

# Lecture notes (including materials) - Hygiene Practice

## Section 1: Review (20 min)

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

**Game:** 大風吹(The wind is blowing)

**Preparation:** exactly as many chairs are 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.

**Description:** We kick off the day with a game called strong wind blowing.

The host starts by calling out, “The wind is blowing!” The students follow by asking, “what does it blow?” The host responses, “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 Question about anemia (5 min):

**Goal:** A quick check on the teaching quality of last lesson (Anemia) as well as the student’s absorption in terms of the knowledge. Used for spotting out the misconceptions.

**Description:** Below are question templates. It is not necessary to ask the same question.

1. What do you remember from the anemia lesson?
2. What causes anemia?
3. What are the symptoms of anemia?
4. What could be the causes of anemia?
5. Some possible treatments of anemia?
6. (If any)

### 1.3 Quick review (5 min):

**Goal:** To clarify the misconceptions and reinforce the important concept of Anemia.

**Description:** Go through the posters from anemia lesson once quickly. Key-points to stress are suggested below:

#### Anemia key point review

**Symptoms:**

Dizziness, tiredness, cold hands and feet, pale skin

**Causes:**

Lack of food variation (poor diet), Vegetarian diet, In their Pregnancy / adolescent age

**Treatment:**

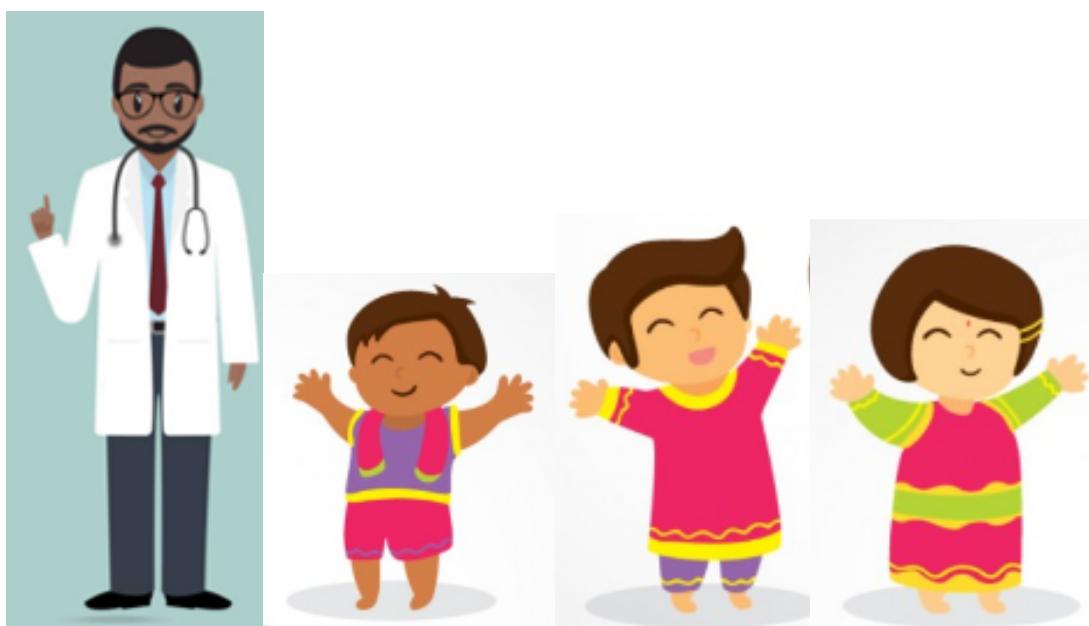
Iron and folic acid (IFA) supplementation, Balanced and diverse diet

## Section 2: Introduction (20 min)

- Goal:**
- 1) To relate Anemia to the daily life of the kids in the Dang (India).
  - 2) To show the serious consequences they might have by having poor hygiene practice.

**Description:** Below is a passage of a fictional story. Teacher of this section is about to tell the story vividly. Role-playings by teaching assistants should happen at the same time of the storytelling. No task for students in this section.

**About the story:** The theme of the story is to showcase under 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 be adjusted to better suits the situation in Dang District. (Left to right: doctor, Henish, Joshil and Henish's mom)



### Henish and his friend

Henish 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 practising under the strong sun, they felt very tired and hungry. Henish invited Joshil to his home to spend the afternoon. Joshil agreed happily. They then picked up the balls on the floor and went home.

Hanish's mom knew that Hanish likes to have snacks after playing cricket, she thus prepared a dish of Roti for him. When Henish and Joshil came home, Joshil immediately went to the bathroom and washed his hands with soap. But Henish 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 Henish was watching his favourite animation, 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 Henish suffered from parasitic infection as he did not wash his hand thoroughly before meals.

