Supplementary Material

Teacher’s Book

Grade 2

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Levels of chronic malnutrition among small and school-going children continue to be persistently high. However, good nutrition is an essential prerequisite for effective learning. In recognition of this problem and in response to the Ministry’s National Education Policy (Educating Our Future, May 1996) on improvement of the nutritional status of school-going children, the Ministry of Education in collaboration with the Food and Agriculture Organization of the United Nations, developed action-oriented nutrition education materials. These materials focus on influencing the nutrition and health-related attitude, values, behaviour and practice of school children within the school premises as well as at community level.

The methodologies suggested in these materials aim at strengthening the link between the school and the home.

It is my hope that these materials will contribute to the improvement of the nutritional and health status of school children in the country as a whole. Furthermore, it is my sincere hope that these materials will, together with other interventions by collaborating partners, have sustainable impact on the nutritional status of the community as a whole.

Barbara Y. Chilangwa
Permanent Secretary
Ministry of Education
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- Improving Nutrition through Home Gardening – A Training Package for Preparing Field Workers in Africa (2001)
- Feeding Minds Fighting Hunger – A World Free from Hunger (2001)
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These materials are intended to address the widespread problem of hunger and malnutrition among Zambian school children. They are based on the classroom curriculum priorities for nutrition education as identified by teachers, heads of schools, local nutritionists and inspectors of schools. The area targeted was Luapula but most of the issues apply to the Zambian school population at large.

**Nutrition problems**

Many school-age children in Zambia suffer from malnutrition. Particularly common problems are Protein-Energy Malnutrition (PEM), vitamin A deficiency and iron deficiency. Children with these deficiencies are stunted (small for their age), do not grow well, are vulnerable to disease, are often listless and inattentive and do not do well at school. They may also have other more specific health problems, such as poor eyesight and anaemia.

The reason for these dietary deficiencies may be that children do not get enough to eat, and even more the reason is that children do not get the *variety* of foods they need. Another problem is that many schoolchildren do not eat frequently enough. Children need to eat often to maintain their energy levels, yet even when food is available in the home, many children go to school without breakfast; some only eat one meal a day. This has a detrimental effect on their learning as well as on their long-term growth and health.

These nutritional conditions are aggravated by other health problems. Widespread diarrhoeal diseases contribute to malnutrition and put lives at risk; they (and other infections) are spread by poor personal and environmental hygiene and sanitation.

Malaria, like other serious diseases, weakens the body, causes lack of appetite and can lead to protein-energy malnutrition. Malaria is also one of the major causes of anaemia in malaria endemic areas such as Luapula. Prevention and correct treatment of these diseases can therefore improve nutritional well-being considerably.

All these problems can be tackled by natural means, with local resources, and are therefore priorities for education. In designing these materials, however, it was felt important to start from the positive idea of promoting good health rather than the negative idea of curing illness. These lessons encourage good dietary and hygiene practices, which will help learners throughout their lives and benefit their children as well.

**Nutrition education**

The materials aim both to improve children’s health and nutrition *knowledge* and also to make a practical impact on the *behaviour* of children (and their families) in terms of feeding and hygiene.

This is not so easy. When children arrive at school they have already been educated in “nutrition”. A child’s idea of what is right and good to eat, how to eat it and when, is formed at home from the moment it is born, if not before. In this
sense nutrition education is different from other school subjects because it must work with what is there already, in the child, in the family and in society.

In order to do this nutrition education has a very broad task. It must:

- find out what children and their families do and think;
- raise children’s awareness of their own environment and their own behaviour;
- give children the opportunity to practise new behaviour;
- encourage good dietary and hygiene practices on school premises;
- set an example by using teachers and students as role models;
- call on teachers’ own experience.

Above all, it must enlist the help and support of families so that children do not receive contradictory messages from home and school and so that families realize that their children’s ability to learn depends on proper feeding at home.

These purposes are all reflected in the teaching approach in this book.

Involving families

Since the home is where nutrition and health are learnt every day, it is crucial to create a good partnership between school and family. There are many ways of doing this. For example, families can be invited to Open Days and can contribute; health and nutrition questions can be discussed in the PCSC; parents/guardians can come to the school to demonstrate or talk about food production and preparation.

In these lessons, families are directly involved through the homework children are given. Pupils are expected to ask parents/guardians about health and nutrition questions, or to talk at home about what they have learnt at school.

In preparation for this role, it is advisable to call a meeting of parents/guardians and teachers before the start of the nutrition education lessons so that parents/guardians will know what to expect and can be consulted on what the school is planning. At this meeting the head and teachers should:

  a) discuss topics and learning objectives with the parents/guardians (the Remember messages in each lesson make a useful summary)
  b) consult families about what exactly children should learn
  c) inform parents/guardians that they will be involved in the homework given to their children in order to reinforce learning.

A follow-up meeting at the end of the lessons is also desirable.

Everyone in the school should be aware of the need for tact in dealing with practices in the home. Families may not be pleased if (for example) their children are asked to tell their class about home practices, or if children come home and criticize the family’s normal practices. Teaching will not succeed if it presents itself in direct opposition to the home.

Schools can, on the other hand strengthen the bond with families by looking for what is good in home practice and reinforcing it, showing respect for established values, customs and beliefs, asking parents/guardians to share their expertise in preparing and producing food, and calling on families to support the messages of the lessons.
The materials

Contents
The first three chapters are on food and diet. Their purpose is to get children to recognize the need for a variety of foods, and the different values of different foods, and to make connections with their own diet and food practices. Chapter 1 (OUR FOOD) deals with basic information about what food we eat, where it comes from and what we like. Chapter 2 (FOOD FOR LIVING) goes through the main functions of food and builds up clearer food values (e.g. the importance of fruit and vegetables). Chapter 3 (FOOD FOR THE DAY) focuses on daily diet, the need for regular balanced meals, healthy snacks and good food practices.

Chapters 4 to 6 are about aspects of health which affect nutrition. Chapter 4 (KEEPING CLEAN) deals with domestic hygiene. It establishes the idea of dangerous “dirt you cannot see” (bacteria) and discusses why it is important to keep things clean. Children have to think about their own role in keeping things clean in home and school. Chapter 5 (DIARRHOEA) calls on this knowledge of hygiene to explain the spread of diarrhoeal diseases and how it is affected by children’s own behaviour. The final chapter (MALARIA) makes children aware of the dangers of mosquito bites, how they can be avoided and the importance of early treatment.

Components and lesson elements
The materials consist of a Pupil’s Book and a Teacher’s Book. All the lessons follow approximately the same format.

Background information for teachers (Teacher’s Book) gives technical information and suggests some of the teaching challenges. It is only for the teacher and should not be given to pupils as notes.

The Introduction (Teacher’s Book) leads into the lesson, often by using the pictures in the Pupil’s Book. Where necessary new words relevant to the topic are introduced. Difficult concepts can be explained in the local language.

Activities. The activities aim at direct practice and discussion of the lesson objectives. Teachers should retain their freedom to use other activities which they think are more suitable to their children. They know their pupils best. However, they should make sure that the new activities do practise the lesson objective. Above all it is important that pupils learn actively by doing, talking and thinking and not only passively, by being told.

Reading. The Reading text reinforces the rest of the lesson and sums up the essential teaching points. However it is not essential to the lesson and can be given for homework if the lesson takes too long. The teacher should assess the ability of the pupil to read and understand a particular passage. It is important that they do not lose the point of the lesson while painfully deciphering the words. If they have difficulty -
   a) give them help (there are suggestions in the Teacher’s Book)
   b) discuss the meaning of particular sentences and key words
   c) use the local language to explain meanings
Ask yourself.

This exercise is intended to develop in pupils the capacity or spirit to evaluate their own behaviour through self-questioning. Pupils ask themselves the question, answer it mentally, and then record their answers in writing.

- Teachers should emphasize that the answer is what pupils think. There is usually no “right” or “wrong” answer. To reinforce this point the teachers can demonstrate asking themselves the question and answering it for themselves.
- Teachers should make sure pupils have answered the question mentally, and know what they want to say, before they start to write.
- While pupils are writing, teachers should go round the class to look at the answers, but not interfere with the content of what children write. If there are any interesting answers, discuss them with pupils.
- Teachers can use this activity to find out about families’ and pupils’ practices, beliefs and feelings without appearing too inquisitive.

N.B. Teachers should assess the amount of writing required and their pupils’ capacities, and decide if there is time for this activity in the lesson. If not, it can usually be given for homework.

Remember.

The Remember message is intended to focus the minds of the pupils on the essential point of the lesson. Make individual pupils responsible for each message, train them to explain and give examples and questions. Spread the word by getting pupils to copy the messages on strips of paper to take home to their families. Use the messages to revise previous lessons and also at the end of a chapter as a grand summary. The Remember messages are listed at the end of this book. They can be handed out to families or pinned up in the classroom after the lessons are over.

Homework.

The teacher should use homework to involve families in lessons. Responses from parents/guardians may be practical, such as the improved feeding of children, or information and comments on what is done, how and why. Sometimes the homework consists of children explaining their lessons to parents/guardians. It is essential to review homework at the beginning of the following lesson. This ensures that children do the homework and helps to inform teachers about home practices and ideas.

Event Track. A chapter can culminate in a special event involving teachers, pupils and parents/guardians. Such events can enhance the interest of parents/guardians in health and nutrition questions. They are also a way of demonstrating to the parents/guardians what their children have learnt about health and nutrition. They can be held at meetings of the PTA (Parent Teachers Association), or PCSC (Parent Community School Committee), Open Days and other public gatherings. They may include, for example, plays or sketches, songs and dances, posters, models, maps, surveys, presentations and so on. There are ideas in the Teachers’ Book at the end of each chapter.
**Evaluation and assessment.** No formal tests are given with these lessons. The *Ask Yourself* section provides an element of continuous self-assessment. It is also possible to evaluate the learning of the children as a group periodically. To do this it is suggested that teachers or helpers hold informal focus group meetings with children and helpers before and after a series of lessons. For these materials, two sets of discussions are proposed, one on food/eating and one on health.

A framework for these discussions is given at the end of this book. Remember, they should be done both BEFORE and AFTER the lessons.

**Translation**

Children at Grade 2 should learn in the language they are most familiar with. If this is not English, then at least the *Remember* messages, the Reading passages and *Ask Yourself* exercises should be translated into the familiar language.
CHAPTER 1

OUR FOOD

Background information for Chapter 1

When children come to school they already know a lot about food and eating. One of the school’s jobs is to check on children’s basic knowledge of the food they eat – what kind of food it is, where it comes from, what forms it takes and how to recognize it. At the same time, children need to become aware of their own eating habits, their own preferences and the values they give to food, and to learn how to talk about them.

This chapter is mainly about organizing and expressing knowledge which children already have. It lays the basis for talking about foods, food sources and food values. Children have to be able to name familiar foods, recognize them in pictures, say where they come from and what kind of food they are. They also need to recognize their own preferences as a basis for food choices.

Lesson 1 deals with identifying and describing familiar foods.

Lesson 2 identifies foods produced at home and their origin (plant or animal).

Lesson 3 deals with classifying foods into common groups (e.g. cereals, fruits).

Lesson 4 looks at personal food preferences and the reasons for choices.

LESSON 1: THE FOOD WE EAT

Background information for teachers

This lesson aims to familiarize children with the names of familiar foods (in speech and writing); to establish the connection between pictures and foods so that pictures can be used again; and to start children describing foods. Sometimes there are several names for the same food, or for different forms of the food – these need to be sorted out. If children cannot identify some common foods, this is also the time to find out.

Objectives

Pupils should be able to:

• talk about the foods they eat every day

Time: 30 minutes

Teaching and learning aids

• Paper or card for the Remember message

• One or two real foods. If you think children cannot distinguish between some foods (e.g. different sorts of leaves or beans) or don’t know (for example) the uncooked form of a common food, try to bring samples of these to class.
Introduction
Tell the children the foods you ate yesterday. Show one or two other real foods and ask what they are called. Repeat all these foods and write them up.

Activity 1
Ask pupils to name other foods they eat every day. As they call them out, write them up all over the board, or ask volunteers to do so (using two or three volunteers speeds up the process). Tell the class to make sure the same food doesn't appear twice (this will keep them alert).

Individual pupils choose a food from the board and read it out. As they do this, circle each name until they are all done (or get children to do this).

If there are several names for the same food (e.g. maize, mealie meal), ask children to find “two names for the same thing”.

Guessing game Riddle. Describe one of the foods briefly for children to guess – e.g. “It’s long and green/yellow and curved” (a banana). Ask volunteers to do the same with other foods; pupils call out their guesses.

If you think children cannot recognize some common foods or distinguish between them, show samples and explain the difference, or ask volunteers to do this.

Activity 2
Pupils look at the pictures and try to identify them. (N.B. It is not always easy to recognize pictures of foods, even if you know the foods well. If you think there will be problems, bring in real foods. Don’t try to do all the pictures – there are a lot.)

Ask the questions under the pictures very briefly – this will give you some ideas of children’s preferences and beliefs in preparation for Lesson 3.

Reading.
Pupils work in pairs. One names a food from the reading and the other finds the picture. Then they swap roles. This familiarizes them with both words and pictures.

If children have trouble with reading English, try one of these approaches:

a) call out the name and let children find the word
b) call out the name and let children find the picture
c) put children in pairs, one to find the name and the other the matching picture.

Ask yourself.
Demonstrate asking yourself these questions and answering them: What did I eat yesterday? - Well, I ate...and.... Did I eat the same today? I ate ... again, but I also ate....and ..... Nice to have something different every day..... Ask pupils to do the same - that is,

a) read the questions and answer them mentally
b) copy the MY FOOD table into their books and complete it.

They should NOT write anything until they know what they are going to write. Walk round and look at what they’re doing but don’t interfere with the content.
LESSON 2: FOOD FROM PLANTS AND ANIMALS

Background information for teachers

There are many ways of categorizing food. The idea of “protein foods” and “carbohydrate foods” is now thought to be misleading, since most foods from plants and animals contain a mixture of nutrients, with different amounts of each. This is why it is so important to eat a variety of foods every day.

For example, staples such as cassava and sweet potato are good sources of carbohydrates, but do not supply much protein. Cereals, such as maize, sorghum, rice and millet contain carbohydrates and some proteins; groundnuts, beans and cowpeas are rich in protein and iron; groundnuts, soybeans and oilseeds (e.g. sunflower seeds) are also good sources of fat, while vegetables and fruits contain a lot of vitamins and some minerals. Meat, fish and eggs are excellent sources of protein and they contain some vitamins and minerals.

It is not necessary for children at this age to learn about all the different nutrients, and which foods are rich in them, but they should begin to recognise food groups such as vegetables and meat, have the idea of animal and plant foods, and know where food for the household comes from. They will already have a lot of this knowledge. Lesson 2 concentrates on plant and animal food and Lesson 3 on kinds of food.

Objectives
Pupils should be able to

• say what food is produced by the household
• say if familiar foods come from plants or animals
• look at their own diet in terms of plant and animal foods
• recognize the need for both plant and animal foods

Time: 30 minutes
Teaching and learning aids
- Paper or card for the Remember message
- Poster paper if possible
- If possible, a few familiar foods which are normally bought by the household (e.g. red palm oil, mealie meal, chikanda, kapenta). Choose foods which are clearly of mainly plant or mainly animal origin.

Revision
Review the last lesson. Here are two ways:

a) Remind pupils of the Riddle guessing game from the last lesson and give an example: ask them to try it out in pairs, doing one description each.

b) Play the game Greedy. The first person says Yesterday I ate …… (name of food, e.g. a banana). The second person says Yesterday I ate a banana and some groundnuts. The third person says Yesterday I ate a banana, some groundnuts and a fish…. Each person repeats the whole sentence with all the foods in the right order, and then adds a new one. Finish by asking them to recall the Remember message - There are a lot of different foods to eat!

Feedback on homework
Ask what families produce at home. (Make sure this doesn’t become a status competition between rich and poor.) If children have drawn pictures, ask them to show them and explain them.

Activity 3
a) (Closed books) Draw on the board a picture of a typical house of the area, and ask what you should draw around it to show all the plants and animals produced at home. Better still, do it as a poster and stick the children’s drawings on it. If possible, make it funny.

b) Open books and look at the picture. What is different from their houses? What is the same? N.B. The picture deliberately includes plants and animals which do NOT give food.

c) Ask the questions under the picture: Which animals around the house give food? (e.g. chickens-eggs). Which plants give food? (e.g. cassava-nshima).

d) (Game) Giving Food. Say “I am a cassava plant. I give nshima and cassava leaves. (Pointing to a pupil) What are you? What do you give?” Individual pupils continue the chain, choosing a plant or animal, saying what they give and then asking another child.

e) Produce (or mention) some other familiar foods which most families normally buy in the shop or market. Ask Does it come from an animal? Does it come from a plant? Ask pupils to think of other foods not yet mentioned and say where they come from.

Reading
Call out the names of the foods in the Reading in any order and ask children to find them in the Reading text (include a few food names which are NOT in the Reading). Ask which ones are from plants? Which are from animals? Children read the text to each other in pairs.
Lesson 3: Kinds of Food

Background information for teachers

The main food groups are:

- Cereals or grains (e.g. maize, millet, wheat, rice)
- Roots and tubers (e.g. cassava, sweet potatoes)
- Meat, chicken and fish (also eggs, caterpillars, flying ants, grass-hoppers)
- Legumes/pulses (e.g. peas, beans, groundnuts)
- Vegetables (e.g. tomato, cabbage, pumpkin leaves, bean leaves, spinach)
- Fruits (e.g. mango, lemon, paw-paw)
- Oils/fats (e.g. red palm oil, margarine, oil seeds such as sunflower seeds)
- Sugars (e.g. in sugarcane and honey)
- Milk and dairy products (e.g. cheese, butter)
- Condiments (e.g. salt, pepper)

Some categories (e.g. cereals, roots) may be new to children. The message is that ALL these kinds of food are important.

1 The classifications are not always exact - e.g. tomatoes and pumpkins are technically fruits but are usually classified as vegetables in cooking; butter could be put into dairy products or classified as a fat; onions could be seen as a vegetable or as a condiment.
Objectives
Pupils should be able to
• talk about common groups of foods
• identify some familiar foods as fruit, vegetables etc.

