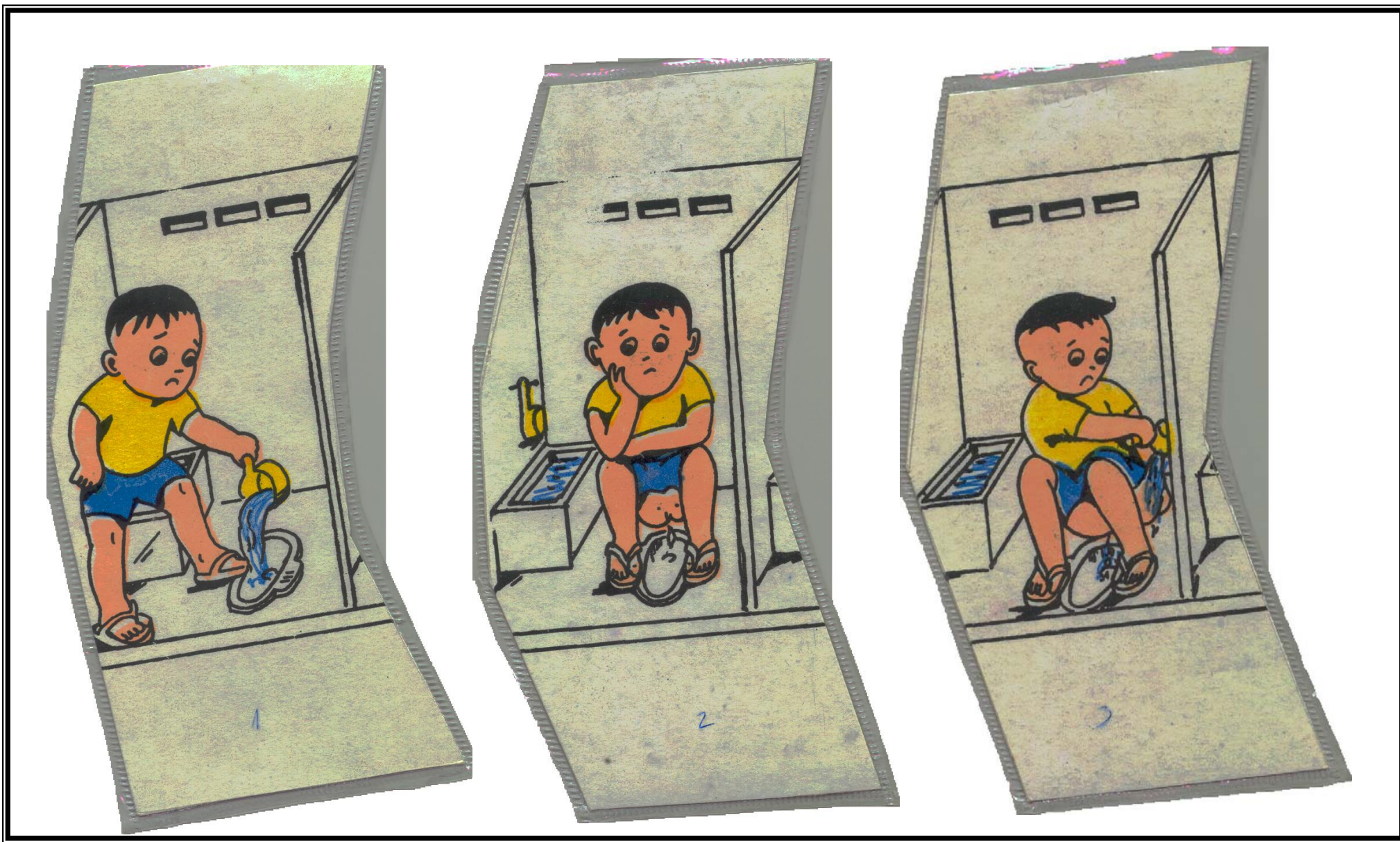
Review the story while you are at home and practice with your family.







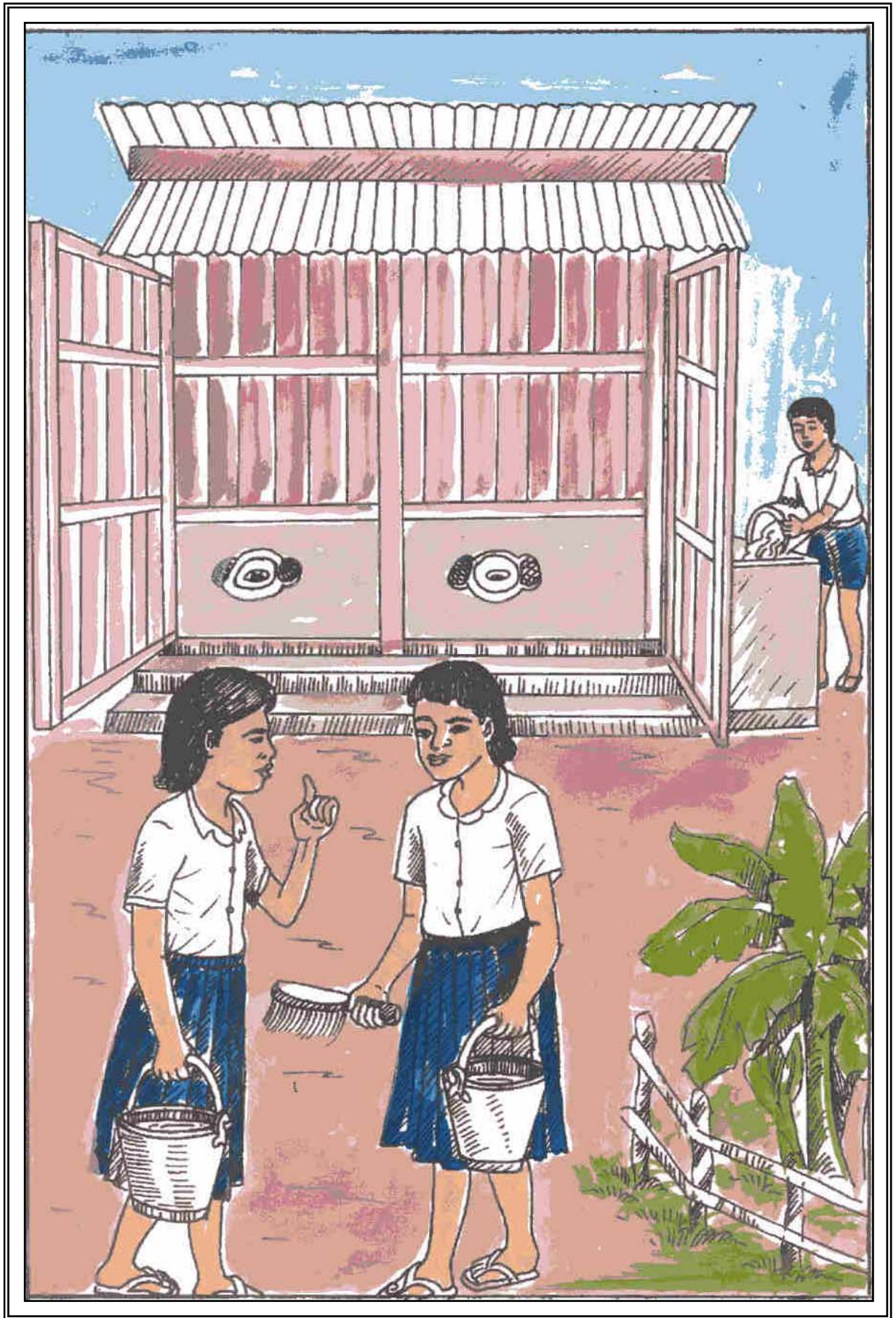




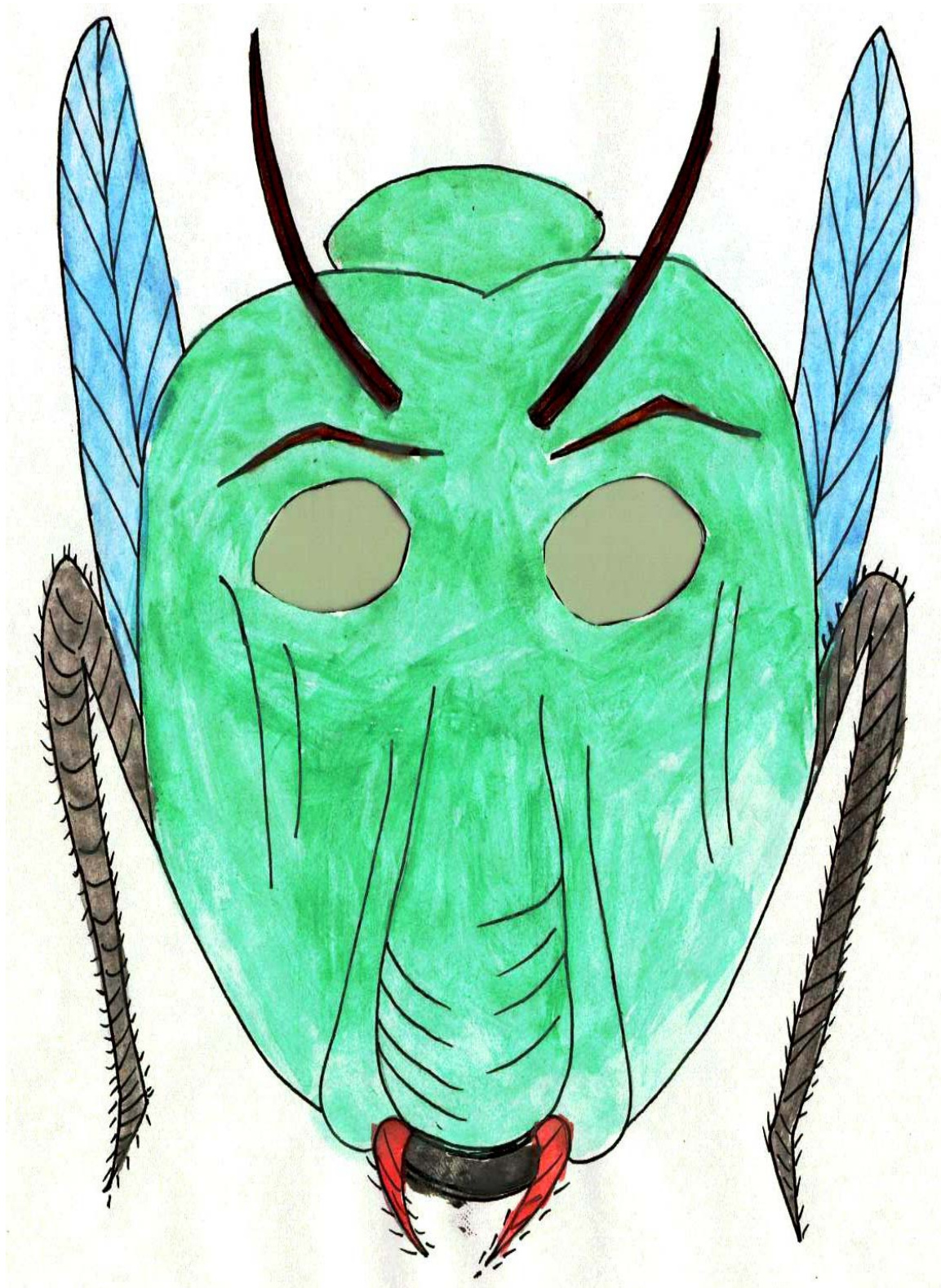












## Grade 2 – Topic 3

**Topic:** *The Three Food Groups*

**Time:** 240 minutes

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

- List the name and function of each of the three food groups through discussion of a song and pictures.
- Identify different types of food through playing a game.
- Recognize the importance of growing vegetables, fruit trees and raising animals with their families and in the community.

**Methodology:** Child-to-Child

**Materials:**

- Picture card of the ‘Construction’ food group
- Picture card of the ‘Energy’ food group
- Picture card of the ‘Protection’ food group
- Picture card of the Nutrition tree
- Game with small pictures of different foods

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### Phase 1: Choose the topic and study it

**I. Organize the class:** Check the attendance list, cleanliness of the class, and prepare the class for their lesson.

**II. Review the last lesson:** Latrine Use

Question: In what ways can you defecate hygienically?

Answer: Defecate in a latrine or bury the feces

Question: What transfers disease to people when you have defecated outdoors?

Answer: Flies sit on stool and then sit on uncovered food

Question: Please show me how to use latrine

Answer: Pour water before defecating, squat, wash bottom, pour water to flush the stool, wash floor, seal pan, and wall of the latrine, wash hands with soap.

**III. Introduction of new lesson:** The Three Food Groups – Phase 1

Question: What did you eat with rice yesterday?



Question: Do you know how many groups food is divided into?

Question: What are they?

Question: What are we going to learn today?

Answer: The food groups

***Write the song “The three food groups” on the board before the lesson and underline important terms.***

***Sing the song for the class, and ask the students to repeat it.***

The song: **“The Three Food Groups”**

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- I. The food we eat daily is very nice, oey (2 times)  
And the foods are different; it is divided into three groups.  
Really, into three groups.
- II. One group helps the bodies grow well, oey (2 times)  
Another group helps us to feel strong everyday  
Really, feel strong everyday
- III. The third group protects our bodies, oey (2 times)  
So we are protected from diseases, and they will disappear because of it  
Really, they will disappear.
- 

***Discuss in a large group:***

Question: What is the title of the song?

Answer: “Three Food Groups”

Question: And how many food groups are there in the song?

Answer: The food is divided into three groups

Question: What are the names of these three food groups?

Answer: Construction food group, Energy food group, and Protection food group

Small groups discussion:

***Divide the students into 3 groups; give them pictures with related questions.***

***Remind each group they will report on their discussion.***

Group 1: Group 1 will discuss the picture of the construction food group.

Question: Describe what you see in the picture.

Question: What is the name of the food group to which these foods belong? How do these foods help our bodies?

Group 2: Group 2 will discuss the picture of the energy food group.  
Question: Describe what you see in the picture.  
Question: What is the name of the food group to which these foods belong? How do these foods help our bodies?

Group 3: Group 3 will discuss the picture of the protection food group.  
Question: Describe what you see in the picture.  
Question: What is the name of the food group to which these foods belong? How do these foods help our bodies?

***Review the answer from each group:***

Group 1: These foods make up the construction food group; they provide the nutrients necessary to grow and maintain the body.

Group 2: These foods make up the energy food group; they provide the nutrients that fuel and strengthen us each and every day.

Group 3: These foods make up the protection food group; they provide our bodies with vitamins, minerals and nutrients that protect our bodies from disease, especially eye diseases.

**I. Summary:**

***Show the picture of the nutrition tree to the class***

Question: Describe what you see in the different parts of the tree?

Answer: Energy coming from the roots of the tree  
The construction food group is the trunk of the tree  
The protection food group lies in the leaves of the tree

Question: How do the three food groups help our bodies?

Answer: Giving the body what it needs for proper growth, maintenance, fuel, and protection.

***Explanation: Our bodies need the three food groups to keep healthy just as in the example of the tree. The Energy foods are at the root of the tree because trees get nutrients to fuel its growth and development. The Construction foods in the trunk demonstrate where the tree needs nutrients to grow big and strong. The Protection foods in the leaves show how the leaves provide the tree nutrients and vitamins to guard it from diseases.***

**V. Homework:**

Ask the class to write down the song in their notebooks, and to practice singing the song at home with family and friends.

## **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:** The Three Food Groups – Phase 1

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

Answer: The three food groups

Question: How do the three food groups help our bodies?