## Section 3: Teaching (1 hr)

**Description:** 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)

#### 3.1.1 Sources of parasites (5 min):

**Goal:** Raise their awareness on the risk of getting parasites in some particular area. So that they might able to further maintain good hygiene after touching or passing those sources.

**Description:** Simply introduce each source one by one. Better blending with real life example (Dang style) or personal experience so that the kids get the picture. Describe the situation and make it realistic.

**Sources:** Soil, food and water, animals, blood, faces, people who has parasite etc

#### 3.1.2 Causes of parasitic infection (5 min):

**Goal:** Raise their awareness on the risk of getting parasitic infection. So that they are willing to avoid doing the practice that would easily cause parasitic infection.

**Description:** Simply introduce each cause one by one. Better blending with real life example (Dang style) or simulating the act so that the kids get the idea. Describe the situation and make it imaginary.

**Sources:** Poor sanitation, Scarcity of potable drinking water, Low standards of personal hygiene, Contaminated food or uncooked meat, Bug bites, Walking with bare-feet, Inadequate disposal of feces, Close contact with someone carrying specific parasites, unwashed fruits and vegetables or foods from contaminated regions, etc. (Note that not all of the mentioned sources are included in the poster, for those just brief mention them.)



**Pic 1: Poster for 3.1.1 (lower), 3.1.2 (upper) and 3.1.3 (middle)**

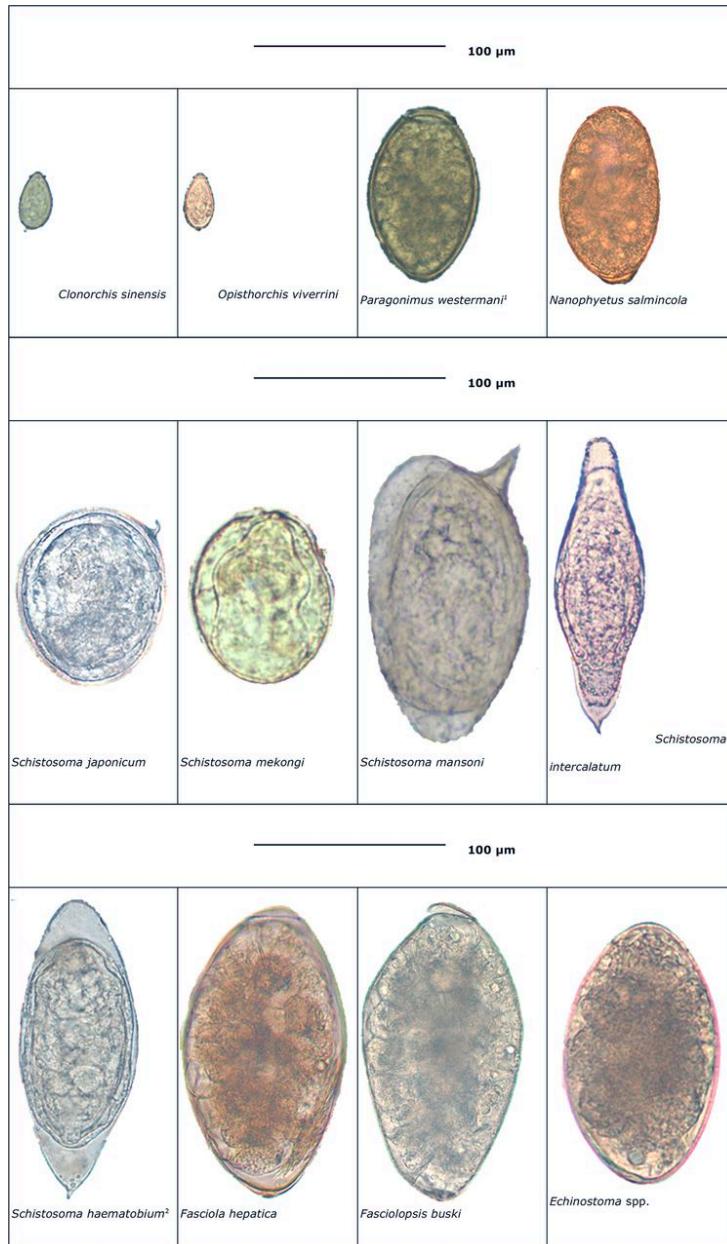
### 3.1.3 Types of parasites (5 min):

**Goal:** To let them know these microorganisms are living in their bodies. Such that they are more aware of the prevention for their self-interest.

