

# Teaching Materials - Hygiene Practice

## Section 1: Review (20 min)

### 1.1 Warm up activity (10 min):

**Game:** the wind is blowing

**Preparation:** exactly as many chairs as there are students, or alternatively, using ropes or chalks to create squares (where the players will be sitting in) as many as the number of students.

**Goal:** We kick off the day with a game called the wind is blowing.

**Description:**

The host starts by calling out, "The wind is blowing!" The students follow by asking, "what does it blow?" The host responds, "Blows – the person with (\*call out an accessory/ a feature\*)." And the students that belong to that category/own that accessory have to stand up and switch seats with other students who have also stood up. The host now has to try stealing a seat for him/herself. The last person standing after the 'wind' becomes the next host. The game ends at the 10 min mark or when the students have the energy to start the class.

The teacher is suggested to encourage the students to call out categories learned from the previous lessons. For instance, the hosts can say, "blows – the person who loves to eat papaya (/substitute with other healthy food)."

### 1.2 Q&A + review session (10 min):

**Goal:** Review of the knowledge taught in the previous day. Further consolidate their learning.

**Description:** Below are the suggested questions, the teachers can also come up with their own.

1. What do you remember from the anemia lesson?
2. What causes anemia?
3. What are the symptoms of anemia?
4. Who could be diagnosed with anemia?
5. Who gets anemia more easily in Dang?
6. What is iron deficiency?
7. The 2 common types of anemia?
8. What could be the causes of anemia?
9. Some possible treatments of anemia?

Quick review:

**Description:** Go through the posters from the anemia lesson once quickly.

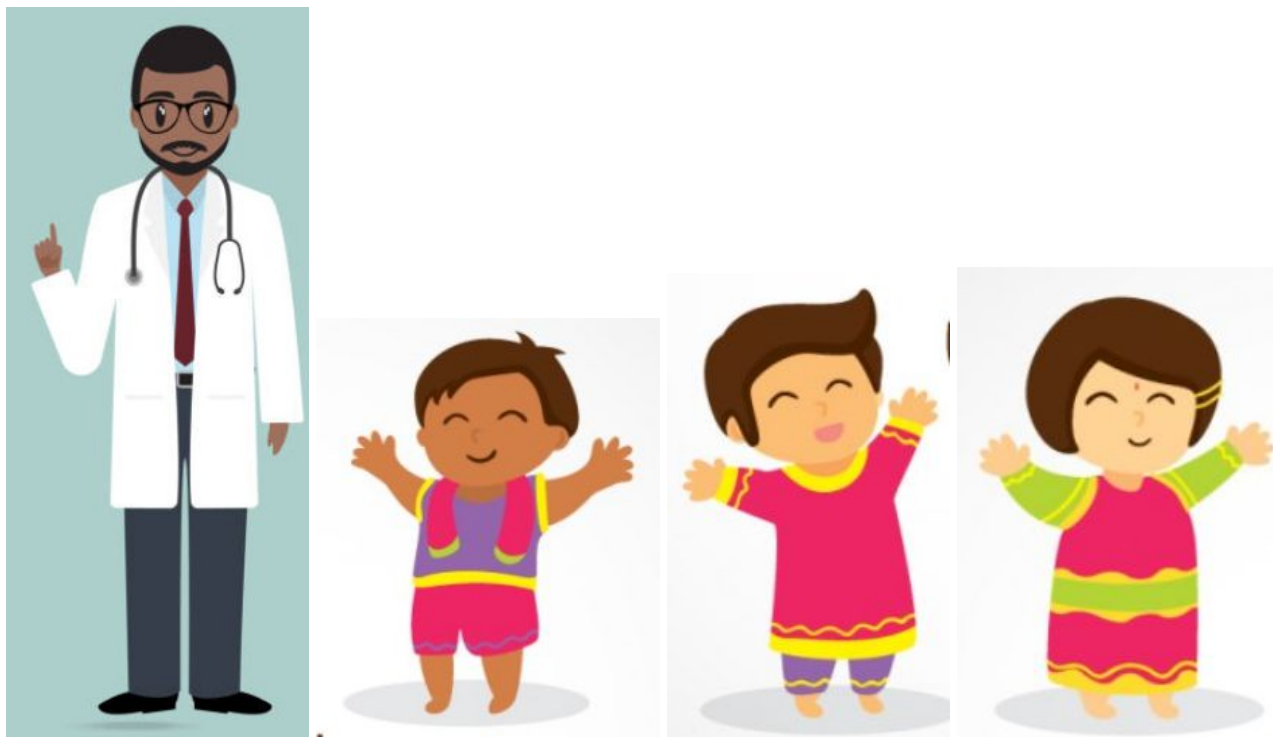
\*refer to appendix

## Section 2: Introduction (20 min)

### 2.1 Storytelling (10 min)

**Goal:** 1) Relate Anemia to the daily life of the kids in the Dang (India) with a fictional story;  
2) show the serious consequences they might have by having poor hygiene practice.