Answer: Giving the body what it needs for proper growth, maintenance, fuel, and protection.

**III. Introduction of new lesson:** The Three Food Groups – Phase 2

Ask the students to pair off and ask each other to answer the questions given below:

Questions:

- What's your name?
- What did you eat with your rice last evening?
- What fruit do you usually eat before or after each meal?

*Ask 2 students to demonstrate for the class:*

Example: Students "A" and "B" ask the above questions to each other, then the report to the class their answers.

*Prepare a table on the chalkboard to record the answers from each student. Collect the information from students and record them in the table.*

Note: *this table will be used in the next lesson (phase 3, step 3).*

Observation Table:

No. of students	Student's names	Food eaten	Fruit
35	A B C D E	- Morning glory, sour soup - Grilled fish - Kakor soup - Fried meat - Boiled wax gourd	- Ripe papaya - Ripe banana

**IV. Summary:** Sing the song: “The Three Food Groups”

**II. Homework:** Answer the following questions:

**III.**

1. How do the Construction foods help our bodies?

2. How do the Protection foods help our bodies?
3. How do the Energy foods help our bodies?

### **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:** The Three Food Groups - Phase 2

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

Answer: The Three Food Groups - Phase 2

*Review the students' homework together in class*

**III. Introduction of new lesson:** The Three Food Groups – Phase 3

*Review and discuss the observation report:*

*Draw the Observation report from last week and read it out for student.*

Table of observation report:

No. of students	Student's names	Food eaten	Fruit
35	A B C D E	- Morning glory sour soup - Grilled fish - Kakor soup - Fried meat - Boiling wax gourd	- Ripe papaya - Ripe banana

*Ask the following questions about each student's answers.*

Question: How many students are there in our class?

Answer: 35 people

Question: What did "A" eat with your rice?

Answer: Morning glory sour soup

Question: What else did that food contain?

Answer: 2 vegetables and 1 meat

Question: What fruit did "A" eat?

Answer: Ripe papaya

Question: Did "A" eat all of the three food groups?  
Answer: Yes, all three groups

**Note:** Ask all students that did the observation.

Question: How many students ate all three food groups?  
Answer: 3 students included all three.

Question: How many students ate less than all three food groups?  
Answer: 2 students ate less than all three groups

**Explanation:** *If you don't eat enough of all three food groups your bodies won't get all the nutrients it needs to grow big and strong. You are what you eat and if you eat food from each of the three food groups you will have the energy you need to grow and develop properly.*

. **Summary**

Question: In order to have enough of the three food groups what can you do?  
Answer: Grow vegetables, fruit trees and raise animals in our home.

. **Homework:**

Match the food with the food group to which it belongs:

- Construction Food	- Ivygourd - Mustard green - Morning glory
- Energy Food	- Meat - Egg - Ripe pumpkin
- Protection Food	- Liver - Fish - 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:** The Three Food Groups – Phase 3

Question: What did you study in the previous health education lesson?  
Answer: The Three Food Groups – Phase 3

*Review the students' homework in class:*

**III. Introduction of new lesson:** The Three Food Groups – Phase 4

- *Tell students the title of a game: The Three Food Groups*
- *Teach the class how to play the game*
- *Pick 3 volunteers to represent the three food groups and put a food group sign on their back. Other students will carry small pictures and must stand in line with the correct food group (behind the students representing that food group).*
- *Hand out the small pictures to the other students.*
- *Those students with the small pictures must run to the food group that they think is correct.*
- *Each group must check their own group and review the other groups in order to see that the pictures are in the correct food groups.*
- *Play this game two or three times so the students understand, switching the small pictures around.*
- *Select one group to play for another class. Demonstrate how students should line up. Divide the rest of the class into 2 groups: One group observing the audience and one group observing the players.*
- *Select one group of students to sing the song “The Three Food Groups”*
- *Select a student to announce and explain the game (assist the student as necessary)*
- *Introduce the players*
- *Allow students to play the game out*

Questions for observing the audience:

Question: How many people are in the audience?

Question: Are they interested in the performance? How many of them are interested?  
Do they understand the game?

Questions for observing the players:

Question: Whose gestures were and were not appropriate? At which point?

Question: Were there any people in the wrong group? How did the students correct those in the wrong group? Did they explain clearly what the game demonstrates?

Question: Where are we going to play? Which day? What time?

Answer: First class, at.....

**IV. Summary**

Ask the class to practice the game for next week's performance

**V. Homework:**



Study the three food groups in order to play the game next week.

### **Phase 5: Practice**

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

**II. Review the last lesson:** The Three Food Groups – Phase 4

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

Answer: The Three Food Groups – Phase 4

*Review the students' homework in class*

**III. Introduction of new lesson:** The Three Food Groups – Phase 5

Question: What did we plan to do for the other class to watch?

Answer: Play the three food groups game

*Take the students to play the game "The three food groups" for the other class*

*One student tells the title of the game and introduces the players*

*Students start to play the game*

*After they finish the game, ask the following questions to the audience:*

Question: What was the game about?

Answer: About the three food groups

Question: What are the food groups?

Answer: Construction, Energy, and Protection food groups

Question: Who liked the game? Raise your hands, please.

Answer: Students raise their hands

The student who introduced the game thanks the audience and announces the group to sing "The Three Food Groups"

All students should pay respect to the audience and return back to the classroom

**Note:** *Contact the VDC or local authorities to arrange a performance for members of the community. If the village has a VHV, arrange a performance during a meeting with a community nutrition group.*

**IV. Summary:**

***Give praise to all students in all groups***

Question: What foods are in each food group?

Answer: Energy Food: rice, corn, potatoes, sugar, honey, bread, etc.

Construction Food: fish, meat, egg, crab, beans, snail, etc.

Protection Food: morning glory, Ivygourd, amaranth, papaya, jackfruit, tomatoes, yard long bean, mango, pumpkin, banana, orange, etc.

- V. Homework:** Remember what you have observed during the game for next week's report.

### **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:** The Three Food Groups – Phase 5

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

What game did you play?

Answer: The Three Food Group game.

- III. Introduction of new lesson:** The Three Food Groups – Phase 6

***Ask for the team reports:***

- The Observation team for the audience gives report
- The Observation team for the players gives report
- Other students help in evaluation

***Discuss ways to improve the game***

Evaluation table, help correct weak points

Example:

Activities	Strength	Weakness	Correction point
- Performance of the game - Number in the audience  - Audience	- Active - About ____ people - Most who sat in front understood better	- Some students stood in a wrong group - Difficult for students in the back to see pictures - Noisy	- Explain importance of each food group

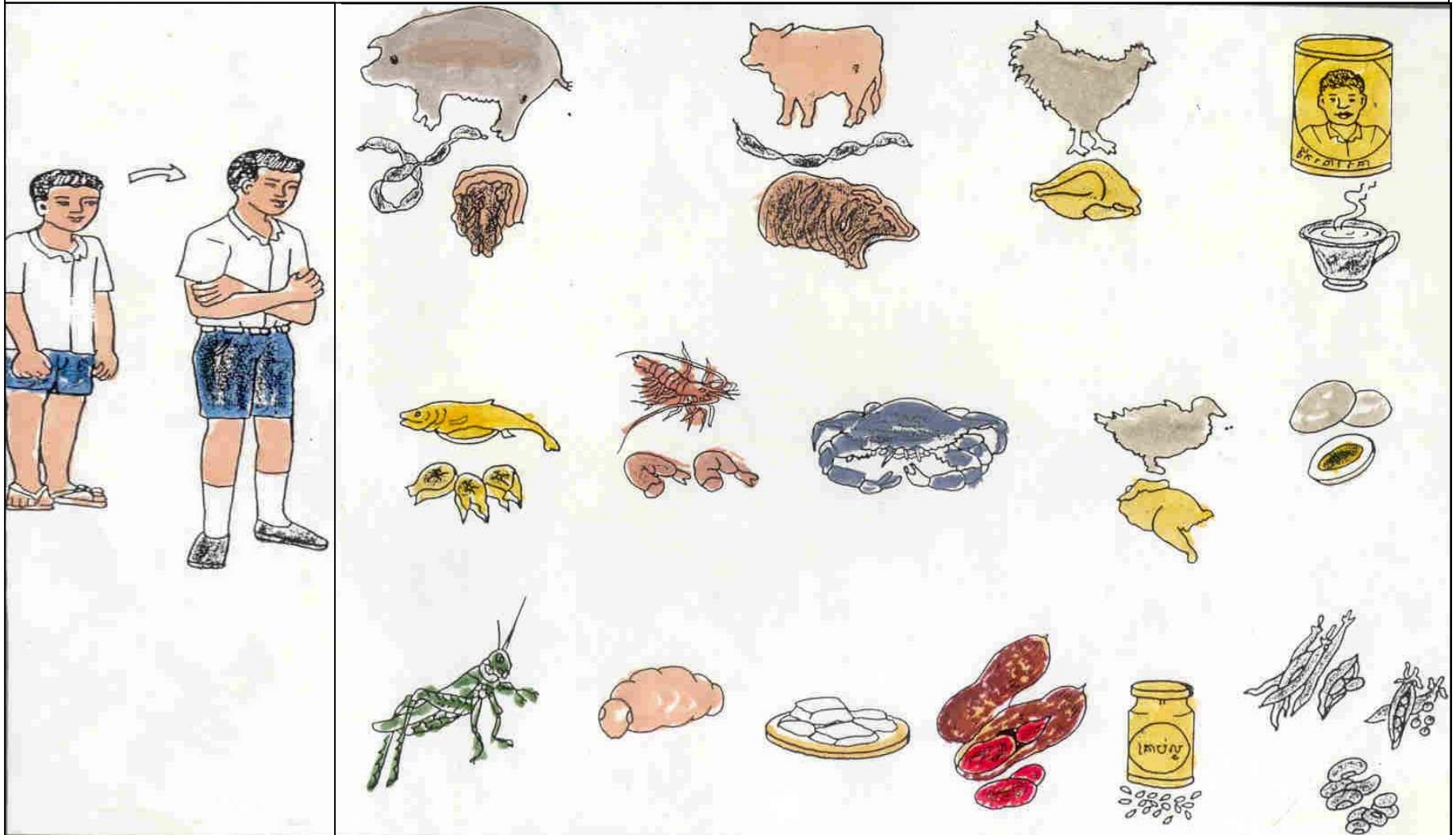
- IV. Summary:**

Let the students change roles and play the game again in order to improve their understanding of the food groups. Invent materials by getting each student to pretend to be a vegetable, meat, fruit etc.

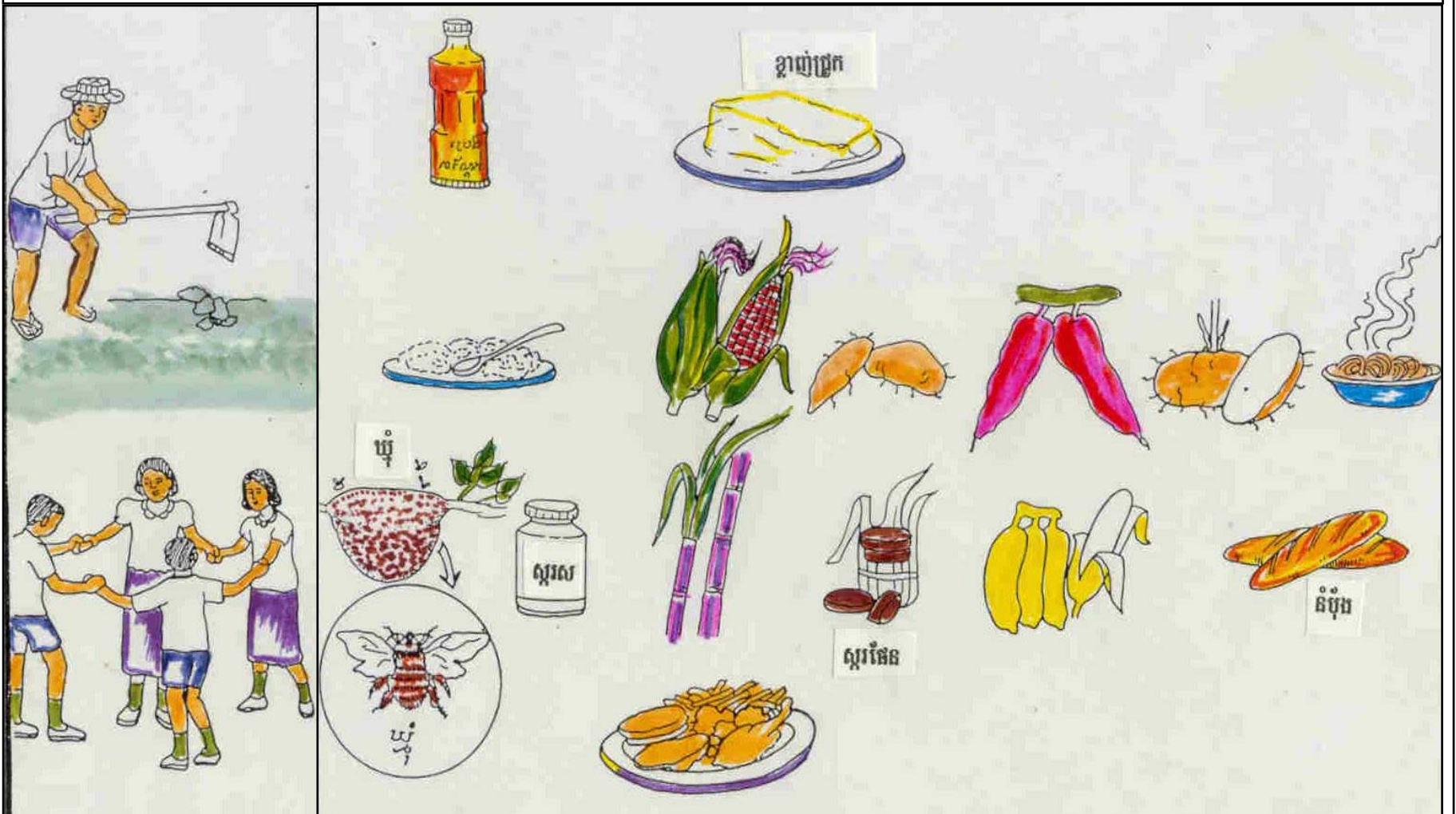
**V. Homework:**

Gather together and play the game for your family. Set up materials creatively with actual examples around the house or drawings of vegetables, meat, fruit etc.