**Description:** For diff types of parasite, go through it quickly because they don't necessarily have to remember it. Key idea is for them to know the worm can live *inside* their body as well *on* their skin. Also point out that: (not included in poster)

*'When parasite live in/on your body, your body become the host. Some parasites can be harmless. Only if they grow, reproduce and invade organ system, they make the host sick resulting in parasitic infection.'*

**Preparation:** The name of the parasites need to be rewritten in Hindu with larger font size.



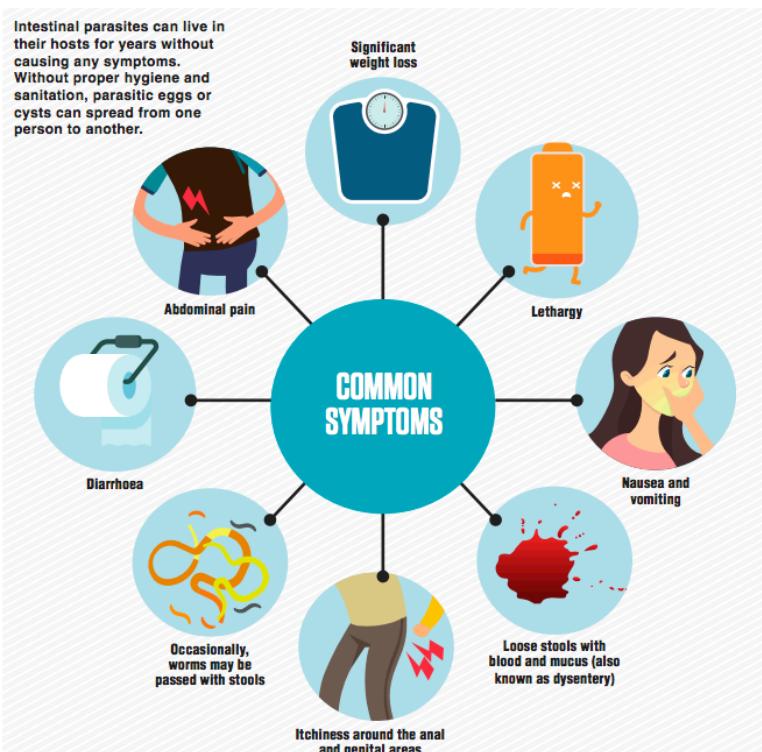
**Pic 2: Poster 3.1.3 parasites**

#### 3.1.4 Effect on health, diseases (10 min):

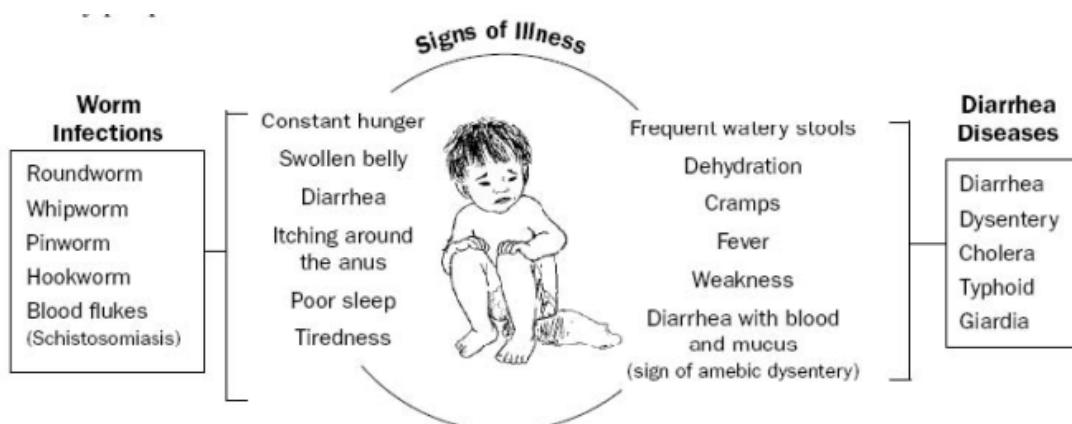
**Goal:** To demonstrate the symptom of parasitic infection. So that when the kids have similar symptoms, they can notice and tell the signal of having the infection from their body. And seek help from adult and doctor right away.