Time
30 minutes

Teaching and learning aids
• Paper or cardboard for the Remember message
• Notices saying MEAT & FISH, BEANS/PEAS/NUTS, CEREALS, ROOTS, FRUIT, VEGETABLES, FATS & OILS, or old boxes labelled in this way
• A few real familiar foods - if possible 2 fruits, 2 vegetables, 2 kinds of beans, peas and nuts, an egg and a dried fish (or other meat/fish), maize, cassava and sweet potatoes, some oil (preferably red palm oil)

Revision
Revise the last lesson. Go back to the pictures in Lesson 1 and ask children to say which foods are from plants and which are from animals OR Hold up or recall the Remember message from the last lesson. Ask - Did you eat a plant food yesterday? What? Did you eat an animal food? What? How many different foods did you eat? Count them on your fingers and hold up the fingers! Who ate the most different foods? Is that good?

Feedback from homework
Feed back from homework briefly by getting children to name the plant and animal foods at home. Listen carefully to the answers to the third question (Which foods are NOT from plants or animals?). Right answers might be salt and water (both minerals) but in fact wrong answers are more useful (e.g. tea, chocolate, powdered milk) so the class can discuss where these foods do come from.

Introduction
a) Present the foods you have brought and ask what kind of food they are. Give an example - e.g. This is a mango. It’s a fruit. This is a piece of cassava. What kind of food is it? As children identify the types of food, stick up the labels in different parts of the classroom (or give them to children to hold up) and put the foods next to the labels, or in the labelled boxes. Help children to recognize roots (e.g. carrots, cassava) and cereals which have grains (e.g. rice, millet).
b) When all the labels are in place, ask children to show their own pictures of foods which they did for homework. For each one, the class discusses what kind of food it is and the child goes to stand next to the appropriate label.

Activity 4
Children look at the picture from the previous lesson (Lesson 2) and answer the questions in the book for this lesson (What fruits can you see? etc.).

Activity 5 (this extends Activity 4)
Children look at the pictures and identify them. Read out the questions and
Food preferences are important because they determine people's choices. Many preferences are determined by taste. Individual tastes differ and it is important for children to recognize this, so that they build up a tolerant attitude to others' diets and eating habits and recognize the possibility of expanding their own choices.

Food preferences also depend very much on habit. This is why it is so important for children to get the experience of a good varied diet early in their lives.

Another reason for preferring a food is because it is "good for you". This lesson tries to make children aware of what foods they like, what others like, and some of the reasons for their preferences. It also prepares for Chapter 2 by looking briefly at what food children think is "good".

**Reading**
Ask: Which kinds of food are the best? Which kinds do you really need to eat? Allow pupils to speculate freely, then ask them to read the Reading in pairs and tell you the answer. Emphasize that ALL these kinds of food are very important.

**Ask yourself**
Demonstrate asking and answering this question, emphasizing the kinds of food. E.g. Well, I had maize porridge for breakfast – that's a cereal – and some roast cassava for a snack – that's a root. And some guavas – that's a fruit. What about you? This is quite a difficult activity and it's not necessary to make it confidential, so have children call out the kinds of foods they've eaten before they copy the box in their books and try to complete it. One or two foods in the right groups are all you are hoping for.

**Remember**
Ask for a volunteer to write the Remember message in big letters on a piece of paper/cardboard, display it and read it out. Other pupils should call out examples. On the opposite side write the title of the lesson.

**Homework**
The children have to find examples of the different kinds of food at home. Ask children (if possible) to bring a small sample of their favourite food to the next lesson.

**LESSON 4: FOOD WE LIKE**

**Background information for teachers**

Food preferences are important because they determine people's choices. Many preferences are determined by taste. Individual tastes differ and it is important for children to recognize this, so that they build up a tolerant attitude to others' diets and eating habits and recognize the possibility of expanding their own choices.

Food preferences also depend very much on habit. This is why it is so important for children to get the experience of a good varied diet early in their lives.

Another reason for preferring a food is because it is "good for you". This lesson tries to make children aware of what foods they like, what others like, and some of the reasons for their preferences. It also prepares for Chapter 2 by looking briefly at what food children think is "good".
**Objectives**

Pupils should be able to:
- recognize their own food preferences
- recognize that different people have different food preferences
- say what they think is “good food”

**Time:** 30 minutes

**Teaching and learning aids**
- Paper or card for the Remember message

**Revision**

Revise the last three lessons with the game *Riddle*. Give an example, mentioning physical appearance and origin and type - e.g. *I’m thinking of a food which is dark green. It comes from a plant. It’s a vegetable*. Children in pairs think of a similar riddle for another food, which the class has to guess.

OR go back to Lesson 1, Activity 2 and ask children to identify the kinds of food in the picture.

**Feedback from homework**


**Introduction**

Look at the picture in the book. Ask pupils if these are their favourite foods. Check if anyone has brought a sample.

Tell the pupils your own three favourite foods are on the desk in front of you (in your imagination).

Briefly describe each one by appearance and origin (as in *Riddle*) and ask pupils to guess what it is.

Mime tasting and enjoying each one and say why you like it (e.g. *It’s sweet, it fills me up, it’s crunchy, it tastes rich, I know it’s good food*).

**Activity 6**

Ask pupils to do the same. They should imagine ONE of their favourite foods on the desk in front of them. If they have brought a real food sample they don’t have to imagine it. In pairs they describe the food to their partners, “taste” it, “eat” it and “enjoy” it and say why they like it.

Ask pupils to call out their favourite foods and together decide which are the Top Ten. Write them up. Ask for the reasons and write up a few of the main reasons given.

Ask which of the Top Ten they think are “good” foods and why. N.B. This is not the main objective of the lesson. Use it to explore children’s concept of “good food” (which will be expanded in Chapters 2 and 3).

Ask if everyone likes the same food. The answer should be obvious. Ask for examples - e.g. *Chalo likes pumpkin, but no-one else likes it. We all like chikanda.*
Reading
a) Tell pupils you are going to read the text aloud and you want them to give real examples from their discussion. This will make the link between reading and reality.
b) Read the first sentence People like different food for different reasons and give an example from the previous activity – e.g. X pupil likes Y food because of Z. Ask for more examples.
c) Read the second sentence Different people like different foods. Give an example from the activity – e.g. X likes Y best, but A and B like Z.
d) Pupils read the Reading in pairs.
e) (If there is time) Ask pupils to copy the reading text into their exercise books and add their own examples.

Ask yourself
Demonstrate asking yourself the question What foods do I like most? and answering it. This should be quick, as you have already shown your favourite foods. Ask pupils to do the same, then ask them to copy the table and complete it with their own favourite foods. Those who finish first can also write a reason.

Remember
Ask for a volunteer to write the Remember message on a piece of paper, display it in the classroom and read it out. On the opposite side write the title of the lesson. Encourage individuals to illustrate it by standing up and saying I like ........ best! I like ........best! Children take the message home.

Homework
Look at the homework instructions with the pupils. As an example, tell them the names of two members of your own family and what their favourite food is. Tell them to do the same at home with their family.

If you think the pupils can handle a simple table, draw the table below on the board and ask pupils to copy it. Give the examples from your own family in the same way (but make sure they don’t write these down in the table!).

<table>
<thead>
<tr>
<th>Family Member</th>
<th>Favourite Food</th>
</tr>
</thead>
<tbody>
<tr>
<td>My..................</td>
<td>..................................</td>
</tr>
<tr>
<td>My..................</td>
<td>..................................</td>
</tr>
</tbody>
</table>

Review
At the end of the chapter ask for volunteers to read out all the four Remember messages to the class. After each message is read, ask pupils to call out the examples (as they have practised) and ask them why the message is so important.
Event track (optional)
You may wish to organize a final “event” to recycle and publicize the messages of the lessons. This can be a performance in class, or put on for families or other classes, or be part of an Open Day. Here are some ideas relating to this chapter.

1. Children demonstrate their knowledge of kinds of food and their origins (Lessons 2 and 3) by playing the game Riddle, describing ten foods for the audience to guess. Rehearse them to make sure their descriptions are clear and accurate. As a follow-up they can challenge the audience to play the game in their turn.

2. A poster showing the results of a survey of pupils’ top food preferences (with pictures by pupils) can be made for a final event (see Lesson 4). Train a group of pupils to present the poster, saying what they individually like best and why.
This chapter goes through the main functions of food and tries to build up clear food values, showing the importance of protein foods, fruit and vegetables, the value of adding red palm oil, groundnut or fat to relishes, and the need for frequent eating. The terms protein, carbohydrate etc. are not introduced here; we simply try to establish the different functions of food. In each lesson there is also a simple behaviour message, which is repeated and reinforced in Chapter 3. All the lessons build up to the main message of variety in the diet.
Lesson 1 establishes that food gives energy, and promotes breakfast/snacks. Lesson 2 explains about food for growth and promotes high-protein foods every day. Lesson 3 shows the value of fruit and vegetables in general. Lesson 4 concentrates on “special” foods which keep the body healthy, in particular vitamin A foods and foods containing iron.

LESSON 1: FOOD FOR PLAYING AND WORKING

Background information for teachers

Energy is needed in the body if it is to do any work. It is needed in movement, breathing and in any activity (physical and mental). It is required for a healthy body.

All foods make it possible for us to play and work – they provide energy. However, some foods like maize, cassava, sugar, honey, millet, sorghum, sweet potatoes, palm oil, cooking oil and fat provide more energy. In Zambia the main sources of energy are maize and cassava, our staple foods.

Converting food to energy, and converting energy to activity, are quite abstract ideas and difficult for young children to grasp. In this lesson, the idea of energy is introduced by making the contrast between tired and full of energy, which children can understand from their own experience.

There is generally no need to persuade children to eat more starchy staple food. But it is important that they should eat frequently, especially in the morning before school, and during the day. Very often children (and also their parents/guardians and teachers) do not realize that tiredness and inattention are due to short-term hunger. This is the behaviour message.

Objectives

Pupils should be able to:

- give examples of activities that need energy
- show they understand that food gives energy and makes activity possible
- show they understand that they need to eat often to maintain energy

Time: 30 minutes

Teaching/learning aids

- Paper/cardboard for the Remember message
- Three pieces of real or imaginary food (e.g. healthy snacks such as ground-nuts, roast cassava, maize, fruit)

Feedback on homework

Ask the class to guess what are the foods family members like most. Write up the guesses. Ask pupils to hold up their hands if they had these foods in their homework enquiry, and say what other foods were popular. Make some comment about
priorities – e.g. Not many people like vegetables, Everyone likes fish a lot. Ask why pupils think people like these foods. This leads in to the theme of Chapter 2.

**Preparation**

Take three groups of three pupils aside and explain that when you give the word they should do these things:

- “Tired” group – yawn, lie down exhausted, go to sleep at the desk. If asked, they should say they are hungry, had no breakfast, have no energy. Eat food eagerly when given it. Later, when called on, they should wake up, dance and sing.

- “Active” group – run on the spot, jump up and down, dance (or any other energetic activity). If asked, they should say they have eaten well, had a good breakfast or a good snack, and feel full of energy.

- “Food givers” – take food to the “tired” pupils and get them to eat. As they give the food they should say “I am giving you cassava/groundnuts/maize (etc.) to give you ENERGY! Then you can work and learn and play.”

Make sure all three groups know what they have to do.

**Introduction**

a) Ask the first two groups to do their acts. Ask the class what is the difference? (One group is very tired; the other is full of energy). Question the two groups – How do they feel? Why?

b) Ask the class how we can give the “tired” pupils energy? (give them food)

c) Ask the third group to take food (real or imaginary) to the first group, say why they are giving them the food, and make them eat it.

d) Tell the class we have to wait a while to see the effect of the food (leave the “tired” group looking tired). MEANWHILE we will look at the book.

**Activity 7**

a) Children look at the pictures and talk about what is happening. Emphasize that people in the picture need energy to do the things they are doing. The energy comes from food. These people need to eat enough food every day in order to do these activities.

b) Ask pupils to show you some “energy” by doing other activities (not TOO energetic!). Emphasize that learning is also active and also needs energy.

c) Ask the questions under the pictures (Can you run if you have no energy? etc.) Lead up to What gives you energy? (Food).


**Reading**

a) Say you will read the first part of the sentence and they have to finish it. Ask them to look at the text in preparation for this. Then read
out the first parts of the first four sentences so pupils can chorus the second part – e.g. You need food - ? (to play!) You need food - ? (to run!) etc.

b) Ask pupils to find the word in the text in capitals/big letters (OFTEN). Why is it in capitals? (because it is important). Read the sentence aloud, stressing the word OFTEN, and ask pupils to do the same, collectively or individually.

c) What does OFTEN mean? How many times a day? Collect children’s ideas. Lead them to the conclusion that they need to eat often during the day – if possible, five times (morning meal, snack, lunch, afternoon snack, evening meal). Especially important for school are breakfast and a snack in the morning. These will help them to study well – because they give energy.

Ask yourself
Demonstrate asking and answering these questions – e.g. Did I eat food before coming to school? - Yes, I did. I had…… and ….. I need to have breakfast so I can work through the morning. Now what about you?
Ask children to ask themselves the same questions and answer them mentally. Give them time to do this for themselves. Then ask them to copy and complete the table in the box. Walk round and look at the answers. Show interest but don’t interfere with the content – let the children feel that this is their own.
N.B. If you see that a lot of children are not having breakfast, then you should give this subject a lot of attention in Chapter 3. It is also a good idea to bring up the question at a PTA/PCSC meeting, explain how important breakfast is to school children for maintaining energy levels and discuss how to ensure that children get breakfast.

Remember
Ask for volunteers to write the Remember messages on pieces of paper or cardboard, display them in the classroom and read them aloud. On the opposite side write the title of the lesson. Volunteers choose one message and explain it – What does Eat for energy mean? Why eat before coming to school? Store the message, or display it permanently, and do the same with the others.

Homework
Pupils ask their families to give them food to eat before coming to school, and food to bring to school.
Discuss this homework with pupils. Ask them if they are always full of energy during the morning at school, or if they are hungry and tired sometimes. Can they have breakfast? Can they bring food to school? Can they bring food for others?
If many children are unable to bring food to school, teachers should try to make sure that food is available for all (e.g. donated from a local supermarket, church, or provided by families).
N.B. This message is picked up again in the lessons on breakfast and snacks in Chapter 3.
LESSON 2: FOOD FOR GROWTH

Background information for teachers

Food is needed by the body for physical growth, brain development, repair and healing. In particular, protein is needed for growth and repair. In Zambia there is a strong dependence on maize and cassava meal. Maize and cassava meal by themselves (especially cassava meal) do not have enough protein for a good diet, and especially not enough for growing children. As a result, children’s bodies and brains do not have the chance to grow properly. Often this is not even noticed – people just think the children are thin and small.

For a good diet, maize meal and cassava meal need to be eaten with foods that are rich in protein, for example beans, cowpeas, groundnuts, bambara nuts, soya beans, meat, fish, caterpillars, eggs and milk.

The message for children and their families is that children need to eat several of these protein-rich foods every day if they are to grow properly. At meal-times, children must get as much fish or meat as adults.

Since many high-protein foods are expensive, and some are only eaten on ceremonial occasions (e.g. chicken) it is important for families to know that some cheaper or more readily available foods also contain a lot of protein – for example, beans, cowpeas, soya beans, groundnuts, Bambara nuts, kapenta, eggs, caterpillars. They should learn to value these foods highly.

Objectives
Pupils should be able to:

- mention the foods that help them to grow
- check if they personally get enough growth foods

Time: 30 minutes

Teaching and learning aids

- Paper or cardboard for the Remember message
- Pictures of two children of the same age, one healthy and happy and one small and thin and depressed (provided on pages 24-25 at the end of this Chapter)

Feedback on homework
Find out which children brought food from their homes. Let the children share the foods with those who did not bring food during break.

Introduction
Show pictures of the two children. Say they are the same age and are from two families you know. Give them names. Ask pupils to tell you how they are different from each other.
Tell a story about what happened to these children. One family fed its baby on cassava and maize meal porridge (a lot). The other fed its baby on cassava and maize meal porridge (with red palm oil), mashed fish and meat, vegetables and fruit.

Ask which child they think was which. Find out why they think this.

**Activity 8**
The class discuss the pictures and complete the table. Then they discuss the important question *What makes them grow?*

**Reading**
Lead in to the Reading by asking *So what does a girl need to grow into a big girl?* Pupils suggest answers, then read the text silently to confirm.

**Activity 9**
Explain that some foods are very good for growing. Ask if children know what they are. Ask about a few foods (including some which are NOT high-protein foods) - e.g. *What about nshima? Sugar? Tomatoes? Groundnuts? Meat? Beans? Cassava?* This will show if children have the right idea.

Say that the pictures show foods which are good for growing. See if children can identify the pictures. Tell pupils they should have some of these foods every day.

N.B. Cowpeas, beans and groundnuts are good sources of protein and relatively cheap, but are often not valued as much as fish and meat. *Kapenta* is as good as (probably better than) big fish. Do your best to praise these foods and show how much you enjoy eating them.

Ask pupils if they think eggs are good. Some families think that it is dangerous for children to eat too many eggs - for example, that it gives them yellow hair or makes the girls infertile. Take this opportunity to promote eggs. An egg a day will give children many important nutrients.

**Ask yourself**
Demonstrate asking yourself these questions - e.g. *Did I eat some of these foods yesterday?* Yes, I ate beans - I really like beans. And some fish. I usually have fish every day, and often groundnuts too. I love relish with pounded groundnuts. *What about you?* Ask children to ask themselves the same questions and answer for themselves. When they are ready, they copy the table in their books and complete it.

Go round looking at what they write. Be encouraging, but don’t interfere with the content. This will help you to get some idea of how much protein-rich food children are getting. If it seems to be lacking in their diet, you will need to concentrate on this in Chapter 3, and also if possible bring up the question at the PTA, PCSC or other meetings with parents and guardians.

**Remember**
Ask for a volunteer to write the *Remember* message on a piece of paper, display it in the classroom and read it aloud. On the opposite side write the title of the lesson. Ask pupils to give some examples. Ask pupils what they will do to make sure they eat good “growing food” every day - a fish, an egg, groundnuts, beans. Children take the message home and read it to their families.
LESSON 3: FOOD FOR HEALTH

Background information for teachers

All food has vitamins and minerals which are very important for growth, for the proper working of the body and for protecting the body against sickness. Most fruits and vegetables have valuable vitamins and minerals, and some are particularly rich – for example, ripe mango, ripe paw-paw, yellow or orange sweet potatoes, guava, orange, dark yellow or orange pumpkin, tomatoes, green peppers, and dark green leafy vegetables in general. Yellow, orange and dark green (leaves) are the key colours.