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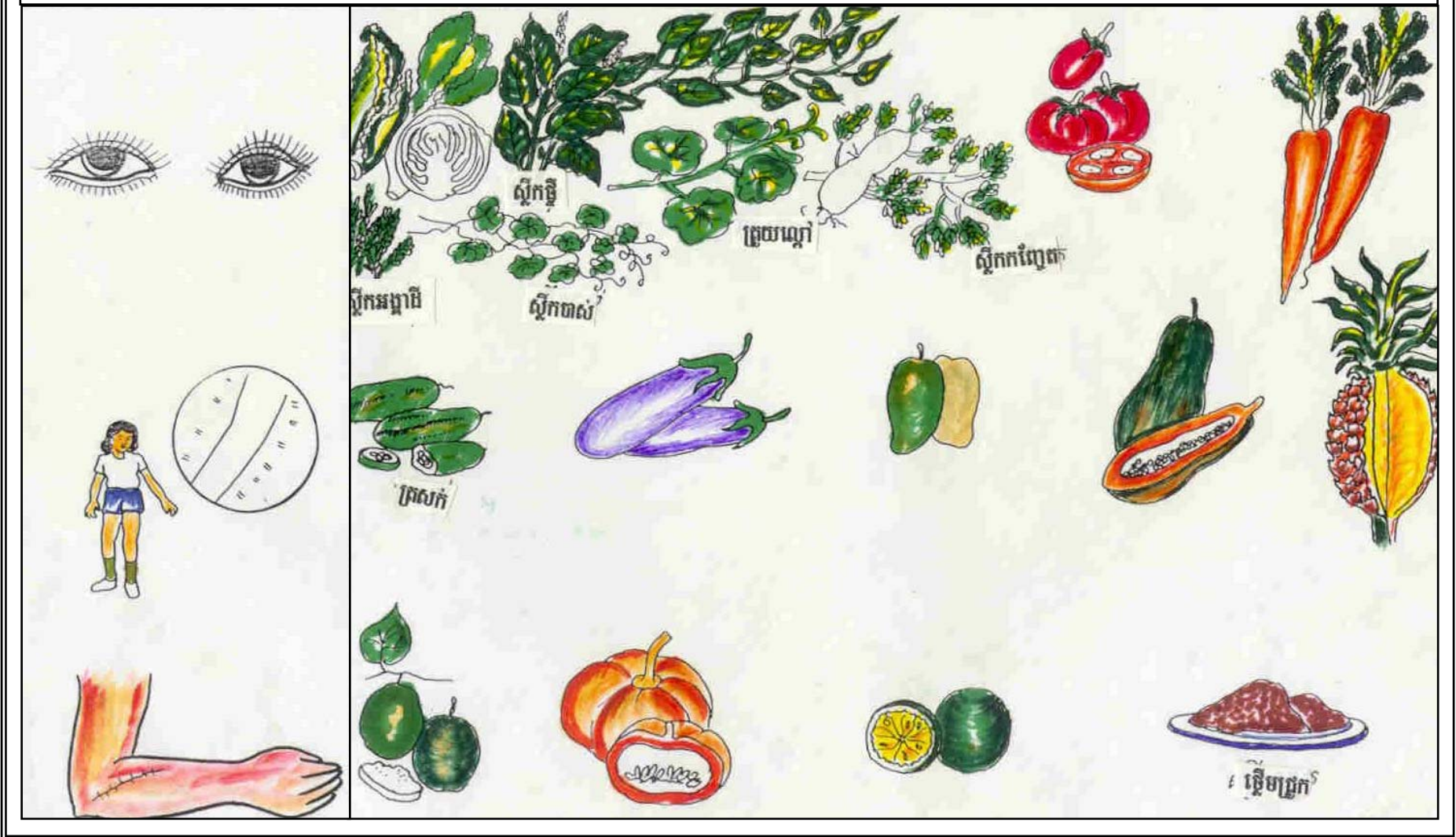


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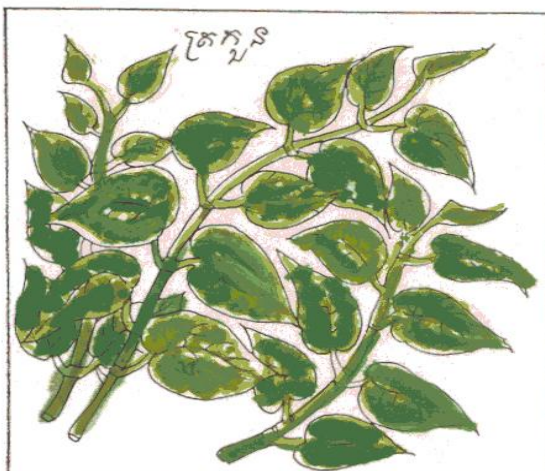
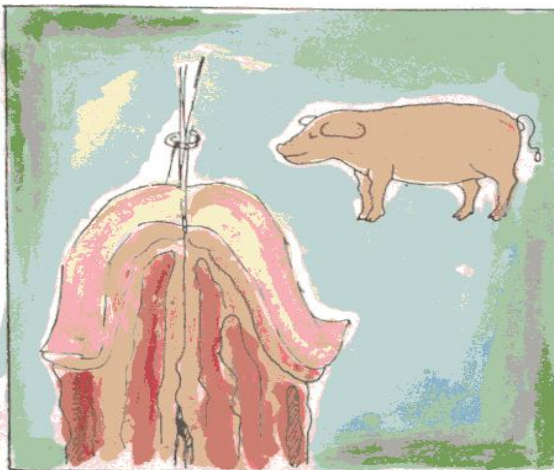




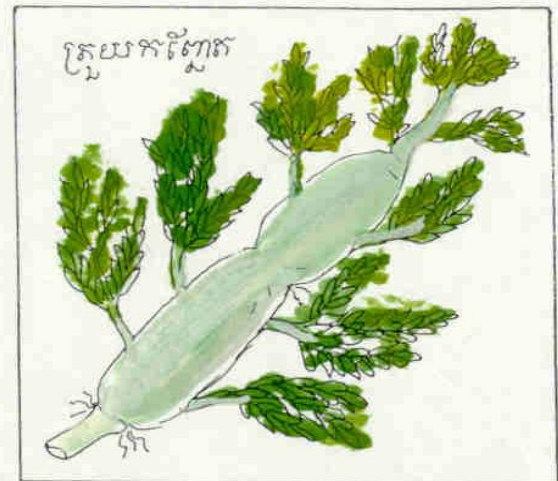
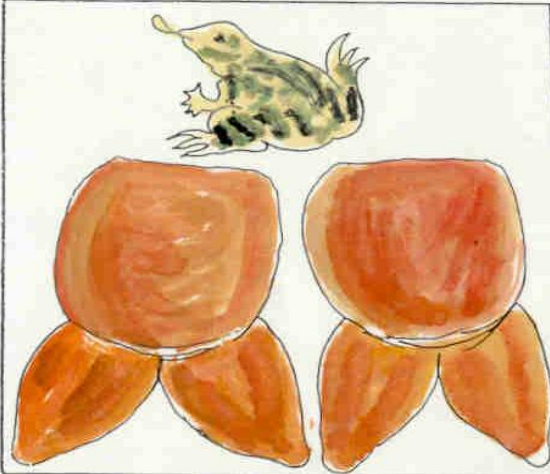
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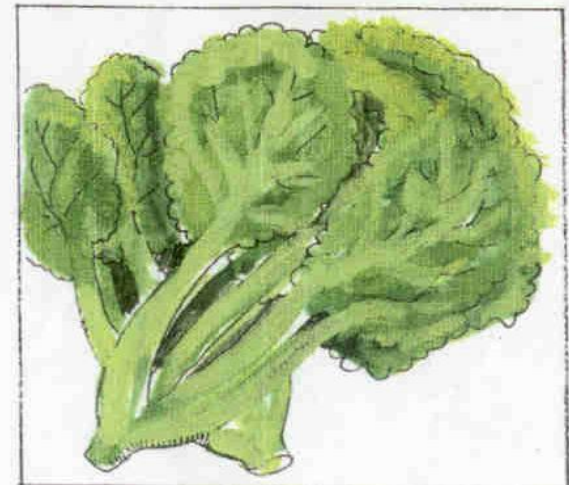
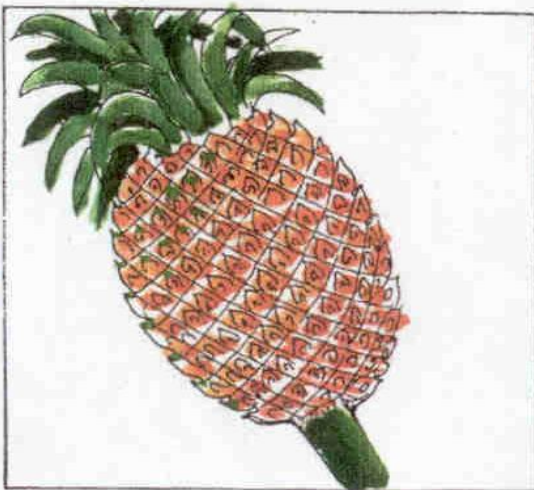
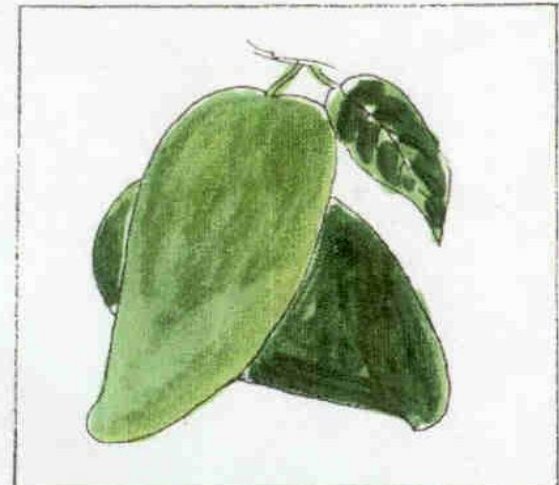
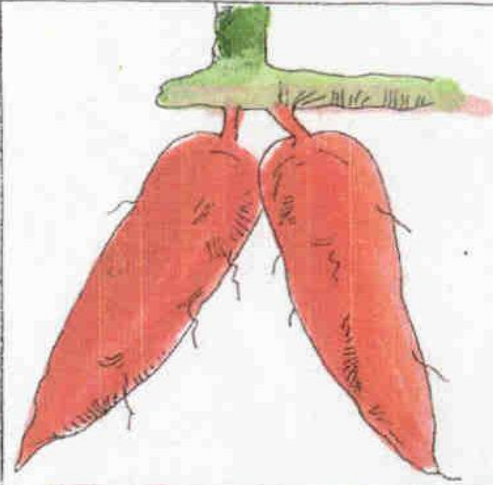












## Grade 3 – Topic 1

**Topic:** *Diseases Caused by Using Unsafe Water*

**Time:** 240 minutes

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

- Describe diseases caused by consuming unsafe water (through singing a song, telling a story, showing pictures and discussion)
- List ways to prevent getting these diseases
- Educate their families and community about ways to protect themselves from diseases caused by consuming unsafe water

**Methodology:** Child-to-Child

**Materials:**

- A story - "Typhoid and Cholera"
- Recitation - "Unsafe Water Brings Disease"
- A drama - "A Problem Caused by Using Unsafe Water"

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### 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 lesson:**

Question: Why is it important to wash your hands?

Answer: -To protect against spreading germs from hands to the mouth  
-Kill the germs.

Question: When is it important to wash your hands?

Answer: - Before eating  
- Before touching any food, cooking and feeding the baby  
- After using a toilet and after work

**III. Introduction of new lesson:** Diseases caused by Using Unsafe Water – Phase 1

Question: If we only drink safe water, can we avoid all diseases?

Answer: No, we cannot

Question: How else can we get other diseases?



Answer: From food

Question: What lesson are we going to learn today?

Answer: Diseases caused by Using Unsafe Water

Question: Do you want to listen to a story?

Answer: Yes.

***Read a story for the class: "Typhoid and Cholera"***

Aunt Mom has two sons named Met and Morn. Today she will make "Banh Chhev" for her sons. She asks Met to bring water and Morn to wash the vegetables at the well, which is about 150 m from the house. Before they leave she tells Morn to wash his hands first and then to wash the vegetables three times; and she tells Met to wash his hands and bucket before carrying the water home. Met and Morn leave together to go to the well, but on their way they see a crowd of boys playing Kaun Kly at the stream's beach. Met and Morn go together to play awhile with those boys. They play for a long while. While they are next to the stream, both Met and Morn think that if they go to the pump it will take much time to pump water for washing vegetables and fill the water buckets. If they do their tasks at the pump, they will be late getting home and their mom will be angry. They both decide to do their chores in the stream.

Morn cleaned the vegetables very quickly without care. Met filled his buckets with stream water forgetting what his mother had advised. They headed back home together. Now that her sons returned, she finished making Banh Chhev and the boys enjoyed a nice meal.

Around midnight, Morn woke up with diarrhea and vomited until morning. Met became feverish with a high temperature and began to feel dizzy. Their mother became worried and went to buy medicine for Morn. He was still vomiting and had a stomachache. Met's temperature kept getting higher and higher. Neighbors finally came and helped transport the two boys to the hospital. The nurse acted quickly to treat Morn informing his mom that he had Cholera. After checking Met's blood, she reported that he had Typhoid Fever.

**Questions about the story:**

Question: What happened after both children ate Banh Chhev?

Answer: Both got sick: Morn with cholera and Met with typhoid

Question: Why did Morn and Met get ill?

Answer: They both drank unsafe water and ate uncooked vegetables that were not washed well.

Question: What can you do to avoid the same fate of Morn and Met?

Answer: -Use safe water for all activities - drinking, washing, cleaning food.  
-Wash hands before eating, after work, after using the toilet.  
-Drink boiled water.

-Cook all food if no safe water available to clean vegetables

A Recitation: “ **Unsafe Water Brings Disease**” - (Rhythm of Prum Makit)

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If you use unsafe water Diarrhea, stomachache	you may ingest germs causing diseases Cholera and typhoid
Your health will suffer You limit your knowledge	You may lose work and study time and interrupt your work.
We must be careful For washing, drinking, cooking	Always use safe water so that you can be healthy and smart

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**I. Summary:**

*Read the recitation “Unsafe Water brings Diseases” for the class to listen and understand*

**II. Homework:**

- Drinking unsafe water causes which diseases?
- Please review and recite the recitation.

**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 caused by Using Unsafe Water – Phase 1

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

Answer: Diseases caused by Using Unsafe Water- Phase 1

Question: What diseases are caused by using unsafe water?

Answer: Diarrhea, cholera, typhoid, hepatitis.

Question: What do we do to know about those diseases caused by using unsafe water?

Answer: (We must do the observation.)

**III. Introduction of new lesson:** Diseases caused by Using Unsafe Water – Phase 2

*Prepare questions and demonstrate how to ask the questions.*

Divide students into small groups to work in sections of the village for interviews. Have one group meet with the Village Development Committee to assist in dividing up sections of the village to work in.

Questions to address with VDC and village health workers

### A. Table for interviewing the VDC or village health volunteer (VHV)

Village..... Name of VDC or VHW ..... Population.....

N.	Question	Answer:
1	What diseases do people often have in this village?	
2	How many people had diarrhea this week? How many this month?	
3	How many people had typhoid this week? How many this month?	
4	How many people had cholera this week? How many this month?	
5	What caused all these diseases?	
6	What do the people do to cure themselves?	

### B. Table for interviewing families

Household head's name..... Number of family members.....

N.	Observing question	Answer:
1	What diseases do you often have in your family?	
2	What disease have you had in your family this week? What diseases have you had this month?	
3	Do you know what caused all these diseases?	
4	Do you know how to prevent contracting these diseases?	

**I. Summary:** Put students in groups of three. Assign one student to be a VDC member, one the interviewer, and the other one to be observer.

- Ask the interviewer to practice asking the VDC member questions
- Have the observer provide feedback. Change roles.

**V. Homework:** Please do the interviews with the questions provided and record the answers to report 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:** Diseases caused by using unsafe water – Phase 2

Question: What did you study in previous health education lesson? What did you do?  
 Answer: Diseases caused by using unsafe water  
 Conducted interviews about diseases in the village and families

Question: Which section of the village did you interview?  
 Answer: (Section.....)

### III. Introduction of new lesson: Diseases caused by Using Unsafe Water – Phase 3

*Address the reports of interviews:*

Question: What did you find out?

*Ask the team leaders to give reports and record students' answers into a table on the board*

Table for interview results with VDC or VHV

Name of VDC or VHV: .....