**Description:** Go through each symptom one by one. Simulation by teacher is preferred.

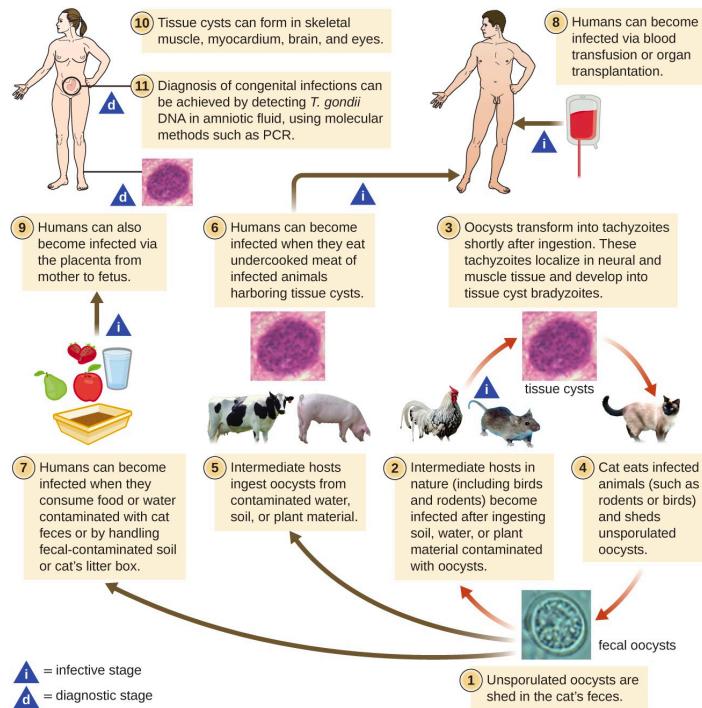
**Example:** When introducing diarrhoea as one of the symptom, put your hand on your stomach and bend your waist to pretend that you are having stomachache.



**Pic 3: Posters for symptoms**



**Pic 4: Teaching references for parasitic infection**



**Pic 5: Teaching references for symptoms**

## 3.2 Prevention

### 3.2.1 Clean living practice (10 min):

**Goal:** To know that within the students' common living area, where in particular are the germiest that they should clean the most regularly.

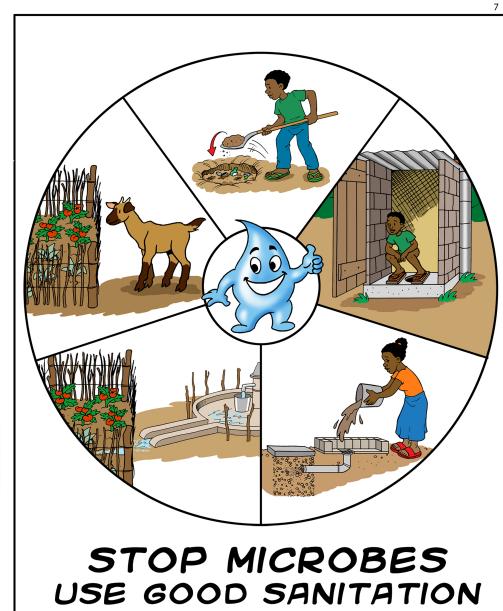
**Description:** Below is the poster of the clean living practice. Explain one by one. Verbally describe how to clean the area. Emphasis germs and only be killed using soap.

### Adulting 101: Germ Busters

Cheap and Environmentally Friendly Cleaning Products to Combat Germs	The NASTY 9 The Germiest Places In Your Room	So How Do YOU Prevent the Spread of Germs?
<b>Glass Cleaner</b> <b>Aunt Fannie's Glass and Window Cleaner</b> Replacement for Windex. \$9 on Amazon DIY Option: Fill a spray bottle with water and 1/4 cup of white vinegar or 1 tbs of lemon juice.	<b>Toothbrush Holders</b> <b>Dish Sponges and Rags</b> <b>Countertops</b> <b>Bathroom Sink Faucet Handles</b> <b>Doorknobs</b> <b>Kitchen Sink</b> <b>Light Switches</b> <b>Stove Knobs</b> <b>Technology: Keyboards, Cellphones, Remote Controls, and more</b>	<b>So How Do YOU Prevent the Spread of Germs?</b> Clean at least once a week. As a student, it can be hard to find time to clean, but cleaning for 30 minutes once a week is very manageable. If your living space stays clean, it lowers your risk of getting sick and having to miss out on important lectures! By cleaning the household items listed once a week, this will help prevent the spread of germs from the Nasty 9, to you. Using the cleaning products that are shown, you can prevent contracting bacteria such as: coliform, mold, yeast, E. coli, and staph. All of which could be found in the household areas listed. The bacteria listed can cause diarrhea, vomiting, fever, etc. So, don't procrastinate cleaning your room! It's easy and can be a relaxing way to get your mind off of school-work.
<b>Multi-Purpose Cleaner</b> <b>Bon Ami Powder Cleanser</b> Replacement for Comet or Ajax. \$8 on Amazon! Great for showers, tubs, and sinks		
<b>Surface Cleaner</b> <b>Seventh Generation Disinfecting Spray</b> Replacement for Pine-Sol. \$5 at Loblaws! Good for any surface		