However, many people believe that fruit and vegetables do not contribute anything important to the diet and that nshima with fish or meat is a complete meal. Some families even look down upon vegetables as food for the poor who cannot afford fish and meat. Others wrongly consider local vegetables inferior in value to exotic ones. In some Zambian families fruits are not considered part of a meal or an essential element of the general diet.

The message for the diet is that fruit and vegetables are very good for health, and should be part of every day’s eating. Children should have enough vegetable relish (ideally with groundnut or red palm oil) with their nshima (as much as an adult) and have vegetables and fruit for snacks as well. Help them to have positive attitudes towards vegetables and fruits, especially local ones.

Homework

For homework, let pupils ask their families what food a baby needs, and what foods are good for growing.

LESSON 3: FOOD FOR HEALTH

Objectives

Pupils should be able to:

- recall fruit and vegetable categories
- recognize the importance of vegetables and fruit in the diet

Teaching/learning aids

- Paper or cardboard for the Remember message

Feedback on homework

Ask about homework - What do babies need to eat? What foods are good for growing? Get pupils to call out what their families told them. Write up on the board the high-protein foods they mention.

1 A baby needs to eat at first one or two small spoonfuls of soft porridge made from cereals like maize, sorghum, millet and rice or starchy foods like cassava; the porridge should be made thicker as the baby gets used to eating it. Once the baby is used to eating plain porridge, other foods can be added in small amounts one at a time (high-protein foods are underlined):

- cooked mashed beans
- cooked chopped meat (liver, fish, egg and so on)
- grounded groundnuts
- mashed banana, pawpaw or mango
- mashed green vegetables
- a little red palm oil, vegetable oil or fat
Ask them to read the list on the board aloud. Say that all foods are good for growing, but the ones on the board are especially good. Ask if they had any of these “growing foods” for breakfast today – or yesterday? Then they will grow well.

(N.B. It is dangerous if the school appears to conflict with families’ ideas: it can create confusion in the children and resentment in their families. The approach here tries to avoid such conflict - all answers are good, but some are very good!).

**Revision**
To revise the lessons so far, ask children what food they eat most (probably *nshima* or maize). Is it enough to eat just *nshima*/maize? What else should they eat? (They should say that they need “growing foods” as well.)

**Introduction**
Ask pupils to look at the picture and say what is missing from the meal (a vegetable relish). Ask pupils to give some examples of fruits and vegetables so as to recall the food groups established in Chapter 1 Lesson 3.

**Activity 11**
Pupils say the names of all the fruits and vegetables they know. Also ask for names of dark green leafy vegetables, and red/orange/yellow fruits and vegetables. Call out a few names (e.g. *chibwabwa*, *mango*) so children can say what they are (*a dark green leafy vegetable, an orange fruit*).

**Activity 12**
Using the pictures and the questions, find out which are pupils’ favourite vegetables and tell them your own. Praise all strong preferences; try to show your appreciation of the taste and goodness of these foods. Commend any mention of eating vegetables with oil, especially *red palm oil*.

Ask about fruits in the same way.

What do they think about fruit and vegetables? Are they important?

**Reading**
Tell pupils there is a number in the Reading and ask them to find it (*three*).

Ask *three* what? (*three fruits and vegetables*). What about *three fruits and vegetables*? (We should *eat three different fruits and vegetables every day*).\(^1\)

Ask the class if they do this. What fruits/vegetables would they like to eat more?

**Ask yourself**
Demonstrate asking yourself the *Ask yourself* questions - for example Well, the fruits I like most are.... and vegetables I like most are.... Yesterday I had........ – I should eat more fruit and vegetables. What about you? Give children time to ask themselves the questions and answer them mentally, then let them copy and complete the table in their books.

N.B. Since there are a lot of questions, pupils can copy the questions in class and then write the answers for homework.

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\(^1\)The recommended number is five. *Three* is a compromise.
Background information for teachers

Many vitamins and minerals are needed in the body. Here we concentrate on two, vitamin A and iron, which represent major nutritional problems in Zambia.

VITAMIN A is very important in a diet. It helps people to see clearly at night, prevents blindness, protects people from diseases and helps them to recover quickly. It also helps to make strong healthy skin, hair and teeth.

Vitamin A is found in some animal foods (milk, liver, eggs, whole fish, e.g. kapenta or chisense), in orange and yellow fruits and vegetables (pumpkin, orange-coloured sweet potatoes, ripe mangoes and ripe paw-paw) and in dark green leafy vegetables. These vegetables should be cooked and eaten with oil, because vegetable vitamin A needs fat to be absorbed by the body. Red palm oil is especially good because it is also very rich in vitamin A; also very good are groundnuts.

IRON makes the blood red, which means it can carry enough oxygen around the body. Oxygen is needed for the body to produce energy and for people to be healthy and active. Without enough iron, people become anaemic, their blood becomes “thin”. People with anaemia often look pale, especially their eyelids. They feel weak and tired, and are more likely to get sick. Pregnant women are often at risk. Many children are anaemic as a consequence of malaria (malaria destroys red blood cells). Anaemic children will not perform well at school.

Iron deficiency can easily be prevented. Iron is plentiful in many local foods, e.g. dark green leafy vegetables, liver and eggs, beans and cowpeas, chikanda, dried kapenta or chisense, dried caterpillars. Very rich in iron are pumpkin seeds and grasshoppers. To absorb iron from vegetables, the body also needs vitamin C as part of the same meal. So meals with green leafy vegetables, beans and cowpeas should
Objectives
Pupils should be able to:

- say what are the “special” foods which keep them well
- explain the value of these foods to others

Time: 30 minutes

Teaching/learning aids
- Paper or cardboard for the Remember message
- As many of these foods as possible (bring them in, or ask individual pupils to do so)
  - Guava, paw-paw, mango
  - Red/orange sweet potato, tomato
  - Sweet potato leaves, cassava leaves, pumpkin leaves
  - Pumpkin seeds, cowpeas, beans
  - Red palm oil, margarine
  - Kapenta/chisense, dried grasshoppers, eggs, milk

Put all these on a tray and cover them with a cloth or newspaper.

Revision
Play Riddle again. Describe a fruit/vegetable – say if it is a fruit or a vegetable, describe its colour and shape and how it is eaten and show your feelings about it. Pupils guess what it is. Then ask volunteers to do the same, individually or in pairs.

Feedback on homework
Check that children have written answers to the Ask yourself questions. Praise anybody who ate three fruits or vegetables (or more) and ask what they were.

Introduction
Pupils look at the picture and say what they think Chiko eats to keep her well. Try to find out what they really think. Since ALL foods protect the body, all answers are good – but some answers are very good!

When pupils can’t think of any more, show them the foods on the tray and say that these foods are special for keeping people well. (If you have not been able to bring in many foods, read out the list in Teaching Aids above.)

Ask them which foods (on the tray or list) they did not mention.
Activity 13

**ALTERNATIVE 1:** If you have most of the foods on your tray/desk, use Kim’s Game to help children memorize these special foods. Put children in groups. Tell them how many foods there are on the tray/desk. Let them look at them for just one minute. Then cover up the tray, and ask if they can remember all the foods. After a few minutes’ group work, call on one group to report, then uncover the tray so they can all check.

**ALTERNATIVE 2:** If you don’t have many foods in the classroom, pupils can imagine they “are” the foods, or “have” them, like this:

a) Assign all the “special foods” to particular pupils or pairs of pupils (or threes if your class is very big) - e.g. You are a mango (or You have a mango); You are cassava leaves etc. Tell pupils they have to remember them all.

b) Ask all the “green leafy vegetables” to stand up, say what they are and sit down, then all the orange/red/yellow fruits, then the orange/red/yellow vegetables, then the animal foods, then the cowpeas, beans and seeds, then the fats.

c) Check that pupils can remember who is/has what – What is he? What is she?

d) Ask several pupils to say which of these foods they eat often. As they say the names, the “foods” stand up and remain standing. Look at the foods which are still seated and ask Who eats these foods? These are VERY good foods for keeping you well. Go on until all the “foods” are standing.

e) Make a ring, hold hands and sing “We are the special foods that make people well”.

**Reading**

Ask pupils to look at the Reading and find the names for some of the special foods. Then ask them to find names for parts of the body and touch them. What does it say about those parts? Finally, ask them to read the text to each other in pairs.

Discuss the questions with the whole class, especially concentrating on how they like to eat these special foods. This will prepare for the focus on meals and dishes in the next chapter. Again, commend any vegetable dishes eaten with groundnuts or oil, especially red palm oil.

**Ask yourself**

Demonstrate asking yourself these questions – e.g. Which of these foods do I like best? Well, I really like .... and .... I like to eat ........ with ...... in the evening. I would really like to eat more.........and .............. Give children time to ask themselves the same questions, then let them copy and complete the box. Walk around and look at their answers, and make encouraging comments.

**Remember**

Ask for a volunteer to write the Remember message on a piece of paper, display it in the classroom and read it out. On the opposite side write the title of the lesson. Ask the pupils to give examples of special foods. Let them tell you what they will do to teach the younger children the Remember mes-
Chapter 2: Lesson 4

Homework
The homework is part of the “revaluing” process. Children are asked to find the “special” foods at home and in home gardens, and also to tell their families about them. Most families will have some of them.

Review
At the end of the chapter ask for volunteers to read out all the four Remember messages to the class. After each message is read, ask pupils to call out the examples (as they have practised doing) and ask them why the message is so important.

Event track (optional)
You may wish to organize a final “event” to recycle and publicize the messages of the lessons. This can be a performance in class, or put on for families or other classes, or be part of an Open Day. Here are some ideas relating to this chapter.

1. Extend the “tired-active” activity in Lesson 1 into a role-play. Use the four steps of the Introduction, pause to explain that food is needed for energy, then come back to show all the children active after eating, as in Activity step (d).

2. (Referring to Lesson 3) Children make a poster showing their favourite fruit and vegetables. Train them to stand by the poster and say how each food is prepared and eaten.

3. Every child in the class represents a different food. Children show what they represent, one by one, by holding up a piece of the food, or dressing up, or showing a label, or describing themselves, as in Riddle. On the teacher’s instruction, all the “foods” group themselves into cereals, fruits etc. Each group brings forwards “foods” which are good for growing, for energy and health. End with a song and dance in which all the “foods” promise the audience they will make them strong and healthy.

Children take the message home and read it to their families.
Training Aids for
LESSON 2: FOOD FOR GROWTH,
page 15
2 children
CHAPTER 3

FOOD FOR THE DAY

Background information for Chapter 3

Ideally, children should have three well-balanced meals a day, with
snacks in between, which will give them energy, help them grow and
keep them healthy. This means a variety of food every day. They should
start the day with a good breakfast and have something to eat in
the middle of the morning to keep them going. They should enjoy their
food, and look forward to it because it is varied and interesting and
tastes good. They should wash hands before eating with soap and
clean running water.

In practice all this is not always easy to achieve. Sometimes families
have only one or two meals a day. The food is often the same from
day to day. Often children don’t get a fair share of these meals and
parents or guardians may not realise this. Families may not have time
to prepare snacks for children before going out to work. There may be
social factors which prevent children having a fair share, or even from
washing their hands properly.

Established practices may be difficult to change and of course
young children are not in charge of what is done in the home. Rather
than challenging existing practices directly it may be possible to find
ways around them – for example, can children prepare their own
snacks? Or organize their own hand-washing? Often the best the
school can do is to make pupils aware of different ways of doing things
and the reasons for them, so that they can make their own choices.

THIS CHAPTER

This chapter moves on from particular nutrients and their functions to eating
practices. It focuses on a few simple but basic issues – the need for variety, the
importance of breakfast and snacks and some eating practices in the home. These
are sensitive questions and it is a good idea to discuss these lessons with families
beforehand and agree on the messages to be given to children in each lesson.

Lesson 1 promotes general variety in the diet.
Lesson 2 aims to get children to appreciate and ask for breakfast. It is
supplemented by an extra optional lesson Chalo needs breakfast.
Lesson 3 stresses the value of snacks for maintaining energy during the day.
Lesson 4 looks briefly at home eating habits, in particular hand-washing and
separate plates.
LESSON 1: MANY DIFFERENT FOODS

Background information for teachers

Children should by now have realized that most foods are important, and that many foods give particular benefits. They should be ready to see that what matters is many different foods every day – that is, variety.

Objectives
Children will be able to:
• show that they appreciate the value of variety in the diet

Time: 30 minutes

Teaching and learning aids
• Paper or cardboard for the Remember message
• Several plates (or pretend plates – exercise books will do)

Revision and feedback on homework
a) Touch your eyes, teeth, hair and skin, and ask pupils what you are touching. What is under your skin? (flesh, bone and blood). Ask what “special foods” are good for eyes, teeth, hair, skin and blood - can they remember some of them?
b) (Feedback from homework) Ask which of these foods are in their own houses and gardens. Ask which they ate yesterday. Praise those who ate several - they will have good eyes, teeth, hair, skin and blood and will not get sick!

Introduction
Can pupils remember foods which give them a lot of energy?
Can they remember foods which are good for growing?
Can they think of any other good foods (not already on the board)?
a) Put pupils in groups to think of more foods. Groups send “messengers” to the board to write them up, being careful not to write the same food twice.
b) Congratulate them on thinking of so many foods.
c) Ask them (in groups) to tell each other how many foods they ate yesterday.
d) Find out who had the most, and congratulate them.

Explain the importance of eating a lot of different foods every day. This way you get food for energy, food for growing and food for staying healthy.

Activity 14
a) Children look at the pictures; read out the words under them.
b) Bring out two pupils to be Mule and Muke and two pupils to serve them food using plates or pretend plates.
c) Say It is Monday. Mule and Muke are eating.
   Mule is having ........ and Muke is having ........ (children suggest some foods)
   (The children are served and pretend to eat)

d) Say It is Tuesday. Mule and Muke are eating again.
   Mule is having ........(children suggest a different food)
   and Muke is having ..... ? (Pause and wait for suggestions)
   Say No, it’s not true! Muke is having .......... (exactly the same food as Monday)
   (The children are served. Mule looks happy. Muke looks disappointed.)

e) And now what day is it? (children tell you it’s Wednesday)
   Mule is having ...... ? (wait for new suggestions)
   and Muke is having ...... ??
   No, Muke is having ........ (exactly the same food as Monday and Tuesday)
   (The children are served - same responses as before)

Explain that this goes on and on through the week. Ask how Mule feels (happy). And how does Muke feel? (depressed, fed up) Why? Because the food is always the same.

Reading
Ask pupils to find the words energy, growing and health in the Reading and then the word different. Ask for a volunteer to read the Reading aloud.

Ask yourself
This is a rehearsal for homework. Demonstrate asking and answering the question, e.g. How many different foods did I eat yesterday? Well, for breakfast I had maize porridge, and then I had a mango, so that’s two (count on your fingers), and then..... What about you? This shows children that they must think of the foods and count them at the same time. Emphasize and demonstrate that the same food eaten twice only counts as one. Remind children about ingredients of relishes like oil, salt, sugar, onion, which they might forget.

Ask them to ask themselves the same question in their heads and count the foods on their fingers. Then they should copy and complete the box in their books. Tell them they have to do the same for homework, but for another day.

Remember
Ask the pupils why they think eating different foods is important. Also ask how they can increase the number of different foods they eat.

Homework
Pupils are asked to count the number of foods they eat in one day (e.g. today or tomorrow). They have to come back with a list and a number. They also have to tell their parents/guardians about it.
LESSON 2: BREAKFAST

Background information for teachers

Growing children need three meals a day and snacks in between. However, we can’t tell children to eat three meals a day if adults don’t provide the meals, or if there is not enough food in the house. This lesson limits itself to breakfast in the hope that breakfast is an achievable objective which can be promoted by further contact and discussion with parents/guardians.

Breakfast is a very important meal. It provides enough food to the body to last up to lunchtime. Some people do not take this important meal and as a result, their performance is affected. Many children, for example, have no breakfast and walk a long distance to school. As a result, they fall asleep in the lesson! Children and families need to realize the importance of breakfast for energy in the morning, and for good schoolwork.

Objectives
Pupils should be able to:

- state the importance of taking breakfast
- take measures to eat breakfast

Time: 30 minutes

Teaching/learning aids
- Paper or cardboard for the Remember message

Feedback on homework and revision

a) Ask pupils who ate four different foods yesterday? What were they? Who ate six? What were they? Who ate eight? And so on. Do not make negative comments but show great approval of MANY DIFFERENT KINDS OF FOOD IN ONE DAY. Also show approval of fruits and vegetables, and any particular foods you like yourself. If you have time, play the game Greedy (Chapter 1, Lesson 2) to reinforce the value of many different foods.

b) Bring out the Remember message from Chapter 2, Lesson 1 (Eat for energy. Eat before you come to school. Bring food to school to eat.). Ask a pupil to read it aloud and ask pupils to comment on it as they did before.

Introduction/Activity 15

Demonstrate, or get pupils to demonstrate, a pupil paying attention and a pupil not paying attention (asleep, fidgeting, distracted, chatting). Ask how they themselves feel today. What helps them to pay attention in the morning? A good sleep? An interesting subject? Good/bad weather? A nice teacher? A good breakfast?

Children look at the picture and comment. Is it like their own class? Pupils answer the questions under the picture. (Ask bridging questions if necessary – e.g. Tell me about the children. Which ones are paying attention? Which ones are...
not paying attention? Which ones have no energy? Do you think they are hungry? Why do you think that? etc.)

Ask if breakfast is important. Ask why (because it gives energy for the whole morning, makes it possible to study and work). Do they like to eat breakfast? Give your own (positive) feelings about breakfast.

Activity 16
Pupils look at the picture and guess what the family is having for breakfast. They then say what they like to eat for breakfast. Give your own preferences too.

(It is better not to ask directly if they had breakfast themselves, since this may be an indicator of social status).

Reading
Children close up their books. Write up on the board:

- Breakfast is the first meal of the day.
- Breakfast gives you energy.
- Breakfast makes you feel satisfied.
- Breakfast helps you to be alert.
- Some foods for breakfast are...