Population	Frequent Diseases	No. of persons with diarrhea in last month	No. of persons with typhoid in last month	No. of persons with cholera in last month	Assumption about the cause	Prevention
250	Diarrhea Cholera Typhoid	4 people	2 people	3 people	Drinking un-boiled river water	Sought drugs at pharmacy

Table for interview results with families (B)

No. of head of household	Frequent diseases in family	No. of cases of Diarrhea this month	Reported cause of diseases	Prevention
Mr. A	Diarrhea, Cholera	2	Don't know	Buy drugs at a pharmacy
Mr. B	Diarrhea, Cholera	1	Drinking un-boiled water, ate unwashed vegetables	Buy drugs
Mr. C	Typhoid	4	Don't know	Treated at Health Center
Mr. D	Diarrhea	4	Drank un-boiled water in rice field	Treated at Health Center

Question: How many people suffered from diarrhea, cholera, and typhoid?  
 Answer: (Total from table)

Question: Why did they suffer from those diseases?

Answer: Many didn't know, others knew they drank unsafe water or ate unwashed vegetables

Question: What did most people do to address their illness?

Answer: Bought medicine or went to the health center

Question: Do you know how to prevent these diseases without using drugs?

Answer: Drink boiled water, wash vegetables, use safe water for all activities and eat well.

Question: Why does drinking unsafe water cause diarrhea?

Answer: Because unsafe water has germs or other contaminants.

Question: What is unsafe water?

Answer: Rivers, streams, open wells, water that is not covered or that is accessible to hands and germs

Question: How can we avoid diarrhea?

Answer: Using safe water for all activities.

**Explanation:** *Using unsafe water causes diarrhea, typhoid, cholera, and hepatitis. We should use safe water for all activities; drink freshly pumped well water, boiled water or filtered water. Using drugs to cure diarrhea will not prevent it. Families must encourage children to eat well and provide enough food to satisfy the family's health. When someone has diarrhea, they should drink plenty of safe water and coconut milk.*

#### **IV. Summary:**

Question: What will you do to prevent diarrhea, cholera and typhoid?

Answer: Use safe water.

Question: What will you do if you don't have hand-pump well near your house?

Answer: Boil the water we use and/or use a filter.

**Explanation:** *River and stream water contains many contaminants from human stool, animal stool, animal skin, and many other organisms. If we use water from these sources for drinking or washing food, we must treat that water either by boiling or filtering.*

**V. Homework:** Provide the story of diseases caused by using unsafe water for the students to read at home.

## **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 caused by using unsafe water – Phase 3

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

Answer: Diseases caused by using unsafe water – Phase 3

Question: What did we do in Phase 3?

Answer: - Reported the interview results.

- Reviewed the results of the interviews

**III. Introduction of new lesson:** Diseases caused by using unsafe water – Phase 4

Question: According to the interviews what disease is most common?

Answer: Diarrhea

Question: So what can we do in order to make community people aware about diarrheal diseases?

Answer: We design a short drama (about diseases caused by using unsafe water).

Question: Who volunteers to perform the drama?

Answer: [The students raise their hands].

***Select students to perform the play: “A Problem Caused by Using Unsafe Water”***

***6 students are needed to play Sok, Sao, doctor, mother, and 2 cows:***

***The story is found at the end of this topic***

***Pick 2 groups of students to serve as observers:***

- one group to observe the performers,
- the other group to observe the audience

***Advise observers:***

Performance observers need to observe attitudes, actions (gestures, voices, etc.) and their understanding of the play.

Audience observers view participation of the audience and their understanding of the play.

***Prepare materials and arrangements for the performance.***

***Ask students to practice the play.***

- IV. Summary:** Have students practice the play one more time. Have comprehension questions prepared for the audience.
- V. Homework:** Next week for the health education lesson we will perform the play “A Problem Caused by Using Unsafe Water” for the (2<sup>nd</sup> grade class). Please practice performing the play with your brothers, sisters, and friends 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:** Diseases caused by using unsafe - Phase 4

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

Answer: Diseases caused by using unsafe - Phase 4,

Question: Where did we plan to perform the drama “A Problem Caused by Using Unsafe Water”?

Answer: We plan to perform for (2<sup>nd</sup> grade)

- III. Introduction of new lesson:** Diseases caused by using unsafe water - Phase 5

*Organize all students:*

*Review with the performing students the function and roles for each individual. If possible, rehearse the play in the classroom before the planned performance.*

*Lead your class to the site of the play.*

*Announce the title and performers.*

*Students perform the play: assist where needed.*

*Announce the end, thank and discuss the play with the audience.*

Question: What is the story about?

Answer: Diarrhea caused by drinking unsafe water

Question: Why did Sao get diarrhea but Sok did not?

Answer: Because Sao drank untreated water from a pond

Question: What kind of water should you drink to avoid diarrhea?

Answer: Drink safe water: boiled water, freshly pumped well water, or water from the filter.

*Lead your class back to the classroom*



## I. Summary:

Give recognition and praise to the performing group of students.

## V. Homework:

Please review the play at home keeping in mind both good and bad portions of the performance. Next class, we will hear from the observation team and perform the play again.

## 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 during last week's health education lesson? What Phase was it? What activity did you do?

Answer: Diseases caused by using unsafe water - Phase 5  
Performed the drama "A Problem Caused by Using Unsafe Water" for (2<sup>nd</sup> grade)

III. **Introduction of new lesson:** Diseases caused by using unsafe - Phase 6

Question: Please review the report from the observation teams on the performance last week.

***Record students' reports on an evaluation table on the chalkboard***

***Address report with the class and help with strengthening the performance***

Evaluation table:

Activities	Strength	Weakness	Others
- Arrangement of play area - Performers - Audience	- Active - Many who sat in front understood the story better	- Narrow performance area - Spoke quietly - Kids in back talked too much - Students didn't understand all points of the drama	- Performance area should be suitable - Practice speaking loudly and clearly

## IV. Summary:

- Review the observations.

- V. Homework:** Perform “A Problem Caused by Using Unsafe Water” with your brothers, sisters for fun with your family and neighbors.

What can you do to help people avoid the diseases caused by using unsafe water?

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### The story for phase 4

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**Drama:** “A Problem Caused by Using Unsafe Water”

**Characters:** Sok, Sao, A Peal, Akhmao, Sopheap, Doctor.

At the beginning: Sok comes to greet the audience and says: “Hello! Ladies and gentlemen.”

I would like to introduce you a story titled “A Problem Caused by Using Unsafe Water” for your viewing. The story features (every body introduce their name and what role they will be acting)

Then, Sok announces: please, watch carefully and joyfully what follows:

(Sok and Sao are leading their cows out. Sok is carrying ropes and a bottle of water on his shoulder. Sao is carrying ropes but no water).

Sok: Where are we going to tend our cows, Sao?

Sao: Wherever you go, I will follow.

Sok: Really! If I entered the hole of the crab, would you go there, too?

Sao: If you could tend your cow in the hole of the crab, I could too.

Sok: Good enough. Are you bringing a bottle of water today?

Sao: No, it isn't necessary. I'm sure we're going to tend our cows where there is water.

Sok: But you said you would do what I did?

Sao: Sorry. I'm just taking my cow where you cow goes. Don't talk too much, the sun is rising up. Let's tend our cows.

(They both lead their cows out to the grass, then tie their cows up while they chew.)

Sok: It's boring. Let's play Rek.

Sao:            You're on.

(They both play Rek)

Sok:            Wait a moment, I'm thirsty: I'd like some water

(He drinks water from his bottle)

Sao:            I'm thirsty, too. (Hesitate to ask Sok for some water). I'll drink this pond water. I know our teacher told us not to drink from such a place, but I'm sure I've drunk from a pond before.

Sok:            Yeah, but didn't you get sick from it?

Sao:            I don't remember. I'm thirsty though.

Sok:            Anyway, it's late. Let's go home.

Sao:            Yes, sure. My stomach is growling anyway.

(They both lead their cows back home).

Sao:            Mom! My stomach really aches - Can you help squeeze my belly please?

Sopheap:      What's happening to you? Your face looks very pale and your head is very hot.

Sao:            Well, I tended the cow earlier. I was thirsty and I drank pond water. Afterwards my belly started to growl and I've had diarrhea three times already.

Sopheap:      How careless you are! Why didn't you take the boiled water with you? I put it on the table.

Sao:            I was in a hurry - Ouch! I've got a severe pain in my stomach.

(Sao quickly squats away from his mother, he has diarrhea many times)

Sopheap:      Oh, dear! I will get the doctor.

(Leaves and comes back with the doctor).

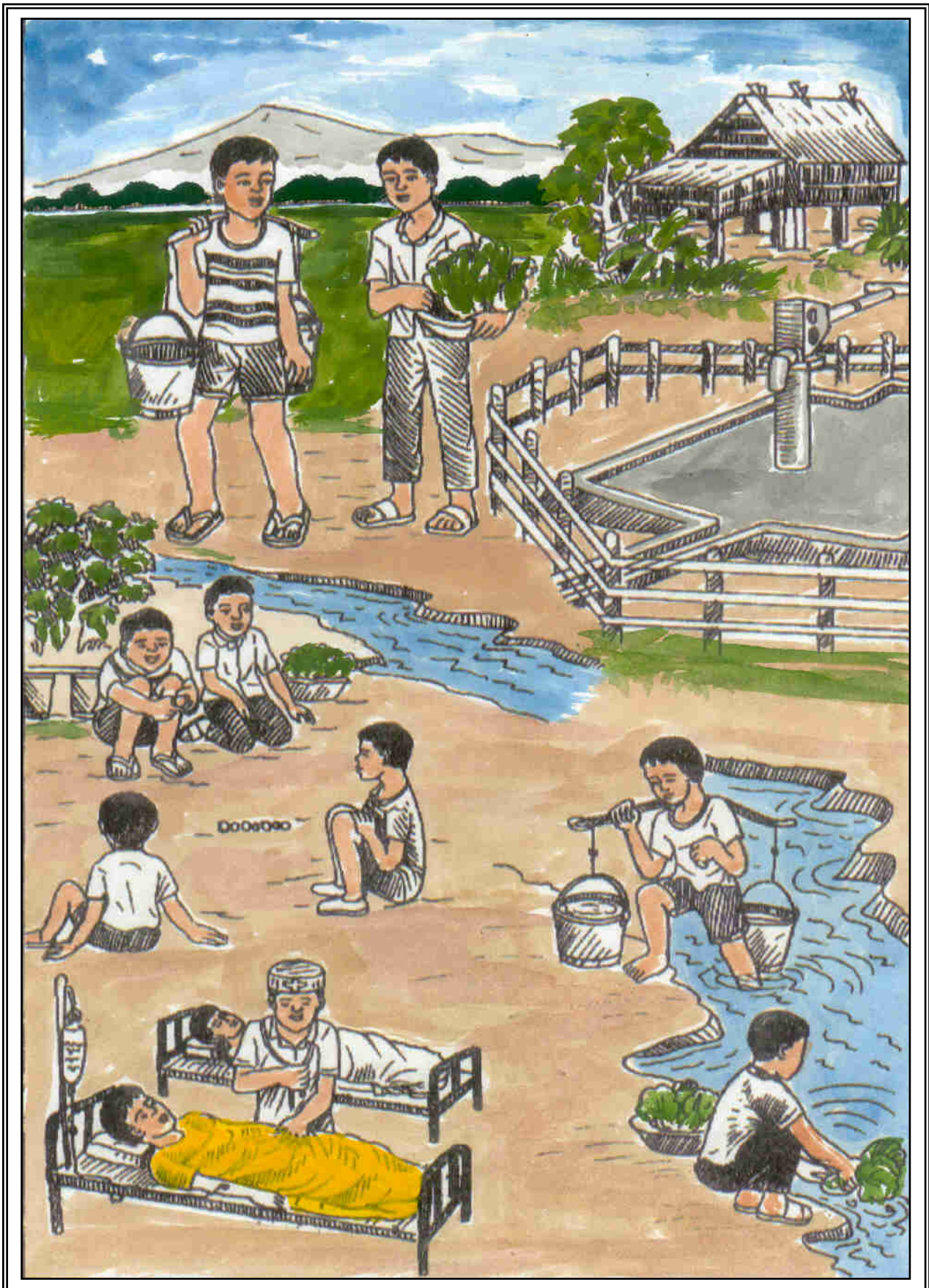
Sopheap:      Doctor, have a look at my son, please. He has had diarrhea so many times. I'm really worried about him. Is there some medicine I can use to make him better?

Doctor: Don't worry. Do you have boiled water? He must drink water because he is dehydrated. I will prepare medicine for him: a package of Oralite powder. Just mix a package of it with one liter of boiled water and then have him drink it until his diarrhea stops. If you don't have any Oralite at home, you can also have him drink fresh coconut juice.

Sopheap: Thank you for your help, doctor. If you had not helped, I would not have known what to do.

Doctor: Not at all. Please, give him boiled water often and advise him to use safe water regularly for all activities. Then he will be able to avoid diseases such as dysentery, cholera, typhoid and hepatitis. Don't forget! I'm off. Good-bye!

Everyone stands in a row. Sok stands in the middle. They bow to signal the performance is over and say thank you and goodbye.



## Grade 3 - Topic 2

**Topic:** *Maintaining a Hand Pump*

**Time:** 240 Minutes

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

- Understand how a broken pump makes safe water unsafe.
- Maintain and protect a well pump properly.
- Care for public property, and help parents clean a well pump.

**Methodology:** Child-to-Child

**Materials:**

- Recitation: “Protecting a Hand Pump”
- Picture of poorly maintained pump
- Picture of properly cleaning a pump
- Picture of pumping water

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### 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:** Diseases Caused By Unsafe Water

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

Answer: Diseases caused by using unsafe water

Question: What will happen if you use unsafe water?

Answer: Diarrhea, stomachache, typhoid, and cholera.

**III. Introduction of new lesson:** Protecting a hand-pump well - Phase 1

*Show the picture of poorly maintained well*

Question: What do you see around the well?

Answer: Buffalo inside the fence  
Mud near the pump  
Hens, ducks on the platform  
A broken fence  
Rubbish on the platform  
Long grass around the well

Question: Why is it muddy nearby the hand-pump well?

Answer: Because there is no ditch to carry the water away

Question: Is the well kept clean and maintained?

Answer: No, it isn't.

Question: What are we going to learn today?

Answer: How to maintain the well.

***Divide the students into 2 groups and give them the pictures of cleaning the well and pumping water. Ask students to discuss the pictures and report back.***

Question for picture 1 & 2: Describe what the people are doing in the pictures?

Answer picture 1: Cleaning & washing the platform

Answer picture 2: Demonstrating pumping water

Recitation: **“Protecting a Hand-pump well”**- (Rhythm of Kac Katec Song)  
***Sing the recitation for the class***

1. The well is pumped for water but the pump will wear out if we don't take care of it.  
To make the pump last, advise everyone who uses it  
Don't neglect to maintain it.
2. Platform of cement and also plaster, don't neglect to clean it.  
It should always be cleaned thoroughly and the ground not muddy  
Maintain good hygiene.
3. If the fence breaks repair it quickly so that it will be good  
To prevent animals from entering into the area and soiling around the well  
Which spreads diseases to us.
4. We make a ditch for water, which is very long for water to run out  
For if there are pools and puddles water will stagnate and it will  
Become the source of germs and diseases.

***Instruct the students to read silently, and write the difficult words on the board***

Definitions:

- Concrete (n): sand mixed up with cement, gravel and water to make a solid surface
- Disease (n): an illness that causes hardships to the body.