**Description:** Below is the suggested story. Role-playing of teaching assistants should happen at the same time during the storytelling. The theme of the story is to showcase a relevant situation of the kids, those who do not have a good personal hygiene habit would suffer from illness easily. Any similar story can be adopted. Details are preferably adjusted to better suit the situation in Dang District.



(Left to right: doctor, Harish, Joshil and Harish's mom)

*Harish is a Cricket enthusiast. One day he went to the cricket field to practice with his friend Joshil for a competition happening in a week. After 3 hours of practicing under the strong sun, they felt very tired and hungry. Harish invited Joshil to his home to spend the afternoon. Joshil agreed happily. They then picked up the balls on the floor and went home.*

*Harish's mom knew that Harish likes to have snacks after playing cricket, she thus prepared a dish of Roti for him. When Harish and Joshil came home, Joshil immediately*

went to the bathroom and washed his hands with soap. But Harish was too hungry, so he just ate the Rotti with his dirty bare hand. Joshil went home after having the snack.

In the evening, Joshil enjoyed his dinner and took a shower with shampoo and soap. His day went well, and he was in a good mood. However, on the other hand, when Harish was watching his favorite cartoon, he felt very weak and kept sweating. He suffered from stomachache and vomited twice. His mom was worried about and brought him to the clinic. Doctor said that Harish suffered from parasitic infection as he did not wash his hand thoroughly before meals.

## 2.2 Connecting to the main context (10 min)

**Description:** Ask a few questions to make sure the kids understand the connection between the story and themselves.

Lead with, “As you can see, Joshil was able to understand be ‘hygienic’ to enjoy his day while his friend felt ill after that. Can someone tell me what are some other ways that one can be ‘hygienic’?”

- Get a simple idea of their knowledge from the interaction

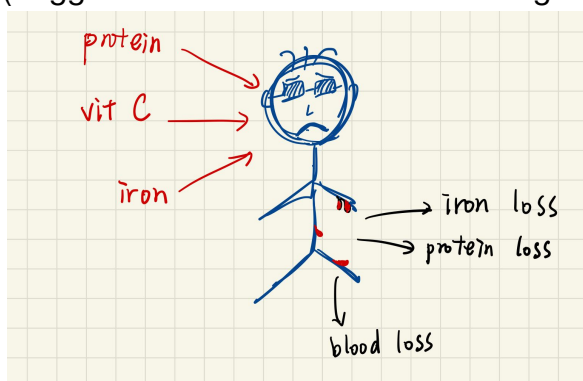
After taking a few answers, move on to the next part.

**Say:**

“Now that you have seen in the story how having poor hygiene habits can lead to poor well-being, today we want to let you know how poor hygiene practice is also related to our central topic, anemia, specifically the parasitic infestation.”

“The parasites are bad because they affect one’s nutritional intake and they cause blood loss. Remember when we talked about how balanced diet and nutrition are important to our health and to keep anemia away? Parasites are here to take the hard-earned nutrition away.”

(Suggested illustration on the teaching board)



## Section 3: Teaching (1 hr)

*This is the core of the Hygiene Practice course. Main knowledge and idea about healthy hygiene practice will be delivered in this section.*

### 3.1 Parasitic infestation (25 min)

**Goal:** As parasitic infestation is one of the main issues coming with poor hygiene practice, it is important that the kids know about parasites, and the relations it has with their own well being

#### 3.1.1 Where do parasites come from (10 min):

**Description:** Use the illustration to show the sources of parasites

**Start by saying:**

“We will start by introducing where parasites come from. There are 5 main sources where one might get parasites. Does anyone want to take any guesses?”

If no response, we will give five options and have the kids guess for points as groups, they can have 2 mins to decide on their answers:

1.

A. Lack of potable drinking water

B. Contaminated food

C. Lack of sleep

D. Bug bites

E. Anemia

Second question,

2.