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**Pic 6: Posters for clean living practice (stress 'The Nasty 9')**

### 3.2.2 Personal hygiene (10 min):

**Goal:** To learn the proper hygiene and convey them to treat having good personal hygiene as daily habit.

**Description:** Go through poster of the good hygiene habit one by one. Explain and demonstrate.

- Notes:**
- 1) Wash hands *with soap* after going to the toilet, before and after eating.
  - 2) Take shower with soap everyday.
  - 3) Washing the hair with soap or shampoo at least once a week.
  - 4) Cook with clean water. Cook everything thoroughly before eating.
  - 5) Changing into clean clothes, Hanging clothes in the sun to dry.
  - 6) Covering the nose and mouth with a tissue or the hand when coughing or sneezing.
  - 7) Use water to clean the toilet after use.



**Pic 7: Poster for Good hygiene**

### 3.2.3 Treatment that can be done by the government (5 min):

**Goal:** Bring insight of what actually can be done to improve the overall situation in the Dang District. Inspire possibility that they might be the one to induce change in the future.

**Description:** Since this is just suggestion and estimation on the possible way to improve the environmental change. Aimed to give them the vision and insight, thus just by introducing verbally is enough.

**Note:** Two point to stress:

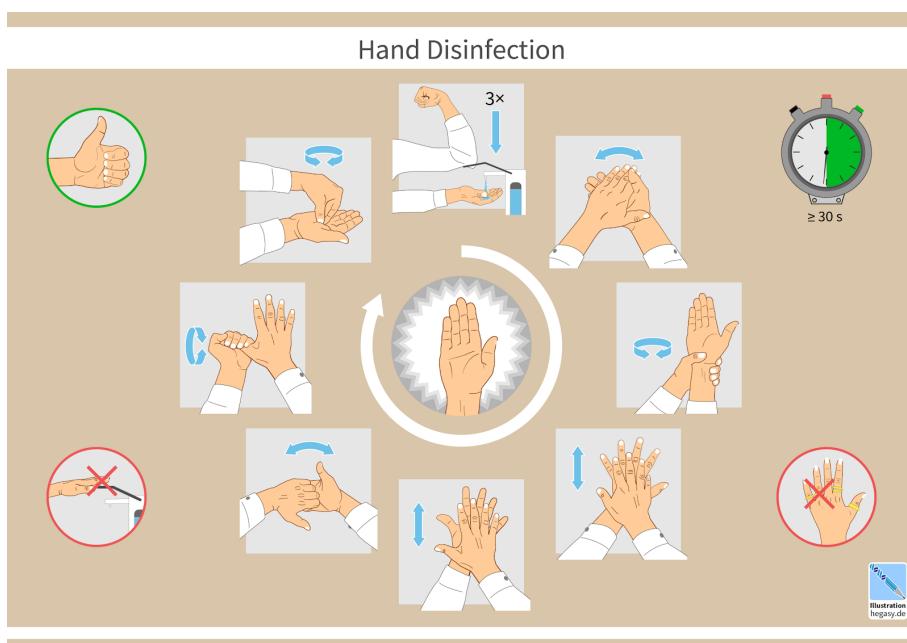
- Provision of clean drinking water
- Safe disposal of faces

## Section 4: Hand washing activity (20min)

**Description:** This is the leaflet that they can bring home. Demonstrate once following the procedure below. Then the kids' turn.

### **Step:**

1. Wet hands under running water.
2. Apply soap and rub hands together to make a soapy lather.
3. Away from the running water, rub hands (including palms, back of hands, between fingers, back of fingers, thumbs, finger tips and wrists) according to the 7 steps of hand hygiene technique for at least 20 seconds.
4. Rinse hands thoroughly under running water. Do not rinse off the soap while rubbing.
5. Dry hands thoroughly with a clean cotton towel or a paper towel.
6. The cleaned hands should not touch the water tap directly again. For example: using your elbow or a paper towel to wrap the faucet before turn it off.



**Pic 8: Poster for Hand washing steps**