***Instruct the students to read the words with help from the teacher. Divide the class into 4 groups and ask each group to discuss one of the following questions.***

**Note:** Ask the group of students to underline the key terms in each passage of the recitation.

Question: Group 1: What does the first passage of the recitation mean?  
Group 2: What does the second passage of the recitation mean?



Group 3: What does the third passage of the recitation mean?  
Group 4: What does the fourth passage of the recitation mean?

***Students discuss and then report back by group***

- Answer:
- The first passage advises us to pump slowly and carefully and that everyone should help take care of the pump.
  - The second passage advises us to keep the platform around the well clean
  - The third passage advises us to keep the fence strong and secure so animals may not enter and soil the area around the well.
  - The fourth passage instructs us to make a channel to direct the water away from the well in order to prevent germs propagating in puddles.

#### **IV. Summary:**

Question: Should there be cattle's stables, latrines, pigs or hen's cages near the well?

Answer: No there should not.

Question: Why?

Answer: Because the feces can leak into the well area and contaminate the water and its users.

Question: Why is it important to clean and maintain the water ditch away from the well?

Answer: So puddles or mud pools cannot form near the well and the platform will stay clean of mud.

***Ask the students to sing the recitation (2 students).***

- V. Homework:** Memorize the recitation "Protecting a Hand-pump Well"  
Think about how you and your family help to protect your well?

### **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:** Protecting a Hand-pump well – Phase 1

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

Answer: Need to protect a hand-pump well

Question: What Phase was it?

Answer: Phase 1.

***Ask a student to sing the recitation "Protecting a Hand-pump Well":***

*Ask students to present their homework and correct it all together in class*

**III. Introduction of new lesson:** Protecting a Hand-pump well - Phase 2.

**Note:**

- *If there is a well on the school grounds, take the students out to monitor it.*
- *If there is not a well on the school grounds, take the students to monitor a well near the school.*
- *Contact the Well Maintenance Repair Team about monitoring the well.*

*Divide the students into 5 groups and select on or two students to lead the observations.*

*Provide a different question for each group.*

- Question:
1. Is the pump still in good condition? Does it pump easily? Is there dirt or anything on the spout or handle?
  2. Is the platform clean? Is there dirt or mud on the platform?
  3. Is the fence broken? Do you see evidence of animals inside the fence?
  4. Is there a ditch leading away from the pump? Does the ditch carry water far away from the pump?
  5. Is there any rubbish around the well? If yes, what kind of rubbish is there?

- Note:**
- *Lead each group of students to monitor the well and ask them to record their answers to the questions above.*
  - *If there is not a well near the school, invite a member of the Well Maintenance Repair Team to meet the students in the class to address the questions with him/her.*

**IV. Summary:**

- Question: Has everyone monitored the well and written their answers?

**Note:** *If they have not written down their answers, ask one student in each group to write them down on the question sheet.*

**V. Homework:** How many hand-pump wells are there in your village?

**Phase 3: Collect the 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:** Protecting a hand-pump well – Phase 2

- Question: What did you do at your previous health education lesson?  
Answer: Discuss ways of protecting a hand-pump well – Phase 2

*Ask the students to sing the recitation "Protection Hand-pump well" - 1 or 2 students.*

Question: What else did you do in phase 2?

Answer: We observed a hand-pump well.

*Review the homework by asking students to report the total number of hand pump wells there are in the village.*

### III. Introduction of new lesson: Protecting a hand-pump well – Phase 3

*Draw a table on the board and record each group's report from their monitoring exercise.*

Well Monitoring Report Table

No. of hand pump wells observed	Group 1	Pump	good	not good		
1	Group 2	Platform	clean	not clean	dirty	
	Group 3	Fence	good	not good		
	Group 4	Ditch	has	has not		
	Group 5	Around the hand pump	clean	not clean	grass	rubbish

**Note:** *In reference to monitoring the condition of the pump, explain how to use a pump properly so that it will last over time.*

Question: What will happen if the platform is slimy?

Answer: People can slip and fall and possibly hurt themselves.

Question: What must you do to prevent the platform from becoming slimy?

Answer: Clean the platform.

Question: What will happen if the fence is broken?

Answer: Animals can come in, and defecate or urinate on the platform.

Question: What must you do if the fence is broken?

Answer: Tell our parents, the VDC, or well maintenance repair team to repair the fence.

Question: What will happen if the hand-pump well has no ditch?

Answer: The water cannot flow away and it will puddle around the pump allowing bacteria, insects and slime to grow

Question: What must you do to prevent this from happening?

Answer: -Make a ditch  
-Don't throw rubbish into the ditch.

Question: What will happen if the hand-pump well has grass, rubbish or mud?

Answer: Snakes, mosquitoes, flies and germs can spread.

Question: What must you do?  
Answer: Pull out the grass, remove rubbish and fill the mud holes.

**IV. Summary:**

Question: What do you do to keep the hand-pump well safe?  
Answer: Clean the ditch often to allow water to flow away from the pump, avoid building latrines near the well, only shower on the platform, do not throw rubbish around the well.

**V. Homework:** You should maintain the hand-pump by repairing and up keeping of the platform, pump, fence, drainage ditch, and area inside the fence. What is the best way to protect a hand-pump well?

**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:** Protecting a Hand-pump well – Phase 3

Question: What did you do in the previous health education lesson? And what Phase was it?

Answer: Protecting a Hand-pump well; - Phase 3

Question: What do you do to keep the hand-pump safe?

**III. Introduction of new lesson:** Protecting a Hand-pump well – Phase 4

Question: You observed a hand-pump last week; was it safe?

Answer: No, it wasn't.

Question: Why wasn't it safe?

Answer: Discuss reasons based on observations.

Question: What can you do to make it safe?

Answer: Depends on the reasons why it wasn't safe when they observed it.

Question: Shall we perform a role-play or clean the hand-pump well?

Answer: Clean the hand-pump well to make it safe; doing so will be an example for others.

**Note:** Clean the hand-pump well in the school or near the school.

***Divide the class into 5 groups and select team leaders for each group. Give each group a responsibility as described below.***

Group 1: -Wash the platform and remove the grass and weeds

- Group 2: -Repair the fence
- Group 3: -Dig or clear the ditch
- Group 4: -Remove rubbish; fill the muddy ground around the pump
- Group 5: -Clean the surrounding area outside the hand-pump well

Every group should bring materials appropriate for their responsibility.

Each group must report on:

- Materials
- Their work results
- Those who work and those who don't

Example: The platform cleaning team must have brushes, brooms, soap etc.

Demonstrate to each group the proper technique of their tasks  
Collaborate with the VDC and the Well Maintenance Repair Team.

#### IV. Summary:

Question: What must Group 1 do? What must they have?  
Answer: Must have brushes, brooms, bucket, soap, knife or hoe etc.

Question: Which well pump are we going to clean?  
Answer: One in the school, or the pump near the school.

#### V. Homework: Ask the class to bring the appropriate materials to school in order to practice

*Ask each of the 5 groups the following questions*

Question: What is your group's responsibility? What materials must you have?  
Answer: Brushes, brooms, bucket, and soap for the platform; knife, machete or hoe etc. to clear the grass and weeds around the well

Question: Which well pump are we going to clean?  
Answer: One in the school, or the pump near the school

Question: Who is responsible for what materials?  
Answer: Students raise their hand according to what that group has determined.

### **Phase 5: Practice the activities**

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

II. **Review the last lesson:** Protecting a Hand-pump well – Phase 4

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

Answer: Protecting a Hand-pump, phase 4. We learned how to maintain the hand-pump and area around it with emphasis on the materials necessary.

Question: What did we plan to do? and where? What did each group bring? *Ask the students to show the materials they have brought to clean the well.*

**III. Introduction of new lesson:** Protecting a Hand-pump well – Phase 5

*Tell each group to observe all activities and report them.*

*Take the class to the pre-arranged well to be cleaned*

**IV. Summary:**

*Assist each group with demonstrations where necessary. Assess the work of each group and of the class as a whole and praise the students' work*

**V. Homework:**

After the work is complete, instruct each group to evaluate the job they have done. Remind each group that they will report this evaluation during the next class.

## **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:** Protecting a Hand-pump well – Phase 5

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

Answer: Protecting a Hand-pump well – Phase 5

Question: What did you do?  
Answer: Cleaned the hand-pump well.

Question: Where?  
Answer: (Students answer accordingly)

**III. Introduction of new lesson:** Protecting a Hand-pump well – Phase 6

*Ask the team leaders to report on the work that each group did last week  
Help evaluate further on strong and weak points of their activities by drawing an evaluation table on the board*



Evaluation table

Activities	Strength	Weakness	Various
<ul style="list-style-type: none"><li>- Cleaned platform</li><li>- Cleared ditch, etc.</li><li>- Assessed the results</li></ul>	<ul style="list-style-type: none"><li>- Enough materials</li><li>- Good group coordination</li><li>- Critical eyes and patience</li></ul>	<ul style="list-style-type: none"><li>- Difficult to clear grass and weeds</li><li>- Some students didn't observe other activities</li><li>- Took a long time</li></ul>	<ul style="list-style-type: none"><li>- Bring materials for everyone in order to complete the task on time.</li></ul>

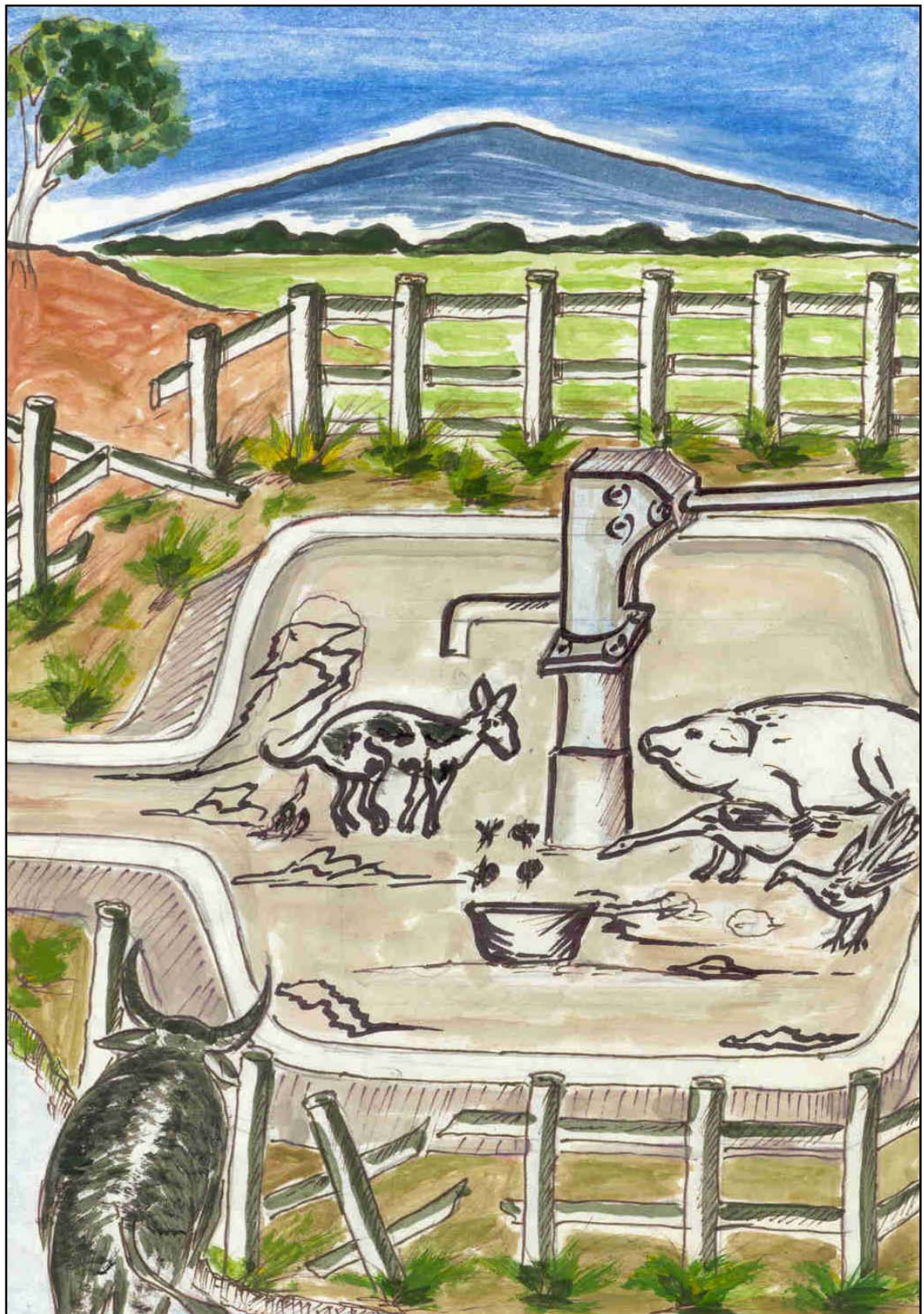
*Praise the students' activities and encourage them so they will continue to protect the well pump. Remind them their work is an example for the other students at the school and community members and shows them how to protect the hand-pump.*

**IV. Summary:**

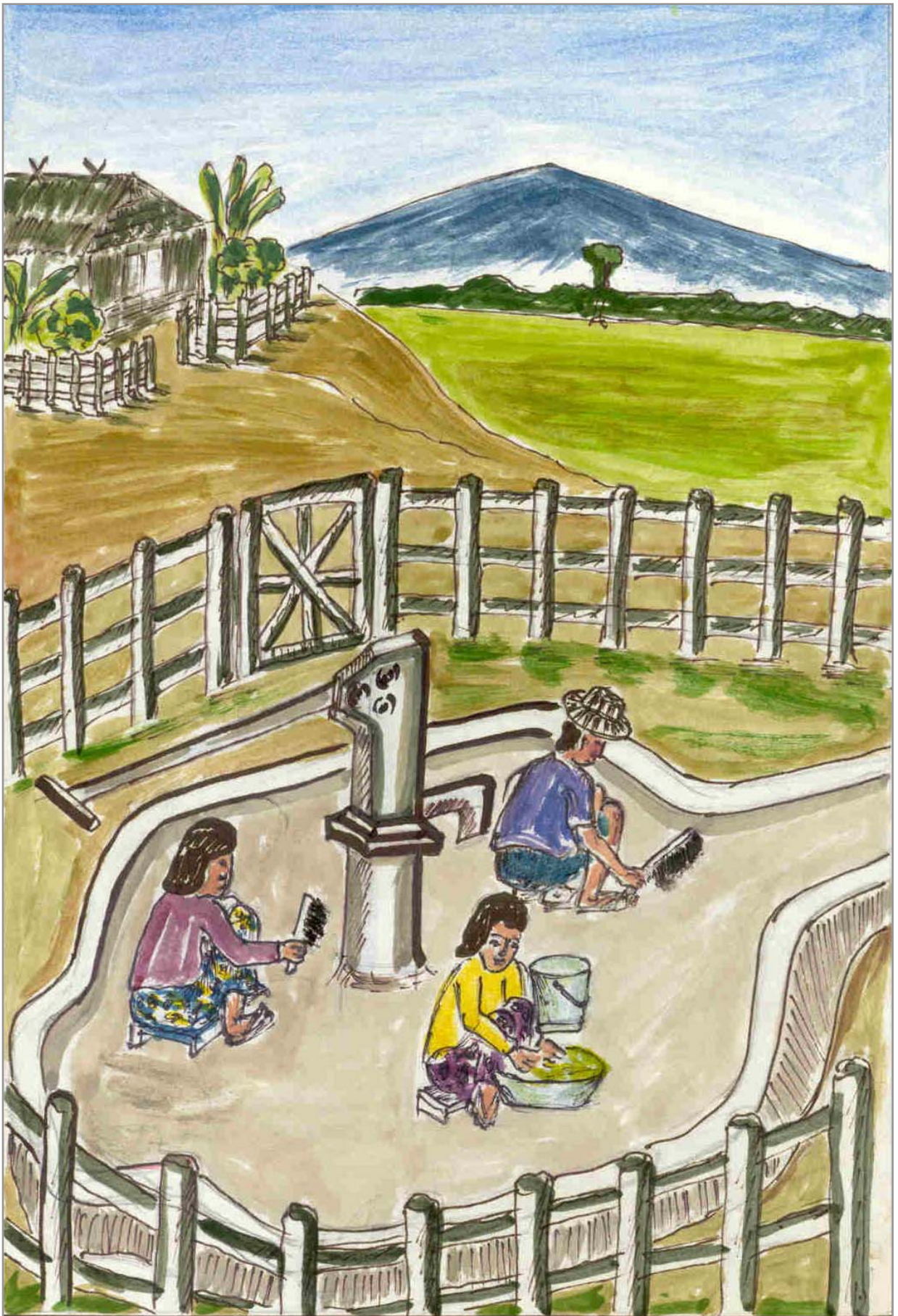
Students sing the recitation: "Protecting a Hand-pump Well"