Read them out one by one and ask pupils how they could complete the sentence (this prepares them for reading and also gives an idea of their understanding of the lesson). Approve all sensible suggestions. Ask them to read the Reading in pairs and compare their ideas with the text.

Ask yourself
Demonstrate asking and answering the question for yourself, then leave children to do the same for themselves. Tell pupils they have to choose ONE of the two answers in the box. Walk around and look at the answers. This is your opportunity to find out which children have breakfast without making it public. If many children do not have breakfast, the problem should be raised (naming no names) at a meeting of the PTA, PCSC or the School Health and Nutrition Committee.

Remember
Ask for a volunteer to write the Remember message on a piece of paper, display it in the classroom and read it out. On the opposite side write the title of the lesson. Ask the pupils to say why they think this message is important and give examples of good breakfast foods. Find out from the pupils what they can do to make sure that they have breakfast every day.

Homework
Choose homework A or B, or let children choose.

A. If a lot of children are not having breakfast, it is essential to make families aware of the importance of children eating before they come to school.

B. If most children have breakfast, then it is good for them to learn how to organize a breakfast themselves.
Optional extra lesson on breakfast
Play the game below called *Chalo Needs Breakfast*. After the game ask pupils to explain the message of the story.

If there is no time for the extra lesson, ask children to look at the pictures for homework and tell you about them at the next lesson.

**CHALO needs Breakfast**

This is a chant which practices the objectives of Lesson 2, emphasizing the importance of breakfast for good work at school.

- a) Teach and practise the chant below stage by stage, referring to the map in the Pupils Book.
- b) Ask children to stand up in a circle. Practise gestures (e.g. offering food, refusing, yawning) and movements (walking, running, skipping).
- c) Ask how you run uphill and walk across a narrow bridge. Practise movements for these (e.g. bend your backs, move slowly, keep your balance).
- d) Ask what you need to do these things (energy) and what gives you the energy (food). What happens if you run and skip and walk and you haven’t eaten anything? (you get tired). Practise going slowly, huffing and puffing.
- e) Choose a sensible child to play “Chalo”, establish places in the classroom for “Chalo’s house”, “Big Hill”, “Thick Forest” etc., and divide the other roles among the other pupils (several people can be each character).
- f) The class performs the chant as a dialogue as Chalo goes on his journey to school (around the classroom).
- g) If there is time, the class can repeat the chant in smaller groups on their own.
- h) Children return to their seats.
- i) Discuss the breakfast question – why you need it, what food is good for breakfast, how long it takes to prepare etc.
- j) Ask children to take the story back to their families, act it out and explain it.

**Characters:**

- Chalo, a school boy
- Chalo’s mother
- Fred the farmer
- Mickey Monkey
- Fabian Fisherman
- Godfrey Goat
- Chalo’s teacher

**Scene 1** Chalo’s house
Mother: Chalo, Chalo, eat some fruit before you go to school.
Chalo: I can’t, I can’t. I’m late for class, I must walk and run and skip very fast. (quickly)

**Scene 2** Going up Big Hill
Farmer: Chalo, Chalo, have some cereal before you climb the hill.
Chalo: I can’t, I can’t, I’m late for class, I must walk and run and skip very fast. (a bit more slowly)
Chapter 3: Lesson 3

LESSON 3: SNACKS

Background information for teachers

Snacks are foods and drinks taken between the main meals. They supply the body with the energy and nutrients it needs between meals. Pupils should be encouraged to take nutritious snacks, especially during school break. These can quickly stop them feeling hungry.

The lesson concentrates on snacks at break time. Encourage pupils to ask their families for something to bring to school, and to prepare their own snacks at home. Another possibility is to provide an early morning snack at school. Discuss this idea with parents/guardians and sponsors.

Objectives
Pupils should be able to:
- show they understand the importance of snack foods
- take measures to eat snack foods and bring them to school

Time: 30 minutes

Teaching/learning aids
- Paper/cardboard for the Remember message
- A nutritious snack of some kind and a drink

Feedback on homework
Ask children what their families said about breakfast. If you have not been able to speak to parents about breakfast, use this moment to find out their reactions.
Activity 17
Children look at the picture. Read out the words under the picture. Ask them what they think the children are having (bananas, sweet potato, munkoyo).

Ask what other foods they eat and drink for snacks in school at break time. (Some are in the pictures on the next page, but ask for others). As they say them, write them up all over the board, or get volunteers to do this.

Which do they like best?

Reading,
This is a long Reading, but children have already seen most of the words. Ask them to look at the names of the snacks in the Reading and call them out, in any order. When they call one which is also on the board, rub it out.

Lead in to the Reading with these two questions:
- Is it good to have a snack at break? Try to get an enthusiastic Yes!
- Why is it good? Pupils should mention energy and growing and health.

Ask them to read the text to each other in pairs, then ask the two questions again.

Extra activity
If there is time, do this role-play. It may also give you some insight into children’s lives and viewpoints.

- The class imagines a house in the morning. (The classroom door is the house door)
- Two children are leaving for school. What are their names? (Ask who would like to be the two children and put them into position at the door)
- Is the father there? Is the mother there? Who else is there? What are they doing? (Who would like to be these people? Put the other “actors” into position)
- The children ask for food to take to school. What do they say? (Collect some ideas from the class)
- What do the other people say (father, mother etc.)? (Collect a few ideas)
- What happens in the end?
- Ask the “actors” to role-play the whole scene.
- Ask the other children to comment.
- Other groups can role-play their own scene if there is time, or prepare one for homework.

Ask yourself
Demonstrate asking yourself these questions and answering them. Then ask pupils to ask themselves the questions silently, and answer them in the same way. They should then copy the box in their books and complete it for themselves. Go around and look at their answers. Ask if they do bring food to school.
If you find that a lot of pupils don’t bring any food to school, take up this question with the PTA, PCSC or other meeting with parents and guardians. Explain that snacks make a big difference to how children learn because they give them energy during the morning, and discuss what can be done to make sure children have something to eat. Also talk about washing hands before eating and cleaning teeth after eating.

**Remember**

Ask for a volunteer to write the *Remember* message on a piece of paper, display it in the classroom and read it out. On the opposite side write the title of the lesson. Get other pupils to give some examples.

**Homework**

Ask pupils to choose one of the two homeworks. Discuss

a) what snack they will bring tomorrow
b) what snack they can prepare at home for themselves.

Make sure to check that children do try to bring snacks to school the next day.

Maintain the initiative by having a “snack check” once a week, getting pupils to share snacks with each other, bringing up the question at the PTA/PCSC, or getting local nutritionists or housewives to demonstrate nutritious snacks.

**LESSON 4: EATING AT HOME**

**Background information for teachers**

Some eating practices can help or hinder healthy eating. For example:

- **Washing hands before meals.** Sometimes everyone washes in the same water, with the children last. This means that children wash their hands in dirty water, which can contaminate their food and make them ill.

- **Portions for men.** Sometimes the men eat separately and take most of the relish for themselves, leaving the children with very little. Children need as much relish as adults.

- **Plates.** If everyone eats from the same plate children often don’t get a fair portion and no-one notices. If they have their own plates, everyone can see if they are getting enough to eat.

There may be social reasons for these behaviours, for example respect for elders, the status of men, and the perceived role of children. Challenging these practices directly may make people angry.

This lesson aims to make children aware of the differences in how people eat and the reasons for their behaviour, so that they can make their own choices as far as possible.

**Objectives**
Pupils should be able to:

- recognize differences in eating practices and the reasons for them
- state their own preferences and give reasons
**Time:** 30 minutes

**Teaching/learning aids**
- Paper or cardboard for the *Remember* message

**Feedback on homework**
Ask children to tell what snacks they have brought from home, or to tell the class how they prepared snacks at home.

**Introduction**
Say we will talk about how people eat meals at home. In answer to the questions in the book, children briefly tell or show what is normally done.

- **Who prepares and cooks?** Who helps? (usually girls) Who serves?
- **What do people do before eating?** (e.g. wash hands, get plates)
- **Where do people eat?** Do they all eat together? (e.g. on mats, men separately)
- **What do they eat with?** (e.g. plates, fingers, knives)
- **What do they do after eating?** (e.g. clear up, wash pots and plates)

**Activity 18**
Two families are shown in the picture, with different eating habits (some of these habits are part of the discussion and some are just part of the social picture). Children should look at the pictures in pairs and say how they are different – e.g.

- **Picture A:** men eating separately, people wash their hands in a common bowl, all have their own plates
- **Picture B:** all eating together, from the same bowl/pot; washing hands with running water

Children can then say if their family is like Mule’s or Muke’s, and in what ways.

**Reading**
Ask pupils to read the words under the first picture to each other. What can they see in the picture that is described in the Reading? Do the same for the second picture.

- Question pupils on three aspects (handwashing, plates and helping) and ask their own preferences – e.g. *How do they wash their hands in Mule’s family? And in Muke’s family? Which do you prefer? Why?* Try to get good reasons on both sides (e.g. washing in the same bowl shows respect for elders, but is not so hygienic). Make sure that the important reasons get attention.

**Ask yourself**
Demonstrate asking yourself these questions and answering them. E.g. *Well, I prefer to cook for myself. I don’t like to have help. I like to eat together with my family. I prefer to wash with running water (etc.) What about you?* Give pupils the opportunity to ask themselves these questions. Look at the words in the box and ask if they can read them. Point out that they must choose the sentences which apply to them personally. Then they copy and complete the box in their exercise books.

Go round and look at their answers.
If a lot of pupils don’t have their own plates, take up this question in a tactful way with the PTA, PCSC or the School Health and Nutrition Committee – it’s important!

Remember
Ask for a volunteer to write the Remember message on a piece of paper or cardboard, display it in the classroom and read it aloud. On the opposite side write the title of the lesson. Ask the class to give examples.

Homework
For homework, pupils ask their families about good and bad eating habits. Give some examples from your own experience if possible – for example, chewing your food well, showing your appreciation.

Review
At the end of the chapter ask for volunteers to read out all the four Remember messages to the class. After each message is read, ask pupils to call out the examples (as they have practised doing) and ask them why the message is so important.

Eventtrack (optional)
You may wish to organize a final “event” to recycle and publicize the messages of the lessons. This can be a performance in class, or put on for parents/guardians or other classes, or be part of an Open Day. Here are some ideas relating to this chapter.

1. Build up the role-play in the Activity in Lesson 1. Seven children hold up big letters on cards in a row to make the word V-A-R-I-E-T-Y. “Variety is good”, they chorus. Then act out the breakfast scenes, adding a little dialogue for each day. Train one pupil as a commentator to introduce and describe the action. At the end get the chorus to chant all the foods mentioned, then finish with the days of the week and the word VARIETY (“Monday – V” (holding up the letter), “Tuesday – A” (holding up the letter), “Wednesday - R” etc.). A final chorus says “EAT A VARIETY OF FOODS!”.

2. Pupils make “snack cards”, with the name of a snack and a picture and form them into a display. Pupils stand by the display in pairs. One rearranges the cards [e.g. to show which snacks are tastiest, which are most expensive and so on] and the other explains what the first is doing.

3. Pupils expand and develop the role-play from Lesson 3 into a small play which can be performed for families. Four scenes can show:
   a) children finishing breakfast and taking snacks
   b) children with no breakfast and parents/guardians too busy to give snacks
   c) the first children full of energy at school
   d) the second lot of children falling asleep at school because they have no energy and are hungry.

4. A teacher introduces the characters from the chant “Chalo needs breakfast” then pupils perform the chant, using real food.
CHAPTER 4

KEEPING CLEAN

Background information

Keeping clean is one of the main factors contributing to good health. It prevents many kinds of disease. But what does it have to do with nutrition? First of all, all diseases have a bad effect on the feeding of the body. The effect of diarrhoeal diseases is particularly serious, and often fatal in young children. Secondly, diseases are often conveyed through food and drink. This means that “clean food” and “clean water” are essential to a “good diet” and that hygiene is important in all aspects of food preparation and consumption.

THIS CHAPTER

At this age children need to be aware of the cleaning activities around them, the reasons for them, and their own role in them. This means recognizing all kinds of dirt and being aware of the dangers it represents. Instead of bacteria, children are introduced to the idea of dirt you cannot see, which is re-emphasized in lessons on handwashing and clean water. The idea that dangerous dirt can be carried is illustrated in lessons on dirty hands and flies. Children are encouraged to extend their own personal hygiene activities and improve their hygiene routines. In Lesson 3 children draw their own picture of “cleaning points” in the home, and use this as a checklist through the remaining lessons. Much of the homework focuses on rules and routines for household hygiene.

Lesson 1 establishes areas of cleaning activity and children’s roles in them.
Lesson 2 introduces the idea of “dirt you cannot see” (i.e. bacteria).
Lesson 3 reinforces the need for clean hands; children also make a pictorial checklist of “cleaning points” in the home.
Lesson 4 is about when and how to wash hands.
Lesson 5 deals with personal hygiene.
Lesson 6 focuses on how flies contaminate food, and the need to cover food.
Lesson 7 shows the importance of clean drinking water.
Lesson 8 illustrates the dangers of rubbish and how to dispose of it properly.

LESSON 1: CLEANING THINGS

Background information for teachers

The main areas of personal and domestic hygiene are
- keeping yourself clean – which includes washing hands and cleaning teeth
- washing and cleaning babies and younger children
- cleaning clothes, cloths, covers
- clean food – food gathering, preparation and consumption
- clean water, water treatment and hygienic ways of carrying water
- keeping the house and surroundings free of rubbish.

This lesson establishes most of these areas of activity and gets children to describe their own roles in them.
Objectives
Pupils should be able to:
• say what cleaning activities are done in the house and school
• discuss why people clean things
• describe their own cleaning activities and roles

Time: 30 minutes

Teaching/learning aids
• Paper or cardboard for the Remember message
• Any item used for cleaning (e.g. soap, a broom, a rubbish bin), for the mime

Feedback from the previous lesson
Ask what families had to say about good eating habits. Pick up anything which refers to hygiene, which is the theme of this chapter– for example, washing hands, cleaning plates and pots.

Introduction/Activity 19
Look at the pictures. Ask What things in the house need cleaning? What things in the school need cleaning? Remind them that they too need cleaning! After one or two examples, put children in groups to find as many examples as possible, then call on the groups in turn to report. Briefly discuss why things need cleaning, to see if pupils recognize that dirt is dangerous.

Activity 20
a) Ask Who cleans things at home? and then What do YOU clean? Show approval of children who clean a lot of different things; ask “expert” children to describe how they clean particular things.
b) Say you are going to demonstrate cleaning something. Do a mime of (e.g.) washing spoons, cleaning a baby. Children guess what is being cleaned.
c) Put children into small groups and ask them also to prepare and perform a “cleaning mime” for the class, which has to guess what is being cleaned.

Reading
a) Ask children to count the word “clean” in the Reading text (there are 7).
b) Say the other words from the text in mixed order and ask pupils to find them (e.g. ground, babies, food, plates, ourselves, clothes, floor, pots).
c) Read out the first sentence (We clean many things!) and ask pupils to repeat it. Read out the beginnings of the following sentences (We clean…..?) – pupils chorus the end of each sentence.

d) If there is time, do the Reading again as a mime and chorus:
• The whole class speaks the first line together.
• Individual groups speak the next five lines, miming the cleaning activity.
• Everyone shouts the last line together.

Ask yourself
Demonstrate asking yourself this question and answering it. E.g. What do I clean at home? Well, I clean myself – and I clean my clothes…..What about you? Count on your fingers.
Ask children to ask themselves the same questions and answer them mentally, counting on their fingers. Give them time to do this. Then ask them to copy and complete the table in their books.

Walk round and look at the answers. Don’t interfere with the content, but ask for clarification if necessary.

**Remember**

Ask for a volunteer to write the **Remember** message on a piece of paper or cardboard, display it in the classroom and read it aloud. On the opposite side write the title of the lesson. Pupils give examples of things which must be cleaned. Store the message or display it permanently, and do the same with the others.

**Homework**

Choose one of the two homeworks, or let pupils choose, individually or as a class.

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**Lesson 2: DIRT YOU CANNOT SEE**

**Background information for teachers**

Dirt contains bacteria that cause food poisoning, common diarrhoea, typhoid and cholera. If pupils have already learnt about bacteria or “germs”, then mention them. However, the idea of invisible but powerful microscopic life is quite difficult for young children to grasp. In this chapter bacteria are simply presented as “dirt you cannot see”. What is essential at this age is that children realize that some dirt is invisible, that dirt can carry disease, and that their hands can carry dirt. These ideas are reinforced in the following lessons.

**Objectives**

Pupils should
- be able to say where you can find dirt
- show they understand that dirt is dangerous (e.g. can make them sick)
- show they understand that some “dirt” cannot be seen
- show they understand that dirt can be carried by hands

**Time**: 30 minutes

**Teaching/learning aids**
- Paper/cardboard for the **Remember** message
- Soap, bowls and jugs of water (or a tap) for washing hands
- A cup of water (or other drink), a piece of food, a knife and fork/spoon

**Feedback from homework**

Get feedback on the homework - on how to clean things (children demonstrate) or on why we clean things. This should lead to the idea that dirt is dangerous.
Chapter 4: Lesson 2

Introduction
Get children to tell you where they can find dirt. What things are dirty? Why is dirt bad? How is it bad? Several ideas should come out - e.g.
- Being dirty makes you smell
- Dirty clothes look bad and smell
- Dirty hair brings parasites
- Dirt on scratches and sores makes them worse
- Rubbish brings mice and cockroaches into the house
- Old rotten food is “dirty” food
- Dirt in food or water can make you sick

Activity 21
Establish the idea of invisible dirt, like this:

a) Ask pupils (or a few pupils) to make one finger a little dirty - with pen, pencil, dust, mud, food, anything they can find. They should show their dirty finger to their friends. Ask them if they can see the dirt.

b) Ask them to rub off the dirt very thoroughly and show their friends again.

c) Ask Are your hands clean now? How do you know? See what they think.

d) Tell them there is other dirt, dirt that they cannot see. This kind of dirt is very dangerous and very strong. It can make them sick. It’s on their hands now. It was there before they put on the new dirt. It’s still there.

e) Make pupils wash their hands with soap and running water.

f) Ask the pupils Are your hands clean now? How do you know? Lead them to understand that soap and water remove the dirt you cannot see.

g) Use the pictures and the questions to reinforce the idea of dirt you cannot see, which is removed with soap and water.