A. Lack of potable drinking water

B. Eating meat

C. Low standards of personal hygiene

D. Imbalanced diet

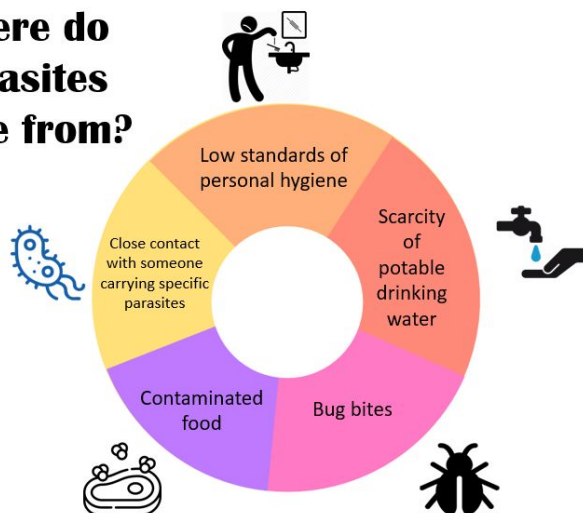
E. Freshly boiled water

\*Collect points and show the illustration below\*

- Close contact with someone carrying specific parasites
- Lack of potable drinking water

- Low standards of personal hygiene
- Contaminated food
- Bug bites

### Where do parasites come from?



#### 3.1.2 How does one get parasites exactly? (3 min)

**Goal:** Introduce in more details how they can get into human's body. Briefly as it is not our main focus, this is just to give a little more context.

**Start by saying:**

"So how does parasite enter one's body exactly? There are different means that can happen: you could either intake it through contaminated food or water, swallowed into the digestive system; it can also penetrate through skin when you step onto certain forms of parasites with barefoot. Once they are in your body, they are able to travel through a person's blood stream, moving all around the body."

#### 3.1.3 Symptoms of parasitic infestation (10 min)

**Goal:** For the kids to understand the effects parasites can have on a person, serving to promote the importance of good hygiene practices as well as alarm for them to self-identify certain symptoms

#### **Description:**

"Now that we have learned where parasites are from, we want to also show you some common symptoms one might have when they are infected by parasites."

**Start by saying:**

Now, I want you each group to come up with your answer to these questions:

1. What are some common symptoms one might have when they are infected with parasites?
  - a. Stomachaches
  - b. Headaches
  - c. Anxiety
  - d. Fever
  - e. Digestive issues

Aside from those, there are actually even more issues that comes along parasite infestation, as you can see on the poster:



\*show poster

There are a lot of other symptoms that might also be caused by parasites, as you can see in the poster. (briefly just go through the poster content)

### 3.1.4 How are parasites related to anemia? (2 min)

**Goal:** To relate this topic back to our core goal: promoting for anemia related knowledge.

**Start by saying:**

(link from the poster 'iron-deficiency anemia')

“Common worm infection causes blood loss in people. The amount can be as high as 250ml daily for someone with heavy hookworm infection and lose up to 29mg of iron.”

And that is 3 times the required amount of iron per day!

## ----- BREAK TIME (10 min) -----

### 3.2 Prevention & Treatments (25 min)

**Goal:** introduce the prevention methods and treatments of parasites

**Start by saying:**

“Now that we have introduced the issue and how you can identify it, we will move on to show you how to prevent parasites and how to treat it when you or anyone you know experiences similar symptoms as shown previously”

#### 3.2.1 Clean living practice / personal hygiene (10 min):

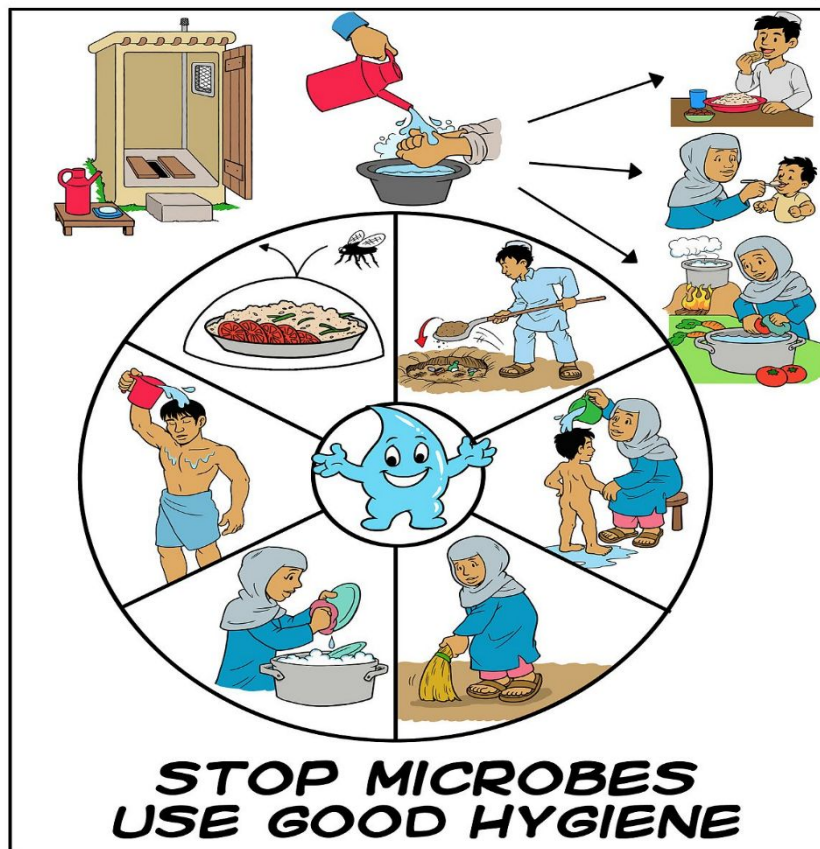
**Goal:** Teach the kids how to build up good habits of personal hygiene