**V. Homework:**

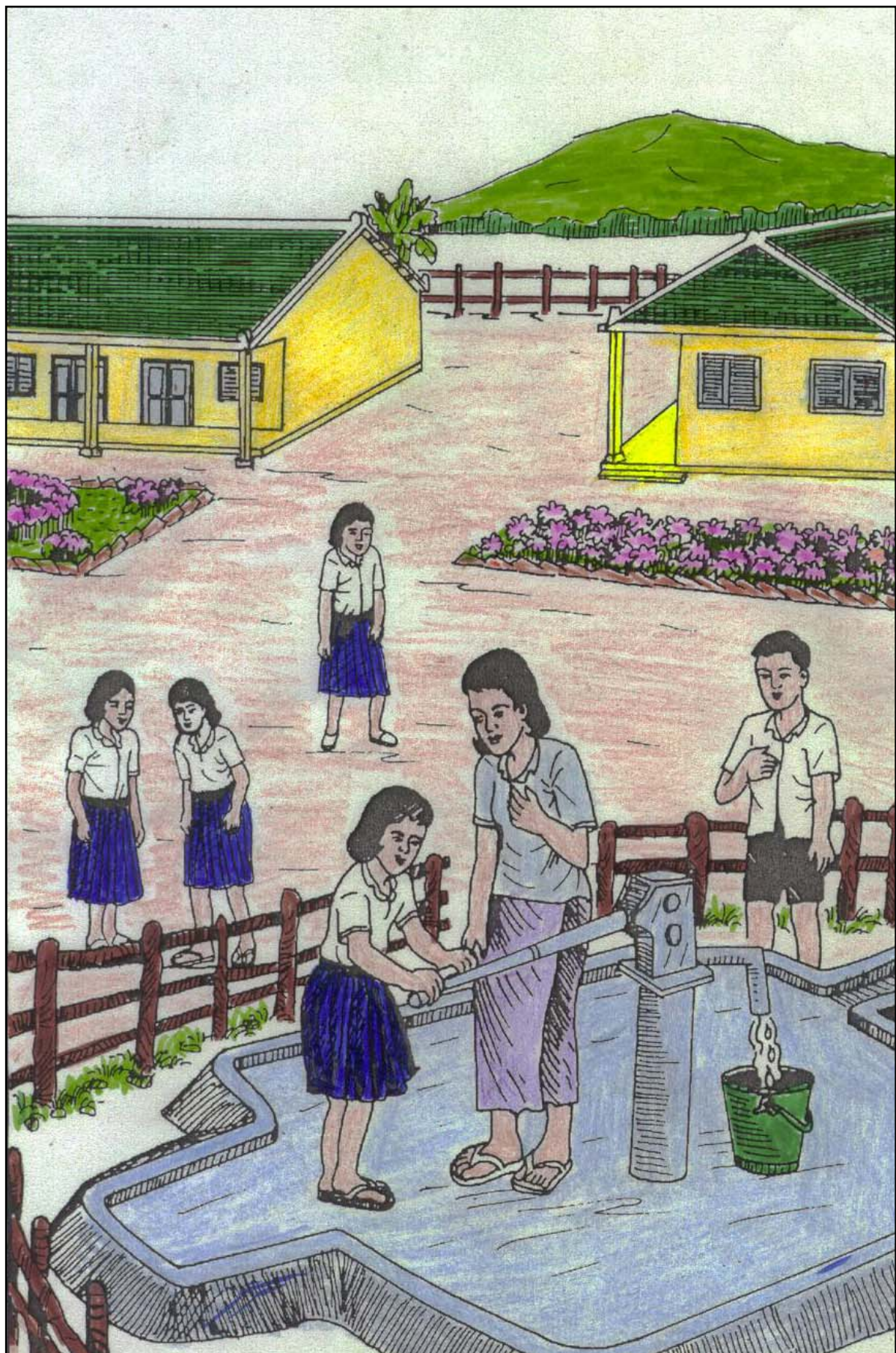
Wash and protect the hand-pump and tell other children to help protect the wells in our community.











## Grade 3 – Topic 3

**Topic:** *Iodine Deficiency*

**Time:** 240 minutes

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

- Correctly identify the signs and effects of iodine deficiency in pictures.
- Recognize the signs and effects of iodine deficiency from the story and through direct observation.
- Become familiar with using iodized salt and communicating the importance of iodized salt to their families and community.

**Methodology:** Child-to-Child

**Materials:**

- Picture card of a woman with goiter
- Picture card of a man with goiter
- Picture card of a pregnant woman with goiter
- Picture card of a classroom with students
- Picture card of sources of iodine

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### 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:** Maintaining a Hand Pump

*Ask a student to sing the recitation: “Protecting a hand-pump well”*

**III. Introduction of new lesson:** Iodine Deficiency

*Show the pictures of a woman with goiter*

Question: What is wrong with this woman?

Answer: She has a growth or tumor on her neck.

*Show the pictures of a man with goiter*

Question: What is wrong with this man?

Answer: He has a growth or tumor on his neck.



***Show the picture of a pregnant woman with goiter***

Question: What about the pregnant woman?

Answer: She also has a growth or tumor on her neck.

***Show the picture of children learning in a class***

Question: What's happened to the child at the back of the class?

Answer: He doesn't understand anything.

Question: Do you want to know what causes goiters?

Answer: Different answers.

Question: What are we going to learn today?

Answer: About what causes goiter and how to prevent them.

***Announce to the class that you will read a story about Iodine deficiency.***

***Tell the story of "Nyano and the Fish"***

***It is an African story that can be rewritten to a drama or play***

**"Nyano and the Fish"**

Nyano had a goiter like other young women in her village, but this disease didn't cause any problems at the time of her marriage. One day several years later she was washing her red petticoat in the river. Suddenly she started crying, and her tears fell into the water and made many ripples on the surface of the water.

At that time there was a fish that saw her crying, and asked, "Why are you crying; is it because of the bad tumor on your neck?"

Nyano said, in tears. "No. I 'm crying because my baby was just born dead; and my first child cannot speak nor hear because he is deaf and mute."

The fish said, "These problems are caused by your goiter. You know, we fish live in the river now, but before we had these goiters, too."

Then Nyano asked, "What did you do to get rid of it?"

The fish answered. "I will tell you if you give me some red corn".

The next day the young woman carried a tray of red corn on her head and walked to the river. She said, "Fish! You are very kind. I have brought you some red corn". The fish lying in the riverbed, heard her voice and swam towards her. It stayed on the surface of the water and ate the red corn while telling her the story.

"As I told you, before we had lumps on our necks, too, and it gave us a lot of trouble when swimming. At that time we prayed to the water spirit for help, and

he gave us this recommendation: 'You should go to the sea which has salt water and drink from it as much as you can. The salt water contains iodine and it will cure your goiter.' So we all did as we were told. Then a miracle happened. The lumps on our necks began to disappear. Our bodies were beautiful as they were before and so we came back to our river. Now, every year we travel to the sea for the salt water."

"Why don't you do as we did"? asked the fish.

When Nyano heard this she cried again and said, "The sea is very far from here. It will take me many days and nights to get there. What shall I do now?"

The fish said, "I cannot let you ride on my back to get there. But you can tell the traders in your village to get the salt from the sea and sell it to the villagers. The salt will give you the iodine that your body needs."

Nyano did as the fish advised her and local merchants began selling iodized salt in the village. Years later, her goiter disappeared and she raised several healthy and beautiful children.

Question: What was the story about?

Answer: Iodine deficiency.

Question: How many characters were there? Who were they?

Answer: Two, Nyano and the fish.

Question: What happened to make Nyano cry?

Answer: Her baby had died and her oldest child could not speak or hear.

Question: What did the fish tell Nyano to do?

Answer: To tell sellers to carry salt from the sea and sell it in the village.

Question: Why did the fish tell Nyano to use salt from the sea?

Answer: Because that salt has iodine.

Question: How did the story end for Nyano?

Answer: She got the merchants to sell salt with iodine. Her tumor was reduced, and she was able to have healthy children.

**Explanation:** *Our Cambodian vegetables and produce do not contain iodine, but now they put iodine into salt and sell it in Cambodian markets.*

#### **IV. Summary:**

*Ask the students to summarize the story*

Question: What does iodine deficiency cause?

Answer: Goiter, loss of speech and/or hearing, mental retardation, and birth defects

*Show the pictures of food containing iodine*

Question: How do you avoid or prevent iodine deficiency?

Answer: We must eat seafood or salt with iodine.

**Explanation:** *In general, people who live far from the sea can easily develop goiters without using iodized salt. Iodized salt prevents goiters and Iodine Deficiency, and it is now available in Cambodian markets.*

- V. **Homework:** Ask the students to tell the story “Nyano and the Fish” to their family to listen.

## **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:** Iodine Deficiency – Phase 1

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

Answer: Iodine Deficiency

Question: What causes goiters?

Answer: Iodine Deficiency

Question: What should we do to eradicate and prevent goiters?

Answer: Use iodized salt and eat seafood

Question: Does Cambodia have iodized salt?

Answer: Yes.

Question: Where do they sell it?

Answer: In most markets, but villagers need to come to the market to buy it.

- III. **Introduction of new lesson:** Iodine Deficiency – Phase 2

*Divide the class into 2 groups; one group interviews and the other group gives information*

*Write the questions for observation on a black board*

Question: Are there any people with iodine deficiency in your village?

Question: What is the cause of this?

Question: What are the signs of iodine deficiency in people?

Question: How can goiter be cured?

Question: How can you prevent it?

Question: Do you have people with iodine deficiency in your class?

Question: How do you notice it?

***Instruct the students to record information from the interviews in order to report to the class***

***If possible, invite a nurse from the health center to speak to the class about iodine deficiency***

Observation Table: (a)

Number of people in the village	No. of people with iodine deficiency	Causes	Signs	How to cure	How to prevent

Observation student Table: (b)

Number of students	No. of students with iodine deficiency	Causes	Signs	How to cure

#### **IV. Summary:**

Question: In order for people to have enough iodine, what should you put iodine in?

Answer: Put it in salt

**Explanation:** *We must use iodized salt more or less every day*

- V. Homework:** Is iodized salt available in the village? Do your families use iodized salt everyday? If no, what can you do to get your family to use it?

### **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:** Iodine Deficiency – Phase 2

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

Answer: Iodine Deficiency – Phase 2

***Review the homework***

### III. Introduction of new lesson: Iodine Deficiency – Phase 3

*Write the results of the interviews from the last lesson in a table on the board:*

- Students report results

Observation Table: (A)

No. of people with iodine deficiency in village	Signs	Causes	How to cure	How to prevent
10 persons	Tumor on neck mute, dumb, mental retardation	Telling a lie; do hard work; give something to someone and then ask for it back; iodine deficiency; massage	Don't know  some people said " operation"	Don't know

Question: How many people in the village have iodine deficiency?

What are their signs?

Answer; 8 persons with goiters; 1 person with mental retardation and 1 person is mute

Question: How did they treat and prevent it?

Answer: They don't know; one person believes an operation will cure it

*Write the student's answers in the table.*

Observation student Table: (b)

Number of students	No. of students with iodine deficiency	Causes	Signs	How to cure
35	5	don't know	Paralysis legs and hands	Don't know

Question: Based on the interviews, what causes goiters?

Answer: Iodine deficiency, hard work, giving something to someone and then asking for it back, massage.

Question: Is it true that all these things cause goiters?

Answer: No, it is not true.

**Explanation:** *The main cause is iodine deficiency.*

Question: How can iodine deficiency be cured?

Answer: Eat food containing iodine, especially salt, which is available in the market

**Explanation:** *People who live by the sea get iodine from eating seafood. Eating fish or crab from the river does not give you iodine. In Cambodia there are companies putting iodine in salt right now and this product provides enough iodine for the body.*

#### IV. Summary:

Question: What can we do to avoid iodine deficiency?

Answer: Eat food that contains iodine

Question: What food contains iodine?

Answer: Iodized salt, sea food, vegetables watered by iodized water.

Question: At present, where is a source easy to find iodine?

Answer: Iodized salt sold in the market.

**Explanation:** *Besides tumors on the neck, there are other signs that may be caused by iodine deficiency such as miscarriages, birth defects, mental retardation, mute or dumbness, paralysis of legs or hands.*

**V. Homework:** Look at the table below and identify the diseases caused by iodine deficiency (mark in 'Yes' column).

Diseases	Yes.	No
- Night blindness - Goiter - Stunted growth - To have an abscess		

#### **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:** Iodine Deficiency – Phase 3

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

Answer: Iodine Deficiency – Phase 3



***Review homework in-group and individually.***

Question: Where do we find iodized salt?  
Answer: In the market

**III. Introduction of new lesson: Iodine Deficiency – Phase 4**

Question: What can we do to reduce iodine deficiency in our village?  
Answer: Perform a drama titled "We need Iodine" (find drama at the end of this lesson).

Question: Who will volunteer to perform the drama: "We need iodine"?

***Choose the actors. Organize two groups: one for observation of the performance and the other for observation of the audience.***

***List the questions for observation of the audience:***

Question: How many people are in the audience? Is the audience interested? Why?

***Draw the table for observation of the performance:***

Question: Do the actors' words, faces and gestures communicate the story?

Name of actor	Gesture		
	Words	Gestures	Faces

***Hand out the story and ask the class to read it silently.***

***Teach the story from beginning to end, demonstrate how to pay respect to the audience and introduce the show with title and actors.***

***Discuss selecting an audience for the drama.***

**IV. Summary:** Students rehearse the play with the teacher's help.

**V. Homework:** Practice the play at home to prepare for the performance next week. Do your neighbors use iodized salt? Count the number of families around you that use iodized salt.

**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:** Iodine Deficiency – Phase 4

Question: What did you learn in the previous health education lesson?  
What phase was it?  
Answer: Iodine Deficiency – Phase 4

***Review homework from the previous day; count the number of students who have neighbors that use iodized salt (by asking students to raise their hands).***

### **III. Introduction of new lesson: Iodine Deficiency – Phase 5**

- Rehearse the performance by arranging the actors and observers
- Take the students to perform the play: “We Need Iodine”
- The speaker introduces the title and players
- The players conduct the play
- The speaker announces the end, thanks the audience and asks for comments.