Reading
Pupils look at the pictures around the Reading and say which things look clean. Are they really clean? This again reinforces the idea of dirt you cannot see.

Read the text aloud. Strongly emphasize the words EVERYWHERE and CANNOT. As you read it, assign the individual lines to individual pupils or small groups, keeping the first and last lines for the whole class. The class then reads the text aloud, again emphasizing EVERYWHERE and CANNOT.

Activity 22
Establish the idea that “dangerous dirt” can be carried.

On the table put a cup of water, a piece of food, a knife and fork/spoon.

Show your fingertips and say
Here is some dirt. You cannot see it.
It’s very strong and dangerous.
It can make me sick.
If it gets into my mouth I will be sick.
How can it get into my mouth?

Get some suggestions from pupils and mime them very slowly - e.g.
Raise hand to mouth (e.g. biting nails).
Objectives
Pupils should be able to
• show what their hands do during the day
• show that they understand the “danger points”

Time: 30 minutes

This lesson is a little different from the others. It has two purposes.
1. It reinforces the previous lesson by raising children’s awareness of what they do with their hands. The children use mime to describe a day in the life of their hands. Others guess what they are miming. The class discusses the danger points in the life of their hands and when they should be washed during the day.
2. It gets children to produce a pictorial checklist for describing and checking their own hygiene habits. This should be started in class, so that children are sure of what they have to do. It can be finished for homework.

Ask yourself
Am I afraid of dirt? Why/Why not? Discuss openly with the whole class what they want to say in answer to these questions. Many answers are possible, but praise good reasons (e.g. No, because I wash my hands often; Yes, because you cannot see it; Yes, because it can make you sick; No, because my mother keeps the house very clean). Point out that they have to choose only ONE of the alternatives in the box. Leave them to copy and complete the box.

Remember
Ask for a volunteer to write the Remember message on a piece of paper or cardboard, display it in the classroom and read it aloud. On the opposite side write the title of the lesson. Instead of saying the examples, pupils can mime them in imitation of the teacher. Children take the message home.

Homework
The homework aims to get families to reinforce the activities.
Feedback from the previous lesson
Remind pupils about their answers to the question Are you afraid of dirt? (Ask yourself in the previous lesson).

Pupils tell the class what families said about how dirt makes you sick. Pick up the idea that dirty hands are one of the biggest problems.

Introduction
Check that children have washed their hands. Make a big point of this – ask each child individually, or ask them to ask each other whether hands have been washed.

Activity 23
a) Show the children your hands. Mime some actions with them and ask children to identify the action. For example (waking up in the morning) you rub your eyes and scratch yourself, wash, brush your teeth etc.

b) Ask what children are doing with their hands in the pictures.

c) Divide children into groups. Explain they should take turns to tell the story of their hands during the day. They can only use their hands to do this. The others should guess the different actions.

d) Introduce the idea of Danger Points, e.g. touching eyes, putting fingers in mouths, handling something which they put in their mouths, not washing their hands before eating etc. Did they have any Danger Points in their stories? Discuss why they are dangerous.

e) Discuss all the times when you should wash your hands, and all the things that are dangerous to touch before eating (e.g. animals, faeces, dirty water).

Homework
Prepare the homework with the children. They should take a whole page in their exercise books to draw themselves and their home. This picture will be used as a checklist for the following lessons.

Go through the instructions. Draw the sketch in the book on the board, then complete the sketch for your own home, explaining what you are doing. Get the children to start their own pictures for their own homes. It is not important that the drawings are recognizable, as long as the children themselves know what they represent. However they should be complete, with all the elements. Ask them to finish the pictures for homework. Tell them to show the picture to their families.

An alternative is to draw one big poster picture together in class and display it in all the remaining lessons of this chapter.
LESSON 4: WASHING HANDS

Background information for teachers

Dirty hands are one of the main transmitters of dangerous bacteria. It is important that hand washing becomes a routine. Of course children need to know why they should wash their hands, but at this age the most important things are that

- they know when to wash hands
- they know how to wash them
- they do actually wash them.

Hands should be washed after going to the toilet, before and after eating, before and after cleaning babies’ bottoms, before preparing food and before collecting drinking water. Soap is essential, since it is soap which removes bacteria from the skin. The water should be clean and running. It is no good to wash your hands in the same water as other people, or use a dirty towel to dry your hands after washing.

A single lesson cannot do much to change routine practices. It must be backed up by training in schools and homes. The school should show the importance it gives to clean hands by providing good washing facilities (in particular, running water and soap), and training younger children in hand-washing routines. If improvements are needed, this matter should be raised at a staff meeting, with the PTA/PCSC or in the School Health and Nutrition Committee.

Objectives

Pupils should be able to:

- show that they know when to wash hands
- demonstrate the best way to wash hands
- show that they are improving their handwashing habits

Time: 30 minutes

Teaching/learning aids

- Paper/cardboard for the Remember message
- A basin, a piece of soap, a jug or cup, water

Feedback from the previous lesson

Check that pupils have completed their drawings of self, home and school. Ask them to check that they have put in all the things in the list. If there is time, ask them to explain their pictures to one another.

Introduction

Books closed. Find out when pupils wash their hands and how they wash them.

a) When? Show a picture of a child and describe her/his day in brief - e.g. Kalwe gets up, fetches water, eats breakfast, goes to the toilet, walks to school etc. Then describe it again asking children to put their hands up where they think it’s important to wash hands. Ask them to explain why.
b) *How?* Ask two or three pupils to mime washing hands and ask questions to clarify exactly how they do it. Do not give advice at this moment, but explain that we want to find out the *best* way of washing hands.

**Activity 24**
Open books. Pupils look at the pictures and answer the questions, bringing out the differences in the two ways of washing hands. Ask which they prefer, and why. Use the discussion to get children to see for themselves that it is better to wash with running water and not to use a dirty towel. Explain that soap is very important because it kills and removes all kinds of dirt, including dirt you cannot see.

**Reading**

a) Say that the Reading gives advice about *when* to wash hands. What do pupils think it will say?
b) Pupils look at the Reading to check if their predictions are right.
c) Ask what the Reading says about *how* to wash hands. Does it talk about towels? running water? soap? (in fact it doesn’t talk about towels)
d) Ask a volunteer to read the passage aloud.
e) Ask pupils to read the passage in pairs to each other.

**Extra activity**

a) Bring two pupils to the front and say they will demonstrate how to wash hands well, guided by the class.
b) Ask what will they need? and supply what pupils say (a basin, water, a jug or cup, a piece of soap).
c) Ask what will they do it? and get instructions from the class.
d) The two pupils demonstrate. One pours water to wet the other’s hands. The other washes hands, paying attention to nails and between the fingers. The first pours water to rinse the washer’s hands. The class observes, checks that everything is done correctly and gives advice.
e) Reverse the roles of the demonstrators. This time the class comments on what is happening (e.g. she is washing her hands with soap; the soap is lifting the dirt off; the water is taking the dirt away).

**Game**
If time allows, play the game *Wash your hands.*
a) Give a lot of examples of everyday actions (see list in the box below) and get children to show a rapid mime for each. Also mime hand-washing.
b) Go through the actions again and ask which ones involve washing hands (e.g. eating an orange, going to the toilet). Pupils mime hand-washing before or after the action, as appropriate.
c) Tell children that to pretend to “go to the toilet” they have to leave the room and come in again.
d) Give instructions to individual pupils. If the action involves hand-washing, they must mime that as well. Mix “hand-washing” instructions with others, and repeat the instruction to “go to the toilet” frequently. When a pupil forgets to “wash hands” then s/he is out of the game.
After pupils have learned the game, they can play it among themselves in groups.

### Some instructions for the game: Wash your hands” (the “hand-washing” actions are underlined).

- Get up!
- Have a drink of water!
- Go to the toilet!
- Eat an orange!
- Run!
- Pick up rubbish!
- Eat your food!
- Prepare the vegetables!
- Wash the clothes!
- Feed the baby!
- Dig the ground!
- Ring the school bell!
- Walk to school!
- Get dressed!
- Have a snack!
- Fetch water!
- Write your name!
- Open your books!

### Ask yourself

The purpose of this question is to get pupils to extend their handwashing practices. Demonstrate asking yourself the question and answering it. For example: When do I wash my hands? Well, I always wash them after going to the toilet and before I have a meal. But I don’t always wash them before I have a snack. I should remember to do that. What about you? Ask them to think of a new time to wash their hands. Circulate and observe while they copy and complete the box.

### Remember

Ask for a volunteer to write the Remember message on a piece of paper or cardboard, display it in the classroom and read it aloud. On the opposite side, write the title of the lesson. Ask the class to explain the message (i.e. to say why one should use soap when washing hands).

### Homework

The homework aims to get the family to reinforce the message about when to wash your hands.

### LESSON 5: KEEPING YOURSELF CLEAN

#### Background Information for teachers

Personal hygiene is very important for reducing disease. Regular washing and clean clothes make it difficult for dangerous bacteria and parasites to live on the body; care of the teeth prevents decay; clean hands stop dangerous bacteria from spreading to food and drink. Therefore, the importance of personal hygiene needs emphasizing. In addition, keeping the body clean should be a matter of personal pride and value and we must try to build up this motivation. The lesson is mainly about habit formation and valuing being clean.

As with hand-washing, the school and the class should have policies and rules about personal hygiene. For example, they may have inspections of hands and hair and standards for clothing worn to school. These will have a much greater long-term effect than a single lesson.
Chapter 4: Lesson 5

Objectives

Pupils should:

- be able to give some reasons for keeping clean
- feel good about being clean
- check and improve their own hygiene routines

Time: 30 minutes

Teaching/learning aids

- Paper/cardboard for the Remember message.

Feedback from the previous lesson

Pupils look at the “Home” picture (from Lesson 3). They put a big circle round one hand (because we are talking about washing hands). Ask individuals when they washed their hands yesterday, how often and how.

Introduction/Activity 25

Start with feelings.

- Ask how pupils feel when they are clean and wearing clean clothes.
- Do they know any people who do not wash? How do they feel about them?

Read out and discuss the opening questions about washing routines. Spend most time on the last question (why). Encourage many reasons – e.g. smelling nice and looking good as well as hygiene. Make sure they remember that dirt is dangerous.

Activity 26

This activity and the Reading focus on reasons for keeping particular parts of the body clean. Use them to find out what children know and think, and to give a little information about the dangers of dirt on the body.

a) Pairs work to name the parts of the body labelled in the diagram, using the words in the box. Check by calling out the numbers of the labels.

b) Pairs choose a part of the body and discuss for a minute why it is important to keep that part clean.

c) Pairs report to the whole class. Possible answers are (you may have others):

- Armpit hair (and other body hair) traps dirt and gets very smelly. It provides places for small parasites to live (e.g. fleas, lice).
- Dirty hair encourages nits and looks bad.
- Dirty hands carry dirt into food and drink and make us ill.
- Dirty teeth decay/rot, give us toothache and make our mouths smell.
- Dirty nails can poison food and drink and make us sick.
- Dirty feet smell, and encourage foot infections.
- Dirty skin encourages fungal infections and parasites such as fleas and lice, which carry disease. It also infects cuts and scratches.

Reading

a) Books closed. Read aloud the first part of each sentence and ask pupils to suggest what follows.

b) Open books. Get pupils to work out the second part of each sentence.
c) Pupils cover the second column with their hands. Read the first half of each sentence again; pupils call out the second half.

Activity 27
Pupils sing the song about washing in the pupils’ book. The monitor checks pupils’ cleanliness as the pupils continue to sing the song.

Ask yourself
Do this series of questions as a call-and-response exercise with the whole class. Ask the questions and call on the pupils to say Yes! all together. Ask them to choose one thing they have done, and then copy and complete the box.

Remember
Ask for a volunteer to write the Remember message on a piece of paper, display it in the classroom and read it aloud. On the opposite side write the title of the lesson. Ask pupils to give reasons why they should keep clean. Children take the message home and read it to their families.

Homework
For homework, let pupils teach the song Bushe namusamba to their brothers and sisters. Children find out what “washing rules” they have in their homes.

LESSON 6: CLEAN FOOD

Background information for teachers

Flies and other insects and animals (cockroaches, mice) are attracted to food and carry bacteria to it on their feet. This lesson concentrates on flies. Children need to realise that flies are dirty and can carry diseases. Fortunately most people dislike flies and we can reinforce this natural feeling. Children must also become aware that all uncovered food is dangerous because it may have been visited by flies. The important behavioural message is to cover or wrap all food.

Objectives
Pupils should be able to:
- explain the danger of flies and uncovered food
- practise the habit of covering food

Time: 30 minutes

Teaching/learning aids
- Paper or cardboard for the Remember message
- A piece of (organic) dirt – e.g. rotting fruit, old smelly food, a dead worm
- A piece of good food
- Something to represent a fly – a small piece of grass, a picture of a fly
Feedback from the previous lesson
a) Check that pupils have copied and answered the Ask yourself questions.
b) Pupils look at their “Home” picture from Lesson 3. They put big circles around hair, nails, feet, teeth and clothes. Then in pairs they tell each other if these things are clean today.
c) Pupils tell the class the “washing rules” in their homes.

Introduction
Say we are going to talk about flies. Write up the word; hold up something to represent a fly.

Demonstration
On the floor put a piece of organic dirt and on the table a piece of food. Say:
Here is some dirt. It is very dangerous dirt.
If it gets into my mouth I will be sick.
How can it get into my mouth?
If pupils recall Lesson 2 they may suggest that your hands will carry the dirt. Say:
My hands are clean.
I will not touch the dirt.
How can the dirt get into my mouth?
If pupils suggest that flies can carry the dirt, give them the “fly” and ask them to show how the fly walks on the dirt and then flies to the food and walks on that. It carries the dirt on its feet. The dirt is so small that you cannot see it, but it is still very dangerous. When we eat the food, we can get sick.
If they don’t make the suggestion, show them yourself.

Activity 28 reinforces this idea.
Ask pupils to say what is happening in the picture.
What advice they would give to Chiko and Kalwe – to eat or not to eat? Why? Discuss the reasons (the flies have carried dirt to the food from the latrine and the rubbish heap).

Extra activity If there is time, role-play the scene. The whole class can suggest what the players do and say, like this:
a) Establish some “dirty places” in the classroom, as in the picture. Use something to represent the food (a book, a piece of cardboard).
b) Two pupils are flies. They come (buzzing) from a “dirty place”, visit the “food”, eat some, wipe their feet on it and fly away.
c) Two pupils come in and see the food. They say how hungry they are and how good the food looks. They sit down and stretch out their hands.
d) Two other pupils tell them not to eat the food and explain why.
Lesson 7: Clean Water

Objectives
Pupils should:
• show they know that clear water may also be dirty
• show they know how water gets dirty
• show how to carry water safely
• take action to protect drinking water

Time: 30 minutes

Background information for teachers

Chapter 4: Lesson 7

One of the most important pollutants of drinking water is faeces from people and animals. Water can be contaminated at source, but also when it is collected with dirty hands or carried in dirty containers. Water can look clean even when it is full of dangerous bacteria. It is important for children to realize this. They must look at where water comes from and what is going into it. The message is Think about what you drink! Children should also know something about how to clean and protect drinking water.

Reading
Ask pupils to find the advice in the text, to look for the words DO NOT. They read out the two pieces of advice. Then they read to find the reason for this advice.

Activity 29
Ask pupils to say how we can protect food from flies. Get a lot of ideas for different ways of covering and wrapping (cloth, paper, covers, nets, bags, containers).
Pupils draw pictures of food containers on their “Home” picture (from Lesson 3). They explain their pictures to their friends.
Go round looking at the pictures and tell the class anything interesting you see (pupils will feel rewarded).

Ask yourself
Demonstrate asking yourself these questions and answering them. For example, Do flies walk on my food? - well, sometimes I buy a snack that is not wrapped from a vendor. At home I always cover food. What about you? Ask pupils to ask themselves the questions and think about the answers. Then they copy and complete the box.

Remember
Ask for a volunteer to write the Remember message on a piece of paper or cardboard, display it in the classroom and read it aloud. On the opposite side write the title of the lesson. Ask pupils to give reasons for the message.

Homework
For homework, ask pupils to ask their families about where to find flies and how to keep them away.

Lesson 7: Clean Water

Background information for teachers

One of the most important pollutants of drinking water is faeces from people and animals. Water can be contaminated at source, but also when it is collected with dirty hands or carried in dirty containers. Water can look clean even when it is full of dangerous bacteria. It is important for children to realize this. They must look at where water comes from and what is going into it. The message is Think about what you drink! Children should also know something about how to clean and protect drinking water.

Objectives
Pupils should:
• show they know that clear water may also be dirty
• show they know how water gets dirty
• show how to carry water safely
• take action to protect drinking water

Time: 30 minutes
Teaching/learning aids

- Paper or cardboard for the Remember message
- Two glasses, one with clean water and the other with dirty water

Feedback from the previous lesson

a) Pupils look again at their “Home” picture from Lesson 3. They put a big circle around the food in the picture. Is it covered in their picture? Is it safe?

b) Pupils say what their families told them about where flies are found (e.g. uncovered latrines, rubbish pits), and what families do to keep away flies.

Introduction

a) Ask pupils how water comes to their house.

b) If pupils help to carry water to the house, ask them to show how they do it. Observe if they wash hands first, use a clean container/a closed container, don’t let dirty hands come in contact with water and cover the water in the house. This will show you what to focus on in Activity 28 (c).

c) Ask if the water is clean. Do they want to drink clean water? Why? (because dirty water makes you sick).

Activity 30

a) Hold up your (clean) hands (or a pupil’s) and ask Are these hands clean? Get pupils to recall the idea of dirt you cannot see from Lesson 2. (The answer to the question is Yes, if they have been washed with soap and water.)

b) Present two glasses, one of muddy water, the other with clear water. Ask Is this water clean? Tell pupils to THINK!

c) Help them to come to the conclusion that: the muddy water is certainly dirty, but the clear water may also be dirty – there may be dirt you cannot see.

Activity 31

a) Ask How does water get dirty? Pupils give ideas, then look at the pictures.

b) Groups look at the pictures and discuss the question, then report back. Make sure that they work out some of the answers for themselves. Together count the kinds of dirt which are going into the water. Ask if they know any places in the area where there is a danger of dirty water.

c) Ask them to look at how the children are carrying the water. Can they see the danger? (that dirty hands make water dirty). Ask them to say and show what is the best way to transport water so it does not get dirty (e.g. clean closed container, washed hands).