**Description:** show the poster first, ask if the kids are able to understand the poster. Raise hands to answer for points (as groups)

**Start by saying:**

“Now, which groups can tell me which 7 good habits the poster is showing?”





Answer: take showers, wash the dishes after use, sweep the floor, wash your hands after using toilets, wash your hands before eating/feeding someone/cooking, cover food when it's not being eaten, bury rubbish into the soil and not leave it out in the air.

Release the answers at the end.

### 3.2.2 Treatments (10 min):

**Goal:** let the children understand what can be done within their own power when the kids or the people they know are infected with parasites

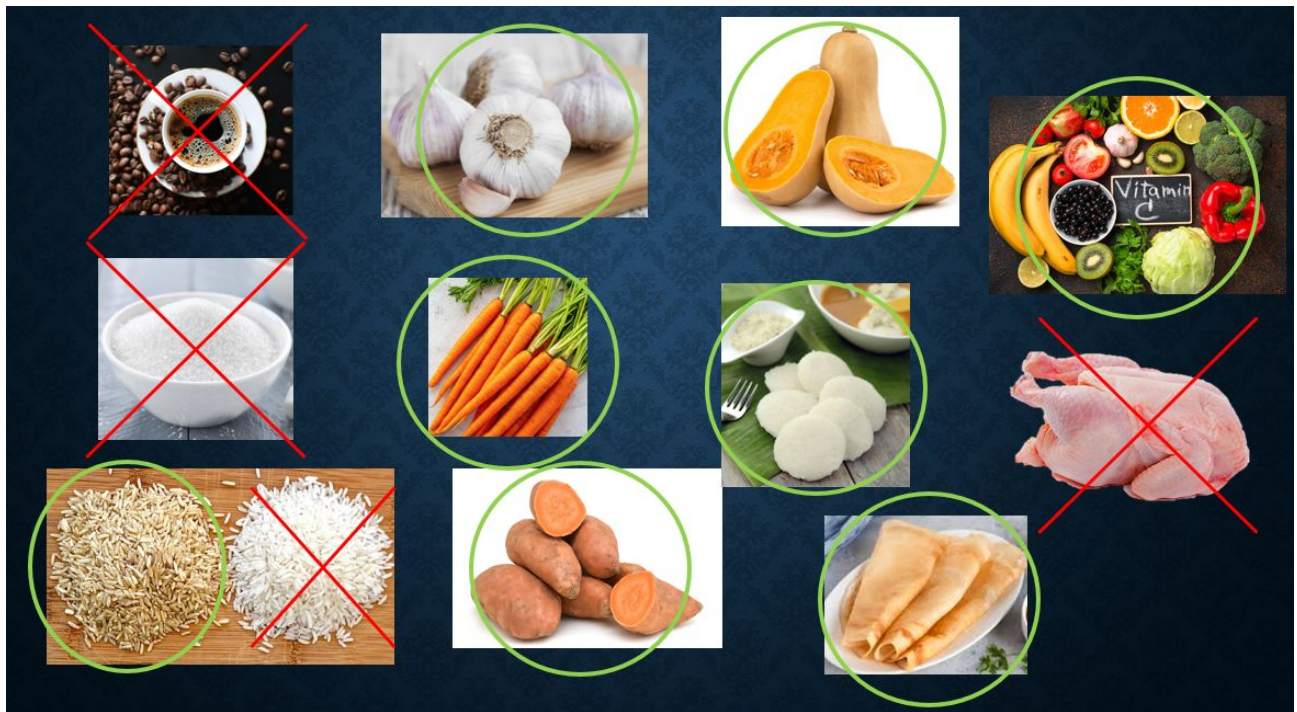
**Description:** Since these are suggestions of possible ways to improve the status quo, aimed to provide vision and insight, thus introducing verbally with simple visual aids is enough. The main approach is dietary – to optimize stomach acid to protect the body against food-borne parasites.