***Questions to address with the audience:***

Question: What was the title of the story?  
Answer: “We need iodine”

Question: How many characters are there?  
Answer: Two: Soven and Dany

Question: What were they talking about?  
Answer: They had a discussion about iodine, which their children learned about from the teacher.

Question: Do Soven and Dany know what iodine deficiency causes?  
Answer: Goiter, muteness, dumbness, paralysis, underweight baby, children have retarded growth.

Question: Who in your family uses iodized salt?  
Answer: (students/audience raises their hands)

***Bring students back to your classroom after their performance for discussion. Be sure to compliment them for their performance..***

### **IV. Summary:**

Question: Please summarize the discussion between Soven and Dany.  
Answer: Soven and Dany discussed iodine deficiency and the diseases that her child learned about from her teacher. Iodine deficiency can cause tumors on the neck, miscarriage or birth defects. To prevent these problems, they realize they must use iodized salt.

### **V. Homework:** Students should rehearse the play at home so they understand the story. They should prepare for a performance with evaluation next week.

## **Phase 6: Evaluation and correction**

**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:** Iodine Deficiency – Phase 5

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

Answer: Performed a play called: “We Need Iodine”.

Question: Did the audience report using iodized salt?

Answer: (according to the audience)

**III. Introduction of new lesson:** Iodine Deficiency – Phase 6

*Write the reports of the observation teams in the table:*

Activities	Strength	Weakness	Others
- Classroom		- Narrow place	- Place should be arranged appropriately
- Performers	- Active	- Spoke loudly and clearly but did not use gestures well.	- Rehearse speech, gestures and include jokes.
- Audience	- Large audience - People in front understood play better	- Those who sat in the back talked too much	

Teacher: Who has not acted or observed?

Student: (Students raise their hands)

Teacher: Review the evaluation of the performance and encourage new students to rehearse. Discuss with the class whether the performance was a success and encourage them to do another performance.

**IV. Summary:**

Question: Please review the strengths and weaknesses of the performance.

Answer: Active, smile, not afraid, use good words, be more confident.

**V. Homework:**

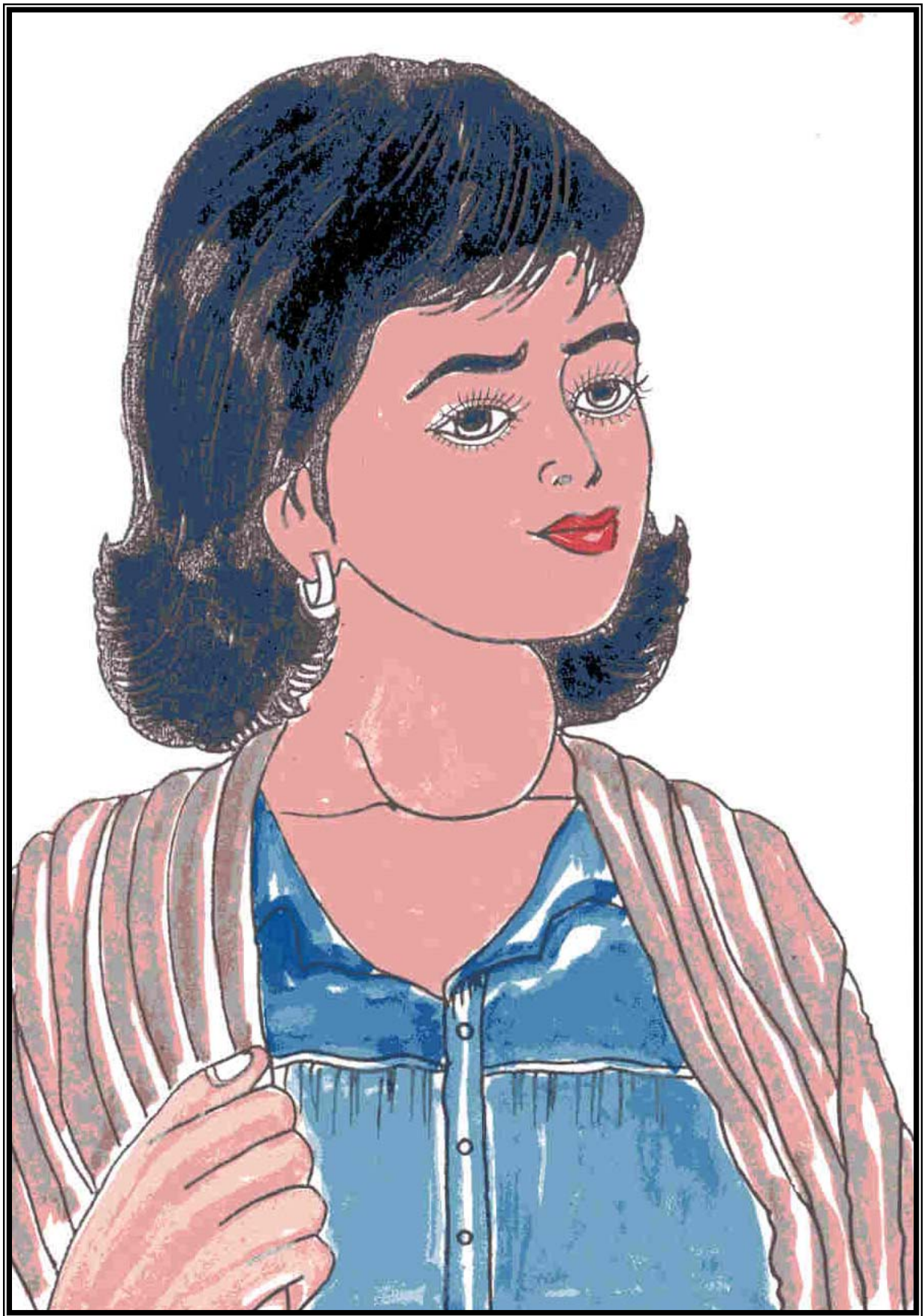
Practice the drama "We need iodine" at home so you can perform again for your family or village to watch.

What can you and other people do to avoid iodine deficiency?

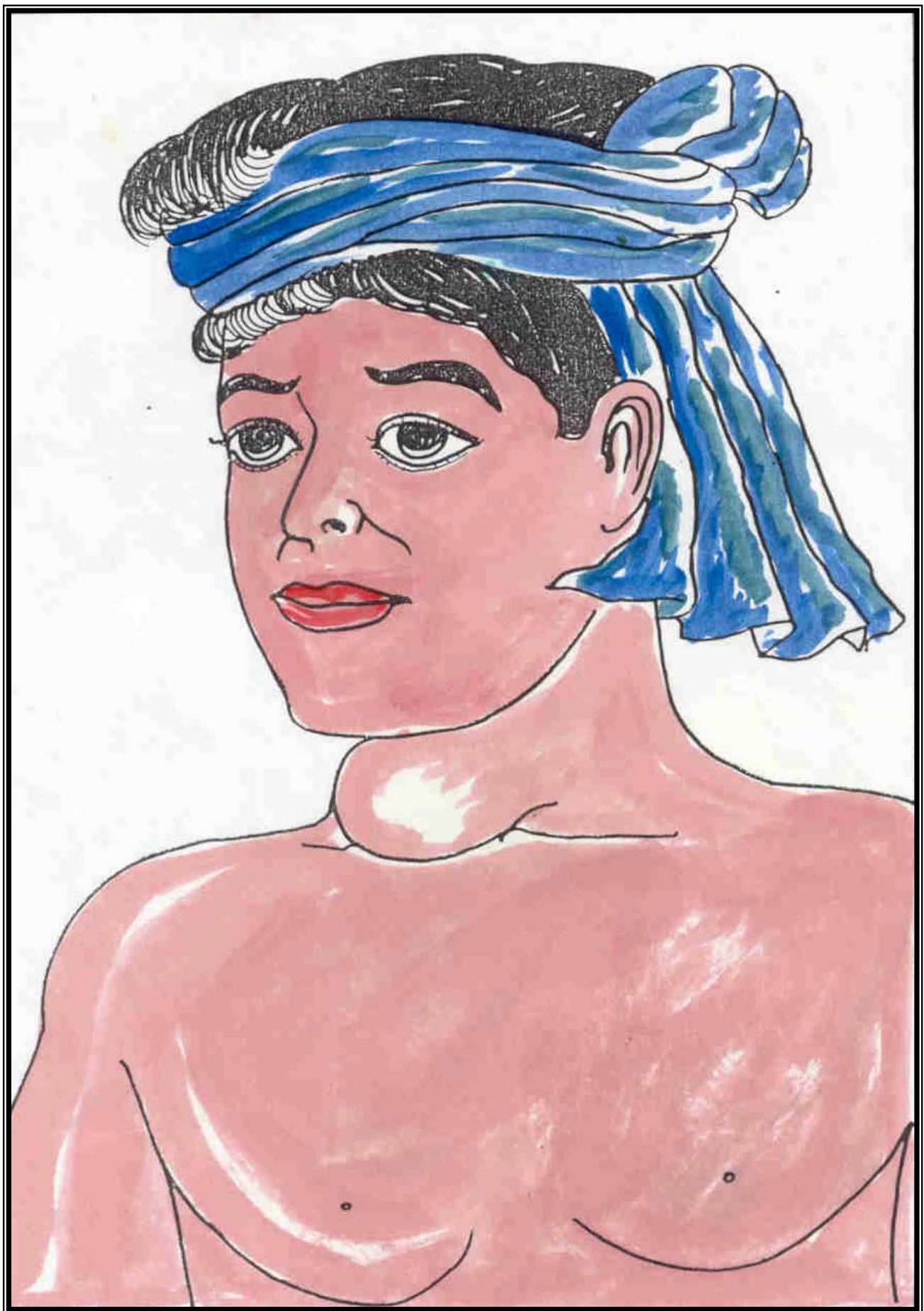
*A story: "We Need Iodine"*

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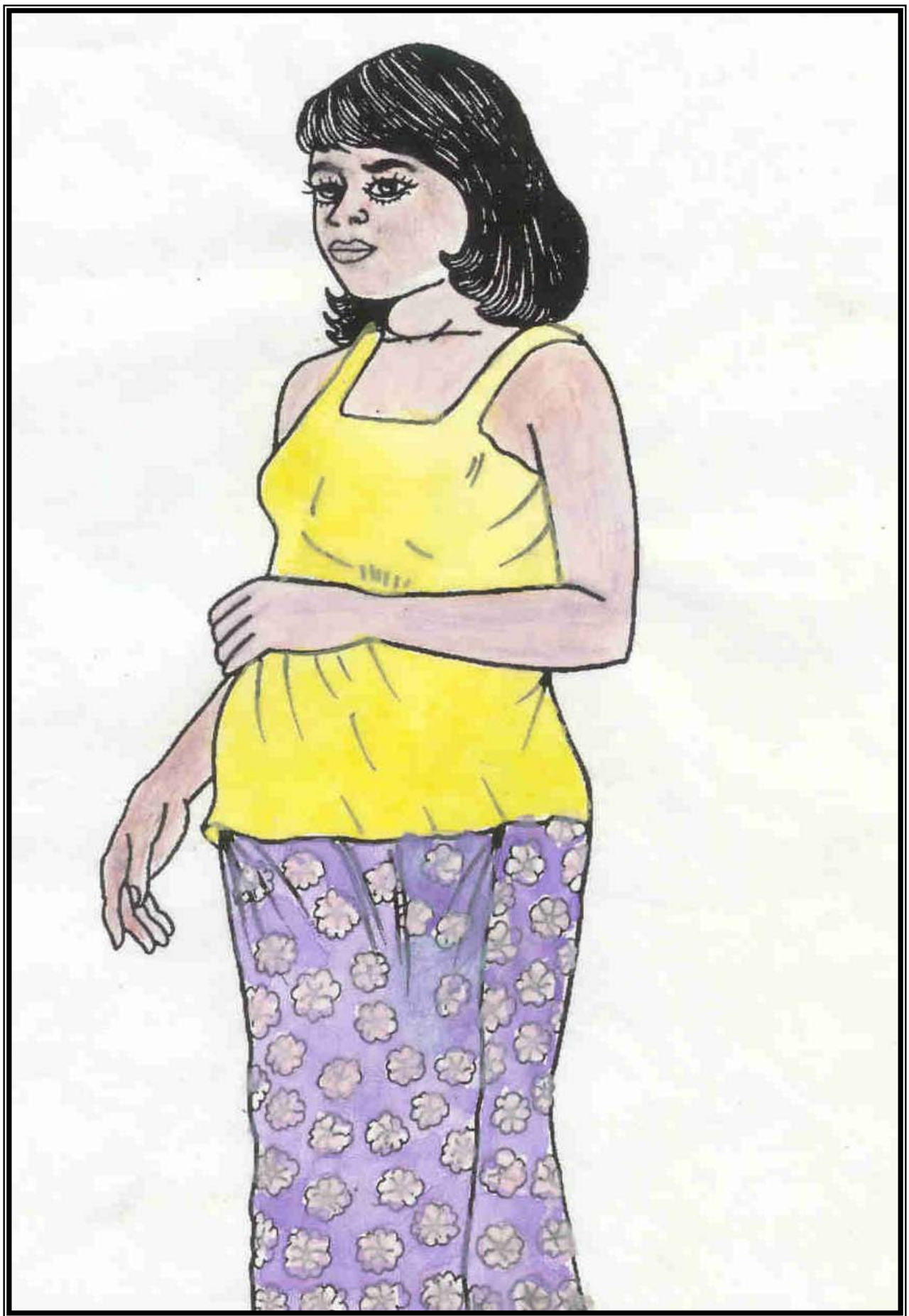
- Soven: Hello Dany! How are you?
- Dany: Hello Soven! I'm fine, how about you? What is matter?
- Soven: Well, my daughter came home from school and told me that the tumor on my neck is due to iodine deficiency. The food we eat here inland, fish and vegetables, do not contain iodine.
- Dany: Yes, my child also told me this. She also said that a pregnant woman who does not have enough iodine can lose the child by miscarriage or have birth defects in the baby. Do you remember Sopheak's baby? He was born small and then died after 2-3 days; she had a goiter and needed supplemental iodine.
- Soven: Well, I bet that's what happened! My daughter informed me that iodine deficiency can stunt a child's growth and cause mental retardation. So, I think what she said is true.
- Dany: Soven, I'm worried about this. How can we prevent this from happening?
- Soven: My daughter told me that right now the government puts iodine in salt and sells it in every market in Cambodia. Using this salt is enough to prevent and reduce the iodine deficiency disease.
- Dany: That is a good idea. My daughter said that we can put iodine medicine into water or take iodine tablets or use iodized salt. Let's go see the village development committee to find out where to get our iodine.