Reading

Ask pupils to find the words dirty water in the Reading, then safe, sick and drink. Then another word like drink (think). Pupils can then read the text aloud to each other in pairs. Quiz them on the meaning – What does it say about dirty water? What will happen if you drink it? What must you do?
Rubbish is a breeding ground for bacteria which cause diarrhoea, dysentry, cholera and many other diseases. It attracts mice, rats, flies and cockroaches, which carry the bacteria into houses and onto food. Dirty surroundings also smell bad and make a place unattractive. Rubbish should be collected and buried in a rubbish pit, or burnt.

Children need to value clean surroundings. They should begin to see the connection between rubbish and disease, which is quite complicated. They should also begin to form good habits with rubbish. For this reason the lesson starts with a practical activity.

As with handwashing and personal hygiene, a single lesson cannot have much effect on long-term behaviour. The school needs to have a policy about rubbish which is understood and recognized by everyone in the school, backed by families and implemented in class. If improvements are needed, raise the matter at a staff meeting or PTA/PCSC meeting.

LEsson 8: CLEAN HOME AND SCHOOL

Background Information for teachers

Rubbish is a breeding ground for bacteria which cause diarrhoea, dysentry, cholera and many other diseases. It attracts mice, rats, flies and cockroaches, which carry the bacteria into houses and onto food. Dirty surroundings also smell bad and make a place unattractive. Rubbish should be collected and buried in a rubbish pit, or burnt.

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As with handwashing and personal hygiene, a single lesson cannot have much effect on long-term behaviour. The school needs to have a policy about rubbish which is understood and recognized by everyone in the school, backed by families and implemented in class. If improvements are needed, raise the matter at a staff meeting or PTA/PCSC meeting.
Objectives
Pupils should:
- show that they know the importance of keeping surroundings clean
- keep surroundings clean and be motivated to do it

Time: 30 minutes

Teaching and learning aids
- Paper or cardboard for the Remember message
- The model “fly” from Lesson 6, a piece of rubbish and a few pieces of food

Feedback from the previous lesson
a) Pupils look again at their “Home” picture from Lesson 3. They put a big circle around the water. In pairs they tell each other if the water is covered, clean and safe to drink.

b) Ask pupils what their families said about how to make water safe for drinking. If they mention chlorinating and boiling, ask if they have seen adults doing these things. Praise knowledge of details (e.g. how long to boil the water, how much chlorine, the price of chlorine etc).

Introduction
Prepare for Activity 32. Pupils read the instructions in pairs to find out what they have to do. Check they understand what to do (emphasize washing hands). Give them a time limit (10 minutes?) then send them outside. Go with them if necessary.

Activity 32
a) Pupils go into the playground, find some rubbish, throw it away in the proper place, wash their hands and come back to class.

b) Praise pupils for their cleaning activities. Ask what rubbish they found, why they put it in the pit and why they washed their hands. Try to get them to recognize that rubbish is dirty.

c) Put some rubbish on the floor and some pieces of food on the table.

d) If time allows, quickly revise the danger of flies. Pupils should remember from Lesson 6 that flies carry dirt to food. Give them the “fly” and ask them to show again how it walks on the rubbish, then flies to the food and walks on that. Ask How does it carry the dirt? (on its feet), Can you see the dirt? (No, it is too small), Is it dangerous? (Yes, it makes us sick).

e) Ask What animals like rubbish? What animals can carry dirt onto our food? See if pupils can think of mice, rats, cockroaches, as well as flies.

Reading
Leave the rubbish on the floor and the food on the table. Ask for a volunteer to read the passage aloud (first make sure s/he can recognize all the words). Ask for volunteers to represent a fly, a mouse, a rat, a cockroach and a person. Get the reader to pause after each sentence, while the “actors” do what the text says.
Ask yourself
Demonstrate asking and answering these questions. Ask children to ask themselves the same questions and answer them. Then read the question in the box and ask children to answer it personally. Walk round and look at what they write. Don’t interfere with the content, but encourage and commend.

Remember
Ask for a volunteer to write out, display and read out the Remember message, and ask pupils to explain the message (e.g. Why is rubbish bad? Why do we put it in a pit?). Children take the message home and read it to families.

Preparation for homework
Pupils look at their “Home” picture from Lesson 3. They put a big ring around the rubbish pit. Ask What rubbish do you throw away? Who carries the rubbish to the pit? How often? Who buries it?

Homework
Ask pupils to pick up rubbish at home, throw it in a pit and tell their families what they have done and why.
Ask them to show their “Home” pictures to their families and talk about what they do to keep things clean.

Review
At the end of the chapter get small groups to present all the Remember messages to the class, as they have practised. Make eight groups, each presenting one of the messages. They should read it out, explain it, illustrate it and say why it is important.

Event track (optional)
You may wish to organize a final “event” to recycle and publicize the messages of this chapter. This can be a performance in class, or for families or other classes, or be part of an Open Day. Here are some ideas.
1. Do the mime and chorus activity in Lesson 1 as a class.
2. Draw a poster titled A day in the life of my hands with the best ideas from Lesson 3. Circle the danger points in red. Train pupils to stand by the poster and explain what is dangerous and why.
3. Display the best “Home” pictures from Lesson 3. Train children to stand by them and explain what they clean, how often, and how.
4. Train pupils to do handwashing demonstrations/commentary as in the extra activity, Lesson 4. They can do How to and How not to.
5. Divide the class in two and train them to do a call-and-response chant based on the Reading in Lesson 5. They can illustrate it with pictures of dirty and clean children.
6. After the feedback on the Lesson 5 homework, create a poster of “washing and cleaning rules” and get children to illustrate it.

7. Develop the role-play in Lesson 6, Activity 28 and perform it as a mini-play.

8. Build up the demonstration of how to carry water from Lesson 7. Some pupils do it the wrong way, and some pupils do it the right way. Other pupils do a commentary on both.

9. Rehearse pupils in presenting all eight Remember messages in the right order, as in Lesson 8. Each message should be presented by a small group. One pupil holds up the message, one reads it aloud, and one or two others explain and give examples as they have practised in the lessons.
CHAPTER 5

DIARRHOEA

Background information

Common diarrhoea is one of the major killers of children. The loss of water and food from the body results in rapid dehydration and often in malnutrition, if not treated. Diarrhoea is especially dangerous for children under two, as they can become dehydrated very quickly.

Yet common diarrhoea can easily be prevented by good sanitation and hygiene (personal, environmental and food). Children who have common diarrhoea can also recover quickly if the lost water and food are replaced.

There is a lot of ignorance about diarrhoea. Many people do not realize how dangerous it can be; many believe that it cannot be prevented; some believe it is best to stop feeding children when they have diarrhoea. These misconceptions need to come to light in class.

THIS CHAPTER

This chapter deals with common diarrhoea, not with the major diarrhoeal diseases such as cholera and typhoid. Children need to be aware that common diarrhoea is dangerous and why, and know how to treat it, what causes it and how to avoid it. This chapter introduces these four points.

Lesson 1 discusses what diarrhoea is.
Lesson 2 suggests the best way to treat diarrhoea.
Lesson 3 looks at the causes of diarrhoea and how it is spread.
Lesson 4 presents the hygiene precautions needed to avoid diarrhoea.
Lesson 5 discusses how to stop diarrhoea spreading in the family, and reviews the previous lessons.

LESSON 1: SICK WITH DIARRHOEA

Background information for teachers

Diarrhoea is the passing of loose or watery stools many times a day. Water and food are continuously lost from the body, so there is dehydration and often malnutrition. This process happens especially quickly in small children. This is why the disease is dangerous. If the diarrhoea continues for more than two or three days without water and food being replaced, small children may die.

Objectives

Pupils should be able to:

- show that they recognise diarrhoea
- explain how diarrhoea affects the body

Time: 30 minutes
Chapter 5: Lesson 1

Teaching/learning aids
- Paper or cardboard for the Remember message
- Plastic cups/bottles/containers (one for each group)
- Something to make holes in the container (for example, a nail)
- A container to pour water from (a cup, bucket or jug)

Feedback on homework
Pupils tell the class about the rubbish they picked up for homework. Ask Who picked up the most rubbish? What happened to the rubbish? Why is it good to get rid of rubbish?

Introduction
Ask pupils if they recognize the disease in the picture. Discuss what it is called and (if they don’t know) give them the name diarrhoea and get them to practise saying it and counting the (four) syllables.

Activity 33
Discuss the questions after the picture. Make sure that pupils can describe all the symptoms. They should be able to do this from their own experience. Help them with vocabulary (e.g. watery stools). At the end, summarise the main features:
- watery stools
- going to the toilet often
- pain in the stomach
- feeling weak
- (sometimes) a temperature
- rumbling in the stomach
Point out that your body loses food and water when you have diarrhoea.

Reading 1
Ask pupils to find the following words in the text: diarrhoea, stools, food, body. Pupils read silently. Ask if the text mentions all the things you have discussed (it is good if you have also mentioned other things).

Activity 34
This activity shows what happens when someone has diarrhoea. Take the class outside. Go through the steps of the experiment with the help of a pupil. If you have enough containers, ask the pupils to do the same in groups. Make sure that the pupils answer the questions in the experiment.

Reading 2
Back in class, read out the text to the pupils to reinforce the message of the experiment.

Ask yourself
These questions recap the symptoms. Discuss the answers with all the class, then let them copy and complete the box for themselves. Go round to check – one or two good reasons will be enough.
**Lesson 2: What To Do When You Have Diarrhoea**

**Background Information for Teachers**

When you have diarrhoea, you become weak, and the body loses a lot of food and water. If these are not replaced you can die. It is essential to eat and drink to replace the lost food and water. The messages for children at this age are:

- Drink a lot of clean, safe water
- Drink other drinks like munkoyo and ORS
- Eat some clean, safe food
- Go to the clinic if the diarrhoea is severe or prolonged.

**Objectives**

Pupils should be able to:

- Say how to treat diarrhoea, and explain why

**Time:** 30 minutes

**Teaching/learning aids**

- Paper or cardboard for the Remember message

**Introduction/Activity 35**

The preliminary questions establish that diarrhoea is serious and dangerous. Pupils read them and discuss answers in groups. Say that in addition to a YES or NO we need to know why. Write up on the board:

“YES BECAUSE..........................” “NO, BECAUSE...................”

When groups report, emphasize that diarrhoea is a killer. If possible, give examples from your own experience.

**Activity 36/ Homework feedback**

Ask pupils what is the best thing to do when you have diarrhoea. Help them read the speech bubbles and say which they think are good advice. Let them work out for themselves that diarrhoea takes away food and water, so we need to put back the food and water. With severe diarrhoea it is also a good idea to go to the clinic.

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1. Oral rehydration solution (ORS) is ideal for replacing fluids, and it is important for mothers to know how to prepare ORS by themselves. It is dealt with in detail in Grade 4 lessons. If children already know about ORS, they can explain to other children.
Objectives
Pupils should be able to:
• show that they understand how diarrhoea is spread

Time: 30 minutes

N.B. The advice about ORS (oral rehydration solution) is very good! If children want to know about it, explain that this is a special drink which is very good for putting back the water in the body.

Reading
Say that the Reading tells you what to do if you have diarrhoea, and why. What do they think it will say? Get some good predictions from the class. Ask Does the Reading say this? Pupils read the text in pairs and say if it says what they predicted.

Ask yourself
This is a knowledge check. Demonstrate asking yourself these questions and answering them. Pupils ask each other the same questions in pairs, and agree on the answers. Then they copy and complete the box.

Remember
Ask for two volunteers to write the Remember messages on two pieces of paper, display them in the classroom and read them out. On the opposite side write the title of the lesson. Ask pupils to explain the messages (i.e. Diarrhoea can kill – how? Drink and eat if you have diarrhoea – why?). Store the messages so they can be used again, or display them permanently. Children take the messages home.

Homework
Choose one of the two homeworks, or let pupils choose one. If you think families will resent being told what to do, choose the second one!

LESSON 3: WHY DO WE GET DIARRHOEA?

Background information for teachers
Diarrhoea is caused by bacteria (germs) found in contaminated water and food. Dirty hands are the main agents of contamination, together with insects and animals, especially houseflies, cockroaches and mice. These can all carry the diarrhoea bacteria to water or food, or directly to mouths.

The idea that dirt causes disease, and can be transferred by hands and insects, was established in Chapter 4. As regards understanding, this lesson is therefore mainly revision. But as regards practical behaviour, there is a need to emphasize that it is pupils’ own actions that can cause diarrhoea for themselves and others, or help to prevent it.

Objectives
Pupils should be able to:
• show that they understand how diarrhoea is spread

Time: 30 minutes
Teaching/learning aids

- Paper/cardboard for the Remember message
- Groundnuts, fruit that needs peeling, a jug or container of water
- A model “fly” (as in Chapter 4, Lesson 6)
- A glove

Feedback from previous lesson.
Ask what pupils’ families said about how people get diarrhoea. Be careful not to criticize mistaken answers – let pupils come to their own conclusions as the lesson goes ahead.

Introduction

a) Show pupils the food, fruit and water. Say this is our food, our fruit, our water. We are going to share the food and drink the water.

b) Tell them this story:
   There is a little boy outside in the bush. His name is X (invent a name).
   He is not feeling well. He has diarrhoea.
   Now he has defecated on the ground outside.
   The dirt he has made is full of diarrhoea. He has touched it with his hand. His hand is dirty.

c) Hold up a glove and say that this is X’s hand. You cannot see the dirt, but it is there. Hold up the “fly” and remind children what it is.

d) Ask who can show how X’s dirt can get to our food. Give the glove and the “fly” to volunteers. They should show that the dirt can:
   - go from the hand to the fruit when it is peeled
   - go from the hand to the jug of water if the fingers touch the water
   - go from the hand to the groundnuts to share them out
   - be carried by the fly from the dirt outside to the food
   - be carried by the fly from X’s hand to the food.

It is important that children actually show how this can happen and don’t just talk about it. Every time they show the connection, say (or get the class to say) “And that’s how we get diarrhoea!” (You may even ask for a round of applause!)

Activity 37

Use the pictures for reinforcement. Get pupils to give names to the two children. In small groups pupils explain the pictures to each other. Go round to listen and help. Make sure pupils interpret the pictures correctly, making the cause and effect connections (e.g. ask what the flies are doing or why the child in picture 3 is sick). At the end, one group holds up the pictures and explains the story to all.

Ask pupils to give examples of things we do that can give us diarrhoea e.g. eating uncovered food, eating food on which flies have walked, preparing food or touching drinking water without washing hands.

Reading

Call on a volunteer to read the reading aloud. Then do ONE of these:

- Ask pupils to close their books, then call out the first part of each statement
and ask one member of the class at a time to say the second part. Then hand over the “calling out” to the pupils. OR

- Read out the text again and ask volunteers to demonstrate physically the meaning of each sentence, using the things you have brought (the food, the water, the “fly”, the glove).

**Ask yourself**

Demonstrate asking yourself these questions and answering them - e.g. **Well, today I washed my hands before eating, and after going to the toilet. I drank clean water. But I bought a snack which was not wrapped.... I must be careful about this. What about you?** Pupils check their own behaviour in the same way to see the danger points. They then individually choose one piece of advice for themselves, and copy and complete the box. Circulate to see if there are any good answers.

**Remember**

Ask for a volunteer to write the **Remember** message on a piece of paper, display it in the classroom and read it aloud. On the opposite side write the title of the lesson. Ask pupils to give examples.

**Homework**

Tell pupils to show their families the pictures and explain what is happening.

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**LESSON 4: HOW TO AVOID DIARRHOEA**

**Background information for teachers**

We can prevent a lot of diarrhoea in the home, school and community by keeping our surroundings, homes and school clean, by making our drinking water clean and safe, and by washing our hands. We can also make sure that our food is clean and not contaminated.\(^1\) The message for young children is to **cover** food, or wash it before eating. Make sure that pupils are REALLY aware of the health dangers in their own environments - not that they can just repeat the lesson.

**Objectives**

Pupils should be able to:

- explain how to avoid diarrhoea
- take action to prevent diarrhoea

**Time:** 30 minutes

**Teaching and learning aids**

Paper/cardboard for the **Remember** message

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\(^1\) It is particularly important that already prepared food is reheated to boiling point (not just warmed through) before it is eaten. This is dealt with in Grade 4.
Introduction and feedback from homework

Books closed.

a) Write up the words wash, cover, boil, eat and drink. Say the words aloud as you do so. Ask one pupil at a time to choose a word and mime it. Other pupils have to guess the action and also what is being washed, covered and so on.

b) Ask pupils what families said about the pictures from the last lesson.

c) Ask how we can avoid diarrhoea. Pupils should be able to produce a lot of ideas independently, based on the previous lesson and the previous chapter.

Activity 38

a) Open books. Tell pupils that all the actions in the pictures help to prevent diarrhoea. Pupils discuss what is happening in each picture:
   1. covering food
   2. washing hands
   3. washing fruit
   4. boiling drinking water
   5. going to the toilet
   6. washing hands after the toilet

b) Find out which things pupils do every day. Also ask them to take one picture and compare how they do it themselves.

c) Ask a pupil to read the sentence following the pictures. Repeat to emphasize that pupils should practise what is shown in the pictures.

d) Let the class practise giving advice. Say “I am your little brother/sister. I’m going to eat this nice piece of fruit” – open mouth wide.....Class calls ....“Have you washed it? Go and wash it!” Say “OK I’m going to wash it.” Class says “Is the water clean? Are your hands clean?” etc.

Reading

The reading repeats the advice in the pictures. Use it as a quick reinforcement. In pairs, pupils find the pictures which correspond to each sentence in the text (5, 6, 4, 2, 3, 1). Go round to do spot checks: point to a picture and ask individuals to find and read the matching sentence.

Ask yourself

Pupils ask themselves general questions about their habits. Demonstrate asking yourself these questions and answering them. Encourage honesty by admitting some gaps in your own hygiene precautions (e.g. I don’t always wash fruit... I must do this. How about you?). Pupils should go through all the questions for themselves, then choose two things that they personally need to remember. They then copy and complete the box.