(<https://www.verywellhealth.com/natural-remedies-for-intestinal-parasites-88232>)

- Temporarily avoiding coffee, refined sugar, and refined grains
- Including more garlic in your meals<sup>8</sup>
- Increasing your consumption of carrots, sweet potatoes, squash, and other foods high in beta-carotene (a precursor for vitamin A, which may increase resistance to penetration by helminths)
- Rebuilding beneficial bacteria in your gut by loading up on probiotic-rich foods such as Idli and Dosa



- Eating foods rich in vitamin C
- Avoiding raw meat or fish



The teacher is advised to break the list down into categories listed as above.

<< *National Deworming Day* >>

**Continues by saying:**

“There is also another program dealing with parasites, specifically the worm types. NDD (national deworming day) was started on February 10, 2018. National Deworming Day is conducted twice a year on 10 February and 10 August every year. On these days, mass deworming for children in the age groups between 1-19 years is carried out by giving them the recommended dose of **Albendazole tablets**.”

It is conducted through schools and anganwadi centres. The tablets prevent new worms from growing and multiplying in our body.”

## Section 4: Hand washing activity (20min) *\*Pending practice venue: where is the area with water for the kids to wash hands? \**

**Goal:** for the kids to understand the proper way to wash hands, one of the main focuses for clean living practice.

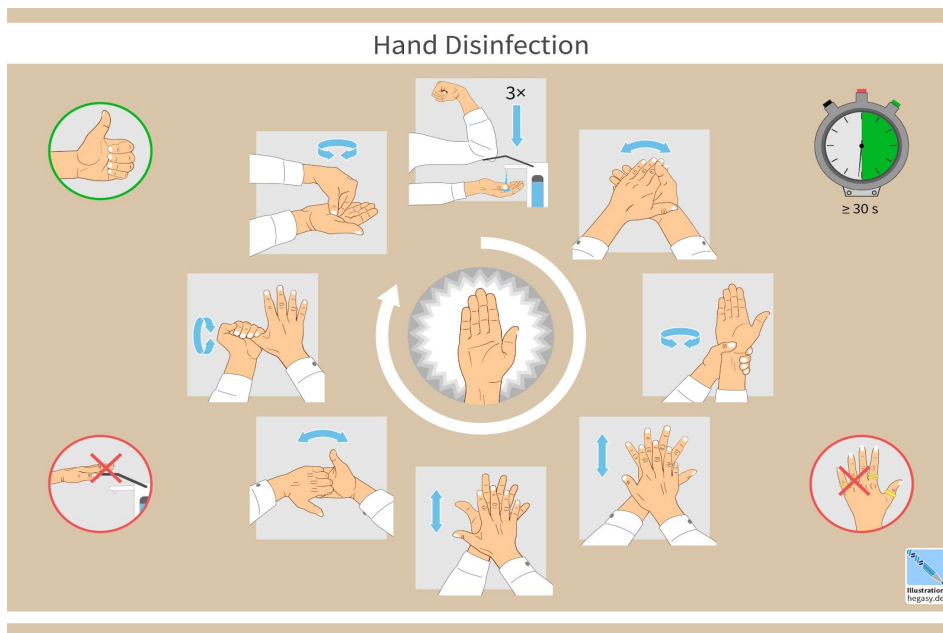
**Description:** Below is a leaflet that they can bring home. Go to the designated venue (where there is water) and demonstrate once following the procedure below. Then the kids' turn.

**Start by saying:**

“Now, get some water on your hands to start with. I will show you the steps and you can follow me as I do it.”

“1. To start with, get some soap on your hands. Remember to use your elbows when you touch the \*\* instead of your hands. This way you’re not touching the germs already on the \*\*.”

“2. We focus on the palms of our hands first (demonstrate), the wrist, back of the hands and between the fingers, the inside of the fingers, the thumb, and finally the center of the palms.”



Kids’ turn to wash their hands – use **turmeric powder (or Glo germ)** to visualize how completely they have completed the task.

**Preparation:** Turmeric powder

**Description:**

Have the kids dip their hands into the visualizer, and then practice the techniques. The visual effects would give the activity a wow factor and makes it easier for us to give feedback on their performance.