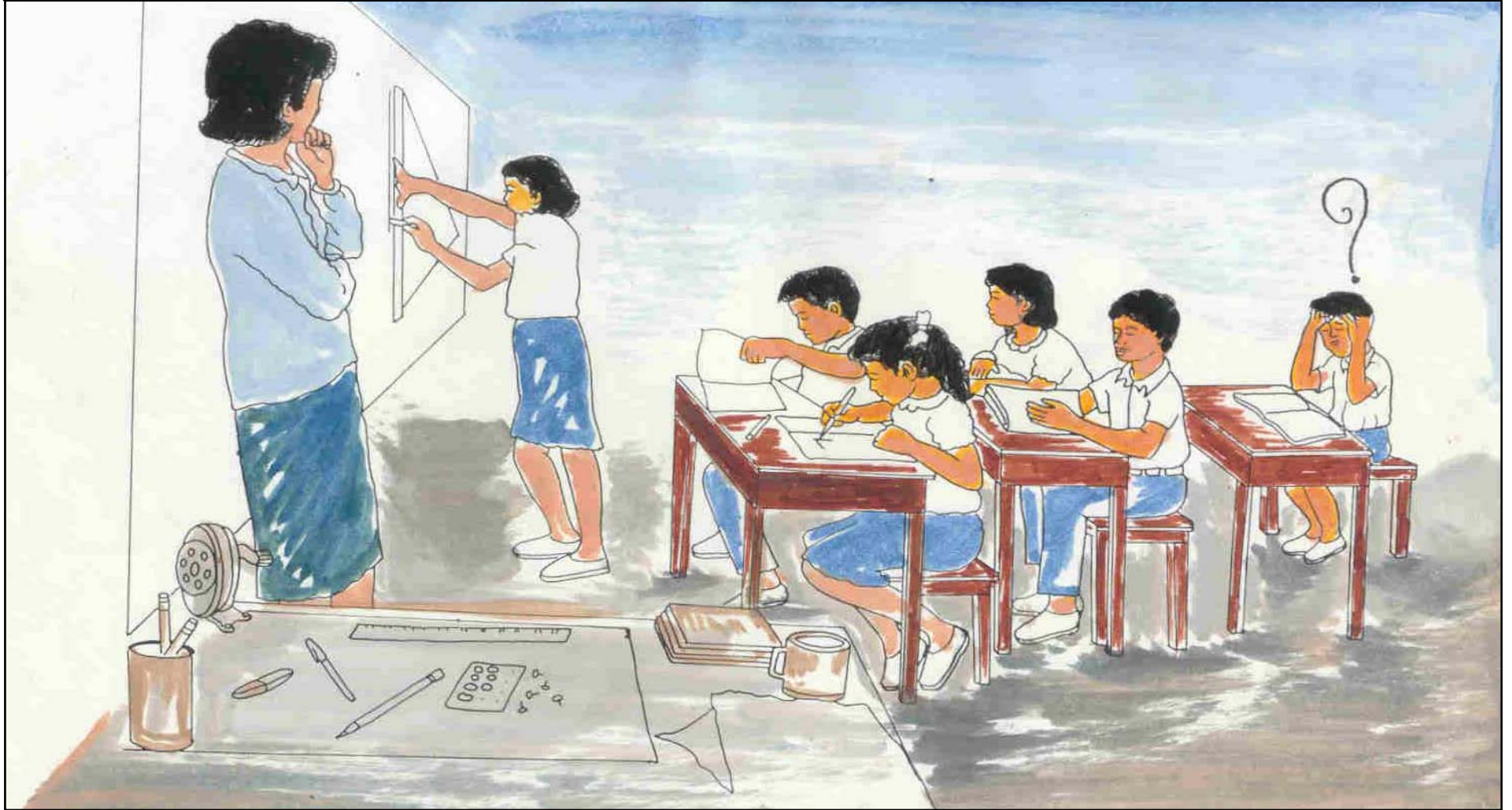








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## Grade 3 – Topic 3

**Topic:**       **Immunization**

**Time:**        240 minutes

**Objectives:**

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

- Understand that all children need to be prevented by immunization against 7 killer diseases; and that immunization should be completed in the first year of the child's life.
- Understand the dangers of not immunization children.
- Know the national immunization schedule, and when and where immunization takes place locally.
- Know how to spread the immunization message; and help their families when they take children to the health center.

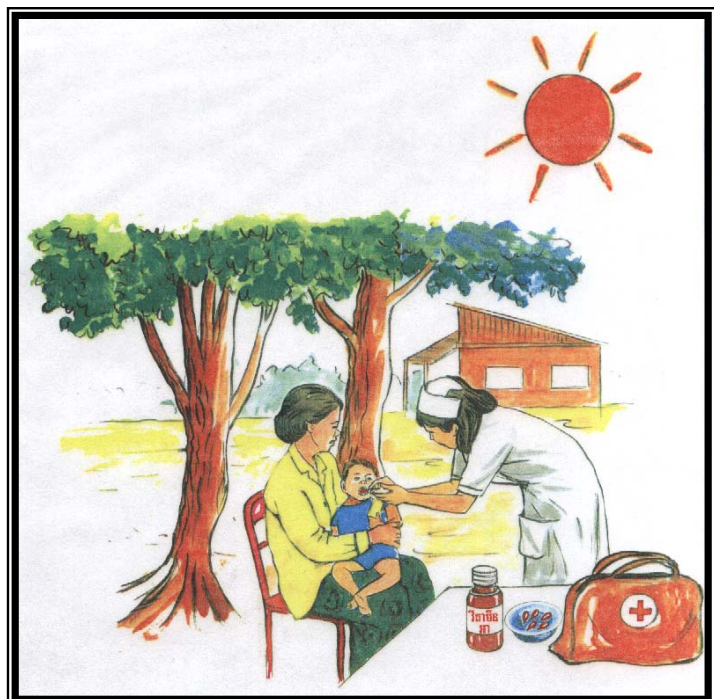
**Methodology:** Child to child

**Materials:**

❖ **Drama:**

- Stop Diseases
- Hopeless Diseases

❖ **Picture**



Phase 1: Choose the Topic and study it
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**I-Organize the class:**

Call the attendance list, Check the cleanliness of the class, and prepare the students for their lesson.

**II-Review the lesson:** Maintaining a Hand Pump

**Question:** What did you learn during the last health education lesson? What phase it was?

**Answer:** Finish Maintaining a Hand Pump in phase 6.  
The children recite, " Maintaining a Hand Pump" 1-2 persons.

**III-Introduction of new lesson: Immunization**

**Choose the topic:** Demonstrate picture on the 6 diseases of the children

Question : What do you see on the picture?

Answer : 6 children and a syringe.

Question : What is the nature of the 6 children?

Answer : They are sick.

Question : What kind of sick do they have?

Answer : They have Tuberculosis, Diphtheria, Measles, Whooping cough, Tetanus, polio

Teacher : One more diseases that we can not see with our own eye is Hepatitis.

: So today, we study on 7 diseases that its can be prevented by immunization.

Question : Do you want to listen to a story?

Answer : Yes,

**Study the topic:** Teacher tells a story " **Stop diseases**" to the students.

Question about the story " **Stop diseases**"

Question : What is the title of the story?

Answer : " **Stop diseases**"

Question : How many actors in the story?

Answer : There are 7

Question : Who are they?

Answer : They are Watana, Srei Neang, Chheat, nurse, teacher, Chan and his mother.

Question : what is explanation of the story?

Answer : Immunization for children.

**Explain:** In Cambodia, mostly of the people low level of education and don't care about health their child. They don't bring them to immunize. Especially, the people are living in whole rural area like Koh Kong.

Finally, Ministry of Health, Local NGO and International NGO make more strenuous efforts to educate and disseminate the messages to their family and community to take care bringing their child to vaccinate at the right time because 7 diseases can be prevented by immunization. The immunization protects against several dangerous diseases. A child who is not immunized is more likely to become undernourished, to become disabled, and to die.



**IV-Summary of the story:** Let the children summarize of story themselves.

Question : How many diseases can be prevented by immunization?

Answer : There are 7 diseases.

Question : What are there?

Answer : There are Tuberculosis, Diphtheria, Measles, Whooping cough, Tetanus, Polio and Hepatitis B.

**V-Homework:** The students ask their parents:  
How many diseases could be prevented by immunization?

## 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:** Immunization – phase 1

- Question : what did you learn during the last health education lesson?  
What phase it was?
- Answer : Immunization – phase 1
- Question : How many diseases could be prevented by immunization?
- Answer : There are Tuberculosis, Diphtheria, Measles, Whooping cough, Tetanus, Polio and Hepatitis B.
- Question : Where do the children get the immunization?
- Answer : Health Center or at the village.
- Question : Do we pay an immunization?
- Answer : We do not.

### **Correcting homework**

### **III-Introduction of new lesson:** Immunization

#### **A-Table for interview Health Center**

Health Center's name.....Nurse' name.....

No	Questionnaire	Answer
1	What diseases do children often have in this Health Center?	
2	How many children get immunization in this month?	
3	How many times the children get immunization completed in the first year of the child's life?	
4	What is the best time to get immunization for the children?	
5	What happened a child who is not immunized or not completed an immunization?	

#### **B- Table for interviewing families**

Household head's name.....Number of family member.....

No	Questionnaire	Answer
1	How many children do you have?	
2	How many children get immunization?	
3	Where do the children get the immunization?	
4	What happened a child who is not immunized or not completed an immunization?	

**IV-Summary:**Put students in groups of three. Assign one student to nurse or household head, one interviewer, and other one to be observer.

- Ask the interviewer to practice asking the nurse or household head question.
- Have the observer provide feedback. Change roles.

**V-Homework:** Please do the interviews with the questions provided and, record the answer to report next week.

Phase 3: Collect the information, analyze and discuss it
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### 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: Immunization – phase 2

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

What phase it was?

Answer : Immunization – phase 2

Question : What activity did we do in phase 2?

Answer : We interviewed at the Health Center and in the family.

### III-Introduction of new lesson: Immunization – phase 3

Address the report of interviews:

Ask the team leaders to give reports and record students' answers into a table on the board.

#### A-Table interview results with Health Center

Health Center's name.....Nurse' name.....

No	Questionnaire	Answer
1	What diseases do children often have in this Health Center?	...
2	How many children get immunization in this month?	15 children
3	How many times the children get immunization completed in the first year of the child's life?	5 time
4	What is the best time to get immunization for the children?	<b>First time:</b> 0 month <b>Second time:</b> 1 month and half <b>Third time:</b> 2 month and half <b>4 time:</b> 3 month and half <b>5 time:</b> 9 month
5	What happened a child who is not immunized or not completed an immunization?	A child who is not immunized is more likely to become undernourished, to become disabled, invalid, and to die.

#### B-Table for interviewing families

Household head's name.....Number of family member.....

No	Questionnaire	Answer
1	How many children do you have?	7 children
2	How many children get immunization?	4 children
3	Do you know where do the children get the immunization?	Health Center, ...
4	What happened a child who is not immunized or not completed an immunization?	I don't know

## Discussion

Question : Why all immunization should be completed in the first year of the child's life?  
Answer : Immunization protects children against some of the most dangerous diseases of the childhood. Without immunization, many children die or become disabled.

## Explication

Immunization campaigns worldwide have already helped to save millions of lives and children in many countries have played a part in them. However, much more needs to be done to persuade all families to bring all children to be immunized at the right time, and to complete the full course of immunization.

## IV-Summary:

Question : What will you do to prevent 7 diseases?  
Answer : Immunization  
Question : Where do the children get the immunization, and how?  
Answer : In the village or at the Health Center.

### To demonstrate the picture 1:

- 0 month : Tuberculosis and Hepatitis B
  - 1 month and half : Polio, Diphtheria, Tetanus, Tuberculosis, Whooping cough and Hepatitis B first time.
  - 2 months and half : Polio, Diphtheria, Tetanus, Tuberculosis, Whooping cough and Hepatitis B second time.
  - 3 months and half : Polio, Diphtheria, Tetanus, Tuberculosis, Whooping cough and Hepatitis B third time.
- Until the children have 9 months old: Polio

### To demonstrate the picture 2:

After an injection the child may cry, develop a fever and have a cough, a cold, diarrhea, or some other mild illness on the day. As with any illness, a child should be given plenty of food and liquid. Breastfeeding is especially helpful. If the problem seems serious or last more than three days, the child should be taken to health center.

## V-Homework

- Let know the villagers to bring their child immunization at the right time.
- Provide the story " **Hopeless Diseases**" for the students to read at home.

## 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: Immunization – phase 3

- Question : What did you learn during the last health education lesson?  
What phase it was?
- Answer : Immunization – phase 3
- Question : What activity did we do in phase 3?
- Answer : -Recorded the interview results.  
-Reviewed the results of the interview.

### III-Introduction of new lesson: Immunization – Phase 4

- Question : According to the interviews, do the people understand important of the immunization?
- Answer : No
- Question : So what can we do in order to make community people aware about immunization?
- Answer : We design a short drama on immunization.
- Question : Who volunteers to perform the drama?
- Answer : The students raise their hands.

Select students to perform the play : " **Hopeless Diseases** "

- 7 students are needed to play 7 diseases (Tuberculosis, Diphtheria, Measles, Whooping cough, Tetanus, Polio and Hepatitis B).
- 1 student : narrator
- 5 students : a child, 3 mothers and a father.

Pick 2 groups of students to serve as observers :

- One group to observe the performers.
- The other group to observe the audience.

### Advise observer:

Performance observers need to observe attitudes, action (gestures, voice...) and their understanding of the play.

Audience observers view participation of the audience and their understanding of the play.

Prepare materials and arrangements for the performance.

Ask students practice the play.

**IV-Summary:** Have students practice the play one more time. Have comprehension question prepared for the audience.

**V-Homework:** Next week for the health education lesson we will perform the play " **Hopeless Diseases** " for the other classes. Please practice performing the play with your brothers, sisters, and friends 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:** Immunization – phase 4

- Question : What did you learn during the last health education lesson?  
What phase it was?  
Answer : Immunization – phase 4  
Question : Where did we plan to perform the drama: " **Hopeless Diseases** "?  
Answer : We planed to perform for 2<sup>nd</sup> grade.

### **III-Introduction of new lesson:** Immunization

Organize all students:

Review with the performing students the function and roles for each individual. If possible, rehearse the play in the classroom before the planned performance.

Lead your class to the site of the play.

Announce the title and performer.

Students perform the play: assist where needed.

Announce the end, thank and discuss the play with the audience.

- Question : What is the story about?  
Answer : Immunization.  
Question : How many diseases could be prevented by immunization?  
Answer : There are 7: Tuberculosis, Diphtheria, Measles, Whooping cough, Tetanus, Polio and Hepatitis B.  
Question : Why the 7 diseases are hopeless?  
Answer : Because the 7 diseases could be prevented by immunization.

**IV-Summary:** Give recognition and praise to the performing group of students.

**V-Homework:** Please review the play at home keeping in mind both good and bad portions of the performance. Next class, we will hear from the observation team and perform the play again.

## 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: Immunization – phase 5

- Question : What did you learn during the last health education lesson?  
What phase it was?
- Answer : Immunization – phase 5
- : Perform the drama: " **Hopeless Diseases** " for 2<sup>nd</sup> grade.

### III-Introduction of new lesson: Immunization

- Question : Please review the report from the observation teams on the performance last week.

*Record students' reports on an evaluation table on the chalkboard.  
Address report with the class and help with the strengthening the performance.*

Evaluation table

Activities	Strength points	Weakness points	Corrects points
<ul style="list-style-type: none"> <li>- Arrangement of play area.</li> <li>- Performer</li> <li>- Audience...</li> </ul>	<ul style="list-style-type: none"> <li>- Active</li> <li>- Many who sat in front understood the story better...</li> </ul>	<ul style="list-style-type: none"> <li>- Narrow performance area</li> <li>- Spoke quietly</li> <li>- Students didn't understand all points of the drama...</li> </ul>	<ul style="list-style-type: none"> <li>- Performance area should be suitable</li> <li>- Practice speaking loudly and clearly...</li> </ul>

### IV-Summary

Review the observation

### V-Homework

Perform "Hopeless Diseases" with your brothers, sisters for fun with your family and neighbors.

What can you do to help people avoid the immunization?