Remember

Ask for a volunteer to write the Remember message on a piece of paper, display it in the classroom and read it aloud. On the opposite side write the title of the lesson. Store the message so it can be used again. Ask the pupils how they will protect themselves from diarrhoea.
Homework
Pupils should ask at home how to protect the family if someone has diarrhoea.

**LESSON 5: DIARRHOEA IN THE FAMILY**

**Background information for teachers**

If someone in the family has diarrhoea, some basic hygiene precautions are necessary to avoid spreading the disease. Children should now be able to understand why these are necessary. This lesson also acts as a general test of understanding for the whole chapter.

**Objectives**
Pupils should be able to:
- explain how to prevent the spread of diarrhoea in the home

**Time**: 30 minutes

**Teaching/learning aids**
- Paper/cardboard for the Remember message

**Feedback from homework**
Ask how to protect the whole family when one member has diarrhoea.

**Introduction/Activity 39**

a) Explain the situation in the picture to the class. Make it clear that Mule has to avoid giving her diarrhoea to the rest of the family.

b) What should Mule do and not do? Get a few ideas from the class before going on to the Reading.

**Reading**

Read out the questions in the Reading and get the class to give a firm Yes or No answer for each (the answers are below) and explain Why or How. OR Form small groups. Each group chooses one question from the Reading and prepares to explain Why or How, then reports back. Expand answers where necessary.

What should Mule do?
- drink a lot? Yes, because she has to replace lost water.
- eat some food? Yes, because she has to replace food.
- go to the latrine? Yes, definitely. But if she can't get there someone must make sure the dirt is buried so that flies can't find it, and it isn't washed by rain into the water supply.
- wash her hands afterwards? Definitely - every time - with soap and running water.
- help to feed the baby? Definitely not - she could give him diarrhoea too, which could be very dangerous.
- help to prepare food for the family? Definitely not - she could pass on the diarrhoea bacteria with her hands.
- wash her hands before she eats? Definitely - with soap and running water.
- wash her hands separately? If everyone washes hands in the same bowl, then Mule should wash her hands separately.
use her own plate at meals? Definitely – it will make sure that she doesn’t infect other people’s food.
carry water for the family? Definitely not – she could dirty the water with her hands.
go to the clinic? Yes, if the diarrhoea is severe and goes on for a long time.

Ask yourself
Look at the question and discuss with pupils what they plan to write. They should have plenty of ideas. Ask them to decide on one good answer, then copy and complete the box. Go round to check.

Remember
Ask for volunteers to write the Remember messages on pieces of paper or cardboard. Display it in the classroom and read them aloud. On the opposite side write the title of the lesson. Ask pupils to give examples of Be clean...

Homework
If you think that families are ready to accept all the ideas in this lesson, and to hear them from their children, choose the first homework. If not, choose the second.

Review
Ask the pupils responsible for the previous Remember messages to come to the front of the class. Revise Chapter 5 by asking them to read out the messages, and ask pupils to expand and explain each message.

Event track (optional)
You may wish to organize a final “event” to recycle and publicize the messages of the lessons. This can be a performance in class, or for families or other classes, or be part of an Open Day. Here are some ideas relating to this chapter.

1. Develop Lessons 1 and 2 into a three-scene mini-drama. In scene 1, a child comes in complaining of diarrhoea. She is worried because of missing school. Several people discuss what is the best thing to do. Then the mother (or older sister) asks the audience which is the right advice. In scene 2, children demonstrate the experiment with the container and explain to the mother/older sister that this is what happens when a child has diarrhoea. She should therefore give the child food and drink. In Scene 3, this advice is followed and the child recovers and goes back to school.

2. Make a poster on why we get diarrhoea. Get some pupils to copy the pictures in Lesson 3 onto a poster and then to practise standing by the poster and explaining it to visitors.

3. Act out Mule’s story from Lesson 5. A presenter explains the situation. Mule is lying down, while two of her family argue about what she should do. E.g.

- She is not very sick. She should help with the baby.
- No, she could give the baby diarrhoea.

The presenter appeals to the audience on each question. Members of the class explain what is the right answer and why. Meanwhile, Mule exits frequently to go to the toilet, comes back to wash her hands etc.
CHAPTER 6

MALARIA

Background information

Malaria is one of the commonest diseases in Africa and kills a huge number of people each year. In Zambia, it is a leading cause of death. It is especially dangerous for young children, because they have not yet developed strong immune systems.

In some parts of the country it is endemic and difficult to avoid. However, it can be reduced a great deal. The best protection is treated mosquito nets. It is also essential to go to the clinic for treatment within 8 hours after feeling the first symptoms.

THIS CHAPTER

Children need to recognize malaria and know how dangerous it is. They should be quite certain about what gives them malaria (a bite from the anopheles mosquito) and very aware of the need to protect themselves against mosquitoes. They should know that they must get treatment as soon as possible. They should recognize measures taken against malaria and take action themselves to avoid mosquito bites.

These lessons do not mention the malaria parasite, but just say that malaria is “in the blood”.

Lesson 1 establishes the symptoms of malaria, its seriousness and the importance of early treatment.

Lesson 2 demonstrates how people get malaria from mosquito bites.

Lesson 3 discusses how to avoid mosquito bites.

LESSON 1: SICK WITH MALARIA

Background information for teachers

The symptoms of malaria are chills and fever, a high temperature and sweating. Patients feel weak and lose their appetite. They may also vomit and have a headache and sometimes diarrhoea.

Objectives

Pupils should be able to:

• show that they can recognise malaria
• show they know that malaria is a serious disease

Time: 30 minutes

Teaching/learning aids

• Paper/cardboard for the Remember message
**Introduction/ Activity 40**

Draw a stick figure of a boy lying down and say “Chalo has malaria. How does he feel?”

Pupils say if they have had malaria and how they felt. Help them with the vocabulary they need (e.g. *vomit*, *weak*). Encourage them to tell their own stories: this will show if they are confusing malaria with other diseases, and also bring out details of local practices and beliefs.

Through this discussion, build up a description of malaria symptoms and finally sum up by listing the symptoms.

**Reading**

Pupils look at the text. Ask *Did we talk about all these things?* Pupils read each sentence and say if it has already been mentioned.

**Activity 41**

Ask pupils to think of particular people they know who had malaria. Could they go to school? To work? How long were they sick? Did any of them die? What did they do for treatment? Again, get some real stories. Add your own stories if possible. Bring out the point that it is important to go for treatment *as soon as possible*.

Ask pupils if they think malaria is a very bad disease. If they say yes, ask *Why?* - e.g. because it kills people, it stops them working, it stops them going to school, it is very unpleasant, it makes you weak, it is expensive.

**Ask yourself**

This question follows from the previous activity. Ask pupils how they will answer the question, and encourage them to choose their own personal reasons for fearing and avoiding malaria. Then let them copy and complete the box for themselves. Go round to see what they say.

**Remember**

Ask for a volunteer to write the *Remember* message on a piece of paper, display it in the classroom and read it aloud. On the opposite side write the title of the lesson. Ask the pupils to give some examples of real, known people who had malaria. Store the message or display it permanently.

**Homework**

Pupils discuss with their families what they think causes malaria. This is an opportunity to find out local ideas about the causes of malaria. They also ask what to do if someone has malaria.1

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**LESSON 2: HOW DO WE GET MALARIA?**

**Background information for teachers**

Malaria is caused by the malaria parasite, which is carried by the anopheles mosquito. The female mosquito sucks the blood of a person who has malaria. When the same mosquito bites a healthy person the parasite is transferred and the healthy person is infected.

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1 The reasons for getting treatment immediately are dealt with in more detail in Grade 4.
When the parasites multiply in the body they cause malaria. If the disease is treated immediately, then the sick person cannot give malaria to others.

Some people do not believe that malaria is carried by a mosquito. They think that you can get malaria when you are soaked by rains, when you are visiting a new place or when you drink water from another area.

Do not attack such ideas directly, but try to bring them into the open when causes of malaria are discussed.

Objectives
Pupils should be able to:
- show that they understand how people get malaria
- show that they know that mosquitoes are dangerous
- show that they know what they must do when they get malaria

Time: 30 minutes

Teaching and learning aids
- Paper/cardboard for the Remember message
- Rough picture of a mosquito (copy it from the Pupils’ Book) OR a model mosquito made with wire
- Something for sticking the “mosquito” up on the board
- Nine cards and a red pen for the Mosquito game

Revision of previous lesson
Draw the same stick figure as for Lesson 1 (a boy lying down). Say: “Chalo has malaria. How does he feel?” Let the class tell you the symptoms.

Introduction/Feedback on homework
a) Ask “What should Chalo do?” Get some ideas from the homework. Insist that he should go to the clinic AT ONCE for treatment.
b) Leave the picture on the board. Ask “How did Chalo get malaria?” As pupils suggest answers, write up words or draw pictures around Chalo (e.g. rain, water, mosquitoes) to represent their answers. OR ask pupils to write/draw their ideas on the board.
c) Discuss the various ideas. Don’t condemn mistaken answers, but at the end say that doctors are quite sure that malaria is brought by a mosquito. Hold up the picture or model of the mosquito and stick it on the board next to the picture of Chalo.
d) Ask what pupils know about mosquitoes. Encourage all contributions, but bring out in particular that mosquitoes are very small, come out at night, suck blood, whine, and they breed (“have their families”) in stagnant water.

Activity 42
a) Point to “Chalo” and the “mosquito” on the board. Ask How can this mosquito give us malaria? Can you show us? Encourage volunteers to come and
take the “mosquito” from the board, make it bite the sick “Chalo” and then come to bite us. If pupils cannot show this, demonstrate it yourself, explaining how the mosquito carries the malaria from the sick person to the healthy one.

b) Pupils look at the pictures in the book and explain to each other what is happening (the mosquito bites Chalo and sucks his blood. It cannot bite Kalwe because of the mosquito net, but it bites Muke and gives him Chalo’s malaria). Pupils read the questions and answer them.

**Reading**
Tell the pupils to shut their books. Write up the text with gaps - for example:

Malaria is caused by .................................................................

Mosquitoes carry ................... from  ................... to ...................

In pairs, pupils decide how to fill the gaps, then make suggestions. Praise all reasonable suggestions.
Pupils open their books and compare the text with their own ideas.

**Ask yourself.**
Imitate the sound of a mosquito and ask What do you think when you hear that sound? If you like, mime your own response (e.g. fear, irritation, preparing to kill, moving away, rolling down shirtsleeves, grabbing an insect spray). Read the question to the class and ask them to decide how they feel, then copy and complete the box. Circulate to look at the answers. Tell the class about any interesting and appropriate responses.

**Remember**
Ask for a volunteer to write the Remember message on a piece of paper, display it in the classroom and read it aloud. On the opposite side write the title of the lesson. The pupil asks one of the class to explain why mosquitoes mean danger. Children take the message home and read it to their families.

**Game: Mosquito**
Extend the lesson into a playground game. Explain the rules to the class and leave them to play the game in their own time.

Write MALARIA on nine small cards (in red if possible). On the back of the cards write MOSQUITO - DANGER. Get the children to read the words. Give three cards each to three volunteer “mosquitoes”. The “mosquitoes” (whining) have to catch the other pupils and give them the MALARIA cards (like penalty cards in football). Those caught have to crawl off the field, “sick” with malaria. The game ends when all the cards are finished. The winners are the pupils who have escaped the “mosquitoes”.

**Homework**
Lead in to the homework by asking “How can you stop mosquito bites?” Get a few answers. Then tell pupils to ask their families when they go home and come back with some more answers.
Lesson 3: How to Stop Mosquito Bites

Background information for teachers

Malaria can be reduced by following the recommended prevention strategies. Some of these aim at destroying mosquitoes - for example, spraying ponds, filling in holes, slashing grass and burying things which collect stagnant water. Others aim to prevent mosquitoes biting people - for example, closing windows, putting up screens, wearing long clothes and sleeping under mosquito nets. Mosquito nets should be treated regularly with insecticide so that they also kill mosquitoes. Mending mosquito nets is also important, since old ones often have large holes.

Young children cannot do all these things, but they should be aware of things people do to fight malaria. There are also some things they can do themselves - e.g. closing windows, making sure that they sleep under their nets if they have them and checking that the nets have no holes.

Many people believe that malaria is inevitable. However, the disease has been eradicated from many parts of the world, and it is a fact that every action against malaria prevents many cases. The behaviour message is "Do something!"

Objectives

Pupils should be able to:

- show they know what is done to prevent malaria
- describe their own actions to prevent malaria

Time: 30 minutes

Teaching/learning aids

- Paper or cardboard for the Remember message

Introduction/Feedback on homework

Pupils say what is done in their homes to prevent mosquito bites. Collect all their ideas. Get them to demonstrate physically if possible. Put the ideas on the board with pictures or a few words (e.g. nets, cutting long grass).

Activity 43

a) In pairs, pupils look at the pictures and tell each other what is happening. They match the pictures with the ideas on the board.

b) Explain that some methods kill mosquitoes and some stop them biting you. Ask them to say Kill or Stop for each method.

c) Ask who does these things in their house? E.g. My mother cuts the grass. This can be revealing - e.g. it is often only the man of the house who sleeps under a mosquito net.
Chapter 6: Lesson 3

**Reading**
The reading repeats the discussion and pictures. Pupils in pairs read it quickly, match the sentences with the pictures, and find the sentence which does NOT have a matching picture (covering our bodies).

**Ask yourself**
This question is about pupils’ own roles. Demonstrate asking yourself the question and answering it for yourself. For example, Well, I do a lot to stop mosquito bites. I bury rubbish, and fill holes, and I have mosquito screens on the windows etc. I always wear long trousers in the evening. But you cannot do all these things. What can you do? Think about it!

Give them time to think, then ask them to copy and complete the box personally.

N.B. They should be able to find at least one thing they can do (e.g. sleep under a sheet; sleep under a net; mend holes in a net; fill in small holes; bury tin cans; close windows; help with bigger jobs). Go round and look at the responses. Tell the class any interesting answers.

**Remember**
Ask for a volunteer to write the *Remember* message on a piece of paper, display it in the classroom and read it aloud. On the opposite side write the title of the lesson. Ask pupils to give examples of how to stop mosquito bites. Store the message so it can be used again.

**Homework**
Choose the homework you think is most acceptable to families, or ask pupils to choose.

**Review**
Ask the pupils responsible for the previous *Remember* messages to come to the front of the class. Revise the whole chapter by asking them to read out their messages. Ask the class to expand and explain each message.

If time allows, small groups can prepare to present the messages: one holds up the message, one reads it aloud, the third explains it, gives examples etc.

**Event track**
You may wish to organize a final “event” to recycle and publicize the messages of the lessons. This can be a performance in class, or for families or other classes, or be part of an Open Day. Here are some ideas relating to this chapter.

1. If there are several opinions locally about the causes of malaria, get children to make a strip-cartoon poster as suggested below.
   Train TWO pupils to stand by the poster and reveal the pictures one by one.
   They read it aloud, pointing to the pictures.
**POSTER: HOW DID MR X GET MALARIA?**

| Mr X has malaria. He cannot go to work. What gave him malaria? (Illustration of malaria sufferer) | Did he get soaked in the rain? Is that how he got malaria? (Illustration of local idea – e.g. person soaked by rains) |
| Did he drink the water in a new place? Is that how he got malaria? (Illustration of another local idea – e.g. person drinking water and looking around him) | Did he......? Is that how he got malaria? (any other local ideas) |
| **No, it was this!** (Illustration of a mosquito) | **It was Madam Mosquito. She gave him malaria.** |

2. **Madam Mosquito**

Do a mini-drama based on Lesson 2, using four children. Three are lying down, the second one under a mosquito net. A fourth child (a girl) is dressed as the mosquito with paper wings and very long fingers. (You can use two bottles of red-coloured water to represent the blood, one with some stones or grit in it to represent the malaria. However, you can also manage without these.)

Here is a possible script:

Chalo: (tossing and turning): I’m sick! I have malaria! I have fever!

Mosquito: (sniffing) I smell Chalo. He’s a nice little boy. He’s delicious!! I can eat tonight. (She approaches Chalo, whining). I’m biting him! I’m sucking his blood. (She takes a bottle of red water from his clothes and shakes it. Little black things are visible)

Chalo: Madam Mosquito, you have sucked my blood. It’s full of malaria! Don’t give it to my friends Kalwe and Muke. They will get malaria too!

Mosquito: But I’m still hungry. I need more to eat. Where is Kalwe? (Whining, she approaches the child under the mosquito net.)
Kalwe: (under the net) I can hear you, Madam Mosquito, I can hear you. You are carrying malaria. But you cannot come in. I am safe. (The mosquito hits the net but cannot get in.)

Mosquito: (frustrated) I am still hungry. I need more to eat. (Whining, she moves across to Muke, who is asleep). Here is Muke. He is a nice little boy. I will take his blood and give him the malaria. (She exchanges the bottle for another bottle of red water from Muke’s clothes. Whining, she flies away).

Chalo: Muke, Muke, Madam Mosquito has given you my malaria.

Muke: (waking up, furious) Madam Mosquito, I’ll kill you!

Kalwe: Muke, it’s too late! Next time, get a mosquito net! And now let’s take you to the clinic. (Kalwe and Muke go out together.)
There are no formal tests with these lessons. But it is possible to evaluate the learning of the group as a whole by holding a focus group discussion before and after the lessons. The purpose is to find out what pupils think. We propose separate focus group discussions for the food chapters and for the health chapters, giving two “sandwiches”:

**Sandwich One**
- Hold focus group discussion on FOOD AND DIET
  - Teach Chapters 1, 2 and 3 – Our Food, Food for Living, Food for the Day
  - Hold follow-up focus group discussion on food and diet and compare answers.

**Sandwich Two**
- Hold focus group discussion on HEALTH
  - Teach Chapters 4, 5 and 6 – Keeping clean, Diarrhoea, Malaria
  - Hold follow-up focus group discussion on health and compare answers.

The first focus group of each sandwich should be held *before the lessons begin*. It can be led by the teacher or by any capable and interested adults (e.g. community workers, school inspectors). A suggested framework of questions for discussion is given on the following pages.

Conduct the discussion in the children’s first language. If possible, break the class up into smaller groups. Create an informal atmosphere so that children will feel free to say what they think. For example, go outside the classroom; sit in a circle; have some friendly adults or older children present as well as the group leader.

Do not give your own opinions or “right answers”, but welcome all contributions. Encourage children to expand what they think by asking interested questions. Remember the purpose is not to “teach” but to find out. Note down what children say so you can compare it with what they say at the end of the lesson series. If possible, have one person to lead the discussion and another to make notes.

In the second focus group of the sandwich, do the same. Compare the answers with the answers in the first focus group. Some criteria for the answers are given.

N.B. We are not only looking for knowledge of facts. If children are more aware, can discuss the question, have more ideas, can give more examples, are more confident and are beginning to change what they do (or just to think about changing), the lessons will have been a success.
Focus group discussions on FOOD AND DIET (Chapters 1 to 3)

Use the questions below to guide the discussion. Note down what the children say so you can compare it with what they say at the end of the lessons on food and diet. After the first three chapters on food, hold another focus group and ask the same questions. Some criteria for judging the answers are given in the second table.

<table>
<thead>
<tr>
<th>Question</th>
<th>Notes on children's responses</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Warm-up</strong> We're going to talk about food and what you eat. Do you like eating? What is your favourite food?</td>
<td></td>
</tr>
<tr>
<td>Can you tell us some foods which come from animals?</td>
<td></td>
</tr>
<tr>
<td>And some foods which come from plants?</td>
<td></td>
</tr>
<tr>
<td>Which is better – food from plants or food from animals? Why do we need food?</td>
<td></td>
</tr>
<tr>
<td>What foods help you work and play?</td>
<td></td>
</tr>
<tr>
<td>What foods help you to grow?</td>
<td></td>
</tr>
<tr>
<td>What foods keep you healthy?</td>
<td></td>
</tr>
<tr>
<td>Which is the best food – nshima, meat or pumpkin leaves? Which is better food – beans or meat?</td>
<td></td>
</tr>
<tr>
<td>Cassava leaves, pumpkin leaves, sweet potato leaves – is it important to eat these foods often? Why/Why not?</td>
<td></td>
</tr>
<tr>
<td>What about bananas, paw-paw, oranges, mangoes? Is it important to eat these foods often? Why/Why not?</td>
<td></td>
</tr>
<tr>
<td>Is it enough to eat nshima and fish every day?</td>
<td></td>
</tr>
<tr>
<td>Is it important to have breakfast?</td>
<td></td>
</tr>
<tr>
<td>You can eat often in the day, a little each time, or you can eat a lot just once. Which is better?</td>
<td></td>
</tr>
<tr>
<td>How do you wash your hands before eating? Why do you do it this way?</td>
<td></td>
</tr>
<tr>
<td>Is it good to have your own plate when you eat? Why? Why?</td>
<td></td>
</tr>
<tr>
<td>Do you think it would be good to eat other foods often? What? Why?</td>
<td></td>
</tr>
<tr>
<td>Question</td>
<td>Children should -</td>
</tr>
<tr>
<td>------------------------------------------------------------------------</td>
<td>------------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td><strong>Warm-up</strong> We’re going to talk about food and what you eat. Do you like eating?  What is your favourite food?</td>
<td>be ready and willing to talk about food</td>
</tr>
<tr>
<td>Can you tell us some foods which come from animals?</td>
<td>give quite a lot of correct answers</td>
</tr>
<tr>
<td>And some foods which come from plants?</td>
<td>give quite a lot of correct answers</td>
</tr>
<tr>
<td>Which is better - food from plants or food from animals?</td>
<td>know that both plant and animal foods are good and important</td>
</tr>
<tr>
<td>What foods help you work and play? How does it do this?</td>
<td>name some high-energy foods (e.g. sweet potatoes, cassava, sugarcane, maize, groundnuts) and say they give you energy</td>
</tr>
<tr>
<td>What foods help you to grow?</td>
<td>name some high-protein foods (e.g. beans, meat, fish, caterpillars, groundnuts, peas)</td>
</tr>
<tr>
<td>What foods keep you healthy?</td>
<td>name a large number of the foods in Chapter 2, Lesson 4, including dark green leafy vegetables, orange and yellow fruits and vegetables, peas, beans, red palm oil, kapenta, eggs, milk, grasshoppers. (In fact, all foods keep you healthy, but children need to recognize the value of some foods which are not generally highly valued.)</td>
</tr>
<tr>
<td>Which is the best food - nshima, meat or pumpkin leaves?</td>
<td>show they are beginning to understand that ALL are very important</td>
</tr>
<tr>
<td>Which is better food – beans or meat?</td>
<td>show they are beginning to understand that both are very good foods</td>
</tr>
<tr>
<td>Cassava leaves, pumpkin leaves, sweet potato leaves – is it important to eat these foods often? Why/Why not?</td>
<td>say that these foods are important because they keep you healthy</td>
</tr>
<tr>
<td>What about bananas, paw-paw, oranges, mangoes? Is it important to eat these foods often? Why/Why not?</td>
<td>say that these foods are important because they keep you healthy</td>
</tr>
<tr>
<td>Is it enough to eat nshima and fish every day?</td>
<td>show that they know other foods are necessary and what is most important is variety</td>
</tr>
<tr>
<td>Is it important to have breakfast?</td>
<td>explain that breakfast is necessary to give energy for the day’s work</td>
</tr>
<tr>
<td>You can eat little and often in the day, or you can eat a lot just once. Which is better?</td>
<td>show that they realize the importance of eating several times in a day - mention snacks</td>
</tr>
<tr>
<td>How do you wash your hands before eating?  Why do you do it this way?</td>
<td>explain how they wash their hands and say why they do it this way</td>
</tr>
<tr>
<td>Is it good to have your own plate when you eat?  Why?/Why not?</td>
<td>show they can think of reasons (for or against)</td>
</tr>
<tr>
<td>Do you think it would be good to eat other foods often? What? Why?</td>
<td>give a few suggestions which would genuinely improve their own diet (e.g. eating more fruit and vegetables, eating more often) and give good reasons</td>
</tr>
</tbody>
</table>
Focus group discussions on HYGIENE AND HEALTH (Chapters 4 to 6)

Use the questions below to guide the discussion. Note down what the children say so you can compare it with what they say at the end of the lessons on food and diet.

After working through Chapters 4, 5 and 6, hold another focus group and ask the same questions. Some criteria for judging the answers are given in the second table.

<table>
<thead>
<tr>
<th>Questions</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Warm-up</strong> We’re going to talk about being clean and healthy. Do you like being clean? and healthy? What things do you think make you sick?</td>
<td></td>
</tr>
<tr>
<td><strong>Hygiene</strong></td>
<td></td>
</tr>
<tr>
<td>What things need cleaning?</td>
<td></td>
</tr>
<tr>
<td>Why?</td>
<td></td>
</tr>
<tr>
<td>Do you clean and wash things? What?</td>
<td></td>
</tr>
<tr>
<td>If things are dirty, how do you know?</td>
<td></td>
</tr>
<tr>
<td>Is it bad for your clothes and body to be dirty? Why? What about hair, teeth, nails?</td>
<td></td>
</tr>
<tr>
<td>Can dirt make you sick? How?</td>
<td></td>
</tr>
<tr>
<td>When should you wash your hands? Why?</td>
<td></td>
</tr>
<tr>
<td>How should you wash your hands?</td>
<td></td>
</tr>
<tr>
<td>What makes food dirty?</td>
<td></td>
</tr>
<tr>
<td>How does water get dirty?</td>
<td></td>
</tr>
<tr>
<td>How should you carry water? How can you make water clean?</td>
<td></td>
</tr>
<tr>
<td>What should you do with rubbish? Why?</td>
<td></td>
</tr>
<tr>
<td><strong>Diarrhoea</strong></td>
<td></td>
</tr>
<tr>
<td>Do you know diarrhoea? (use local name) Describe what it is like.</td>
<td></td>
</tr>
<tr>
<td>Is it dangerous? Why/Why not?</td>
<td></td>
</tr>
<tr>
<td>How should you treat it? What should you do if you have diarrhoea? Why?</td>
<td></td>
</tr>
<tr>
<td>How do we get diarrhoea?</td>
<td></td>
</tr>
<tr>
<td>Can we prevent diarrhoea? If so, how?</td>
<td></td>
</tr>
<tr>
<td>If someone in the family has diarrhoea, can they give it to others in the family?</td>
<td></td>
</tr>
<tr>
<td>(If yes) How can we prevent this happening?</td>
<td></td>
</tr>
<tr>
<td>Questions</td>
<td>Notes</td>
</tr>
<tr>
<td>-------------------------------------------------------------------------</td>
<td>-------</td>
</tr>
<tr>
<td><strong>Malaria</strong></td>
<td></td>
</tr>
<tr>
<td>What do you know about malaria?</td>
<td></td>
</tr>
<tr>
<td>Do you know this disease?</td>
<td></td>
</tr>
<tr>
<td>How do you know if someone has malaria?</td>
<td></td>
</tr>
<tr>
<td>Is malaria a bad disease? Is it dangerous?</td>
<td></td>
</tr>
<tr>
<td>How do you get malaria?</td>
<td></td>
</tr>
<tr>
<td>How can we prevent malaria?</td>
<td></td>
</tr>
<tr>
<td>What do you do to avoid malaria?</td>
<td></td>
</tr>
<tr>
<td>What should you do if you think you have malaria?</td>
<td></td>
</tr>
</tbody>
</table>

**Focus group discussions on HYGIENE AND HEALTH (Chapters 4 to 6)**

76
## CHECKLIST FOR COMPARING RESPONSES OF FIRST AND SECOND DISCUSSIONS

<table>
<thead>
<tr>
<th>Question</th>
<th>Notes on childrens’ responses</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Warm-up</strong> We’re going to talk about keeping clean and being healthy. Do you like being clean? Do you like being healthy? What things do you think make you sick?</td>
<td></td>
</tr>
<tr>
<td><strong>Hygiene</strong></td>
<td></td>
</tr>
<tr>
<td>What things need cleaning?</td>
<td>give a lot of answers (e.g. clothes, body, hands, nails, hair, floor, pots and pans) show some understanding that dirt is dangerous and carries disease</td>
</tr>
<tr>
<td>Why?</td>
<td></td>
</tr>
<tr>
<td>Do you clean and wash things? What?</td>
<td>show personal responsibility for keeping self and other things clean - the more the better</td>
</tr>
<tr>
<td>If things are dirty, how do you know?</td>
<td>mention that they look dirty, and smell, but also show understanding that things can look clean and be dirty (e.g. hands, water)</td>
</tr>
<tr>
<td>Is it bad for your clothes and body to be dirty? Why? What about hair, teeth, nails?</td>
<td>give a lot of reasons, including looking and smelling nice, the danger of parasites, the danger of sickness</td>
</tr>
<tr>
<td>Can dirt make you sick? How?</td>
<td>show understanding that “dirt” (i.e. bacteria) can make you sick if it gets into your mouth, and that it can be carried by hands or by flies sitting on food</td>
</tr>
<tr>
<td>When should you wash your hands? Why?</td>
<td>give a lot of answers, especially mentioning after going to the toilet and before eating and explaining that it is important not to get dirt on food give detail, emphasizing soap and running water</td>
</tr>
<tr>
<td>How should you wash your hands?</td>
<td></td>
</tr>
<tr>
<td>What makes food dirty?</td>
<td>give several answers - e.g. old food can rot, dirty hands, flies and mice</td>
</tr>
<tr>
<td>How does water get dirty?</td>
<td>give several answers - especially mentioning defecating near to water sources show or say how to carry water without getting it dirty show some knowledge of how water is purified</td>
</tr>
<tr>
<td>How should you carry water?</td>
<td></td>
</tr>
<tr>
<td>How can you make water clean?</td>
<td></td>
</tr>
<tr>
<td>What should you do with rubbish? Why?</td>
<td>say that you should bury it or burn it give some idea of how dirt from rubbish is conveyed to houses (flies, mice etc.)</td>
</tr>
</tbody>
</table>
### Checklist for Comparing Responses of First and Second Discussions

<table>
<thead>
<tr>
<th>Question</th>
<th>Notes on children’s responses</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Diarrhoea</strong></td>
<td></td>
</tr>
<tr>
<td>Do you know diarrhoea? (use local name)</td>
<td>give several symptoms, including loose/ watery stools, frequent visits to toilet, pain, weakness</td>
</tr>
<tr>
<td>Describe what it is like.</td>
<td></td>
</tr>
<tr>
<td>Is it dangerous? Why/Why not?</td>
<td>show awareness that diarrhoea can be very dangerous, because the body loses food and water very rapidly</td>
</tr>
<tr>
<td>How should you treat it? What should you do if you have diarrhoea? Why?</td>
<td>say that you should drink a lot and eat, to replace the food and water lost; also that you should go to the clinic</td>
</tr>
<tr>
<td>How do we get diarrhoea?</td>
<td>say that diarrhoea can be carried from faeces by hands, flies etc.</td>
</tr>
<tr>
<td>Can we prevent diarrhoea? If so, how?</td>
<td>give several ways of preventing diarrhoea, in particular using the latrine, washing hands, washing fruit and vegetables, covering food</td>
</tr>
<tr>
<td>If someone in the family has diarrhoea, can they give it to others in the family?</td>
<td>show that they recognize that others can be infected</td>
</tr>
<tr>
<td>(If they say yes to the above question) How can we prevent this happening?</td>
<td>suggest several ways of preventing the spread in the family (e.g. handwashing, not allowing the infected person to share or prepare food or deal with babies, separate plates)</td>
</tr>
<tr>
<td><strong>Malaria</strong></td>
<td></td>
</tr>
<tr>
<td>What do you know about malaria?</td>
<td>give a range of (accurate) information</td>
</tr>
<tr>
<td>Do you know this disease?</td>
<td>mention as symptoms high recurring fever (feeling hot and cold), sweating, weakness</td>
</tr>
<tr>
<td>How do you know if someone has malaria?</td>
<td>show an awareness that malaria can kill, especially young children</td>
</tr>
<tr>
<td>Is malaria a bad disease? Is it dangerous?</td>
<td>explain that mosquitoes carry malaria from sick people to healthy people</td>
</tr>
<tr>
<td>How do you get malaria?</td>
<td>mention a range of preventive actions, e.g. filling holes, burying rubbish, slashing grass, spraying water, wearing long clothes, using mosquito nets, closing windows at night etc.</td>
</tr>
<tr>
<td>How can we prevent malaria?</td>
<td>mention one or two things which contribute to avoiding malaria (e.g. mending mosquito nets, staying under mosquito nets, closing windows, burying cans, helping parents with other preventive actions)</td>
</tr>
<tr>
<td>What do you do to avoid malaria?</td>
<td>say that you should go to the clinic immediately</td>
</tr>
<tr>
<td>What should you do if you think you have malaria?</td>
<td></td>
</tr>
<tr>
<td>MESSAGE</td>
<td>LESSON</td>
</tr>
<tr>
<td>----------------------------------------------</td>
<td>--------</td>
</tr>
<tr>
<td>THERE ARE A LOT OF DIFFERENT FOODS TO EAT</td>
<td>1.1</td>
</tr>
<tr>
<td>EAT ANIMAL AND PLANT FOODS EVERY DAY</td>
<td>1.2</td>
</tr>
<tr>
<td>WE NEED TO EAT ALL KINDS OF FOOD</td>
<td>1.3</td>
</tr>
<tr>
<td>DIFFERENT PEOPLE LIKE DIFFERENT FOODS</td>
<td>1.4</td>
</tr>
<tr>
<td>EAT FOR ENERGY</td>
<td>2.1</td>
</tr>
<tr>
<td>EAT BEFORE YOU COME TO SCHOOL</td>
<td>2.2</td>
</tr>
<tr>
<td>BRING FOOD TO SCHOOL TO EAT</td>
<td>2.3</td>
</tr>
<tr>
<td>EAT FOOD FOR GROWING EVERY DAY</td>
<td>2.4</td>
</tr>
<tr>
<td>EAT FRUIT AND VEGETABLES EVERY DAY</td>
<td>2.5</td>
</tr>
<tr>
<td>EAT MANY DIFFERENT FOODS EVERY DAY</td>
<td>3.1</td>
</tr>
<tr>
<td>EAT BREAKFAST EVERY DAY</td>
<td>3.2</td>
</tr>
<tr>
<td>BRING A SNACK TO SCHOOL</td>
<td>3.3</td>
</tr>
<tr>
<td>DIFFERENT PEOPLE EAT IN DIFFERENT WAYS</td>
<td>3.4</td>
</tr>
<tr>
<td>MANY THINGS NEED CLEANING</td>
<td>4.1</td>
</tr>
<tr>
<td>DIRT MAKES YOU SICK</td>
<td>4.2</td>
</tr>
<tr>
<td>HANDS CARRY DIRT</td>
<td>4.4</td>
</tr>
<tr>
<td>ALWAYS USE SOAP TO WASH YOUR HANDS</td>
<td>4.5</td>
</tr>
<tr>
<td>KEEP YOURSELF CLEAN</td>
<td>4.6</td>
</tr>
<tr>
<td>ALWAYS COVER FOOD</td>
<td>4.7</td>
</tr>
<tr>
<td>DRINK SAFE, CLEAN WATER</td>
<td>4.8</td>
</tr>
<tr>
<td>RUBBISH IS DIRTY</td>
<td></td>
</tr>
<tr>
<td>PUT RUBBISH IN A PIT OR BIN</td>
<td></td>
</tr>
<tr>
<td>DIARRHOEA</td>
<td>5.1</td>
</tr>
<tr>
<td>DIARRHOEA CAN KILL</td>
<td>5.2</td>
</tr>
<tr>
<td>IF YOU HAVE DIARRHOEA, DRINK AND EAT</td>
<td>5.3</td>
</tr>
<tr>
<td>WE GET DIARRHOEA FROM DIRT</td>
<td>5.4</td>
</tr>
<tr>
<td>PROTECT YOURSELF FROM DIARRHOEA</td>
<td></td>
</tr>
<tr>
<td>ALWAYS EAT SAFE, CLEAN FOOD</td>
<td></td>
</tr>
<tr>
<td>DO NOT SPREAD DIARRHOEA</td>
<td>5.5</td>
</tr>
<tr>
<td>BE CLEAN</td>
<td></td>
</tr>
<tr>
<td>MALARIA CAN KILL YOU</td>
<td>6.1</td>
</tr>
<tr>
<td>MOSQUITOES MEAN DANGER</td>
<td>6.2</td>
</tr>
<tr>
<td>STOP MOSQUITO BITES</td>
<td>6.3</td>
</tr>
</tbody>
</table>