



CHILDREN'S HYGIENE AND SANITATION TRAINING (CHAST - Adapted for Viet Nam)



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PREFACE

Encouraging the public to use clean water, to keep environmental sanitation and to perform good individual hygiene behavior is one of the focuses of the programs and projects by the Vietnam Red Cross and ChildFund in Vietnam. Since 2005, ChildFund in Vietnam has applied successfully the approach of Participatory Hygiene and Sanitation Training (PHAST) in the component of communication towards awareness raising of the project “Improving water supply and environmental hygiene facilities” implemented in 23 communes of Hoa Binh and Bac Kan, which contributes to changing hygiene behavior in the communities. Since 2008, supported by the French Red Cross, German Red Cross and Netherlands Red Cross, Vietnam Red Cross has adjusted PHAST in correspondence with its use in highland areas and areas of ethnic minority groups. So far this approach has been implemented by Vietnam Red Cross in several localities such as Bac Kan, Cao Bang, Lang Son, Bac Giang and Bac Ninh, and brings out encouraging results in improving sanitation conditions for the communities. Following the success of these promotion activities on changing the behaviors of adults, Vietnam Red Cross and ChildFund in Vietnam has decided to continue researching into and applying the approach of Children's Hygiene And Sanitation Training (CHAST) in primary schools.

The CHAST material results from the cooperation between ChildFund in Vietnam and the French Red Cross, German Red Cross and Vietnam Red Cross. Financed by ChildFund in Vietnam, the German Red Cross and the European Union through the French Red Cross, all the four organizations have contributed and shared many precious ideas in the development, testing and completion of this material.

We highly appreciate the technical competence of the Research Center for Family Health and Community Development (CEFACOM) who has played a leading role in terms of technical matters in developing this material. All the pictures in the material were drawn by Painter Tran Van Tuan.

We hope that this material, as a guide to teachers on Children's Hygiene And Sanitation Training, will play an important role in building up habits and changing individual hygiene behavior not only for children but also for the whole communities in water and environmental sanitation.

We look forward to receiving more comments for improvement of the material in its next publication.

On behalf of VIET NAM RED CROSS

1. INTRODUCTION OF THE MATERIAL

1.1 INTRODUCTION OF METHODOLOGY

One of the basic factors ensuring the success of health programs is the provision of knowledge and development of hygiene habits in order to prevent diseases related to water and environmental sanitation for children. Raising awareness for changes of hygiene behavior will become easier when we build up hygiene habits for children from an early age, which will be maintained when they grow up. Apart from that, this approach will have an active impact on other members of children's families and on the communities because children can easily communicate and share the knowledge acquired with their peers and do not hesitate to express their ideas towards unhygienic behavior of their family members and their communities. Therefore, this is the foundation upon which the organization of Caritas Switzerland/Luxembourg supported in developing the approach of Children's Hygiene And Sanitation Training (CHAST) in 2002.

The development of CHAST is based on experiences gained from the implementation of two approaches that have been widely applied in programs on improvement of water and environmental hygiene facilities in many countries for many years, including the Child-to-Child approach and the Participatory Hygiene and Sanitation Training (PHAST) approach.

The Child-to-Child approach encourages active interaction and impacts among children of the same age group through their exchange of the knowledge they acquire and expression of opinions, and through instruction to other children with example setting.

The Participatory Hygiene and Sanitation Transformation (PHAST) approach is based on the theory of step-by-step behavioral change, helping the communities become aware of transmission of diseases, analyze hygiene behavior of their own and make a plan on how to prevent the transmission. The PHAST approach is designed for promotion purposes to adults.

Basically, CHAST is designed in stages similar to PHAST; however, it is adjusted to suit children's level of awareness and learning – which is that children have less experience but are more curious and easy to acquire new knowledge, to combine theory with practice and to train through games. Furthermore, CHAST also focuses on building skills for children, such as communication skills, presentation skills and analytical skills, and building confidence for children. Therefore, CHAST does not only include merely theoretical training but also applies series of exercises and games to teach children about the link between individual hygiene behavior and health, and how to maintain such hygiene behavior.

CHAST pays special attention to participatory approaches. In the exercises, children are encouraged to work in small groups before presenting their ideas to the whole class. Puppets, games, role-plays, painting, and so on are fascinating to children and can encourage small or timid children to take part in. These methods make decision-making easier and more interesting, especially in collective planning, and children can gain learning skills and respect each other. Teachers will be facilitators who inspire children and support them in their participation rather than act as direct instructors as in traditional teaching methods.

This guide to teachers on hygiene and sanitation promotion with children's participation is based on research into the original CHAST approach and experiences gained through application of PHAST in Vietnam, with regards to actual contexts of children in difficult rural and mountainous areas in Vietnam. The objective of the material is to provide primary school teachers an approach and an educational tool for step-by-step use in building habits and changing pupils' individual hygiene behavior, through which impacts on hygiene behavior of the whole community in water supply and environmental sanitation.

In order to increase the effectiveness of programs on improvement of water supply and environmental sanitation for the communities, according to experiences gained, it is advisable to practice CHAST together with PHAST in order to create mutual impacts in changing behavior of both target groups in the same area. As CHAST and PHAST have common approaches, PHAST facilitators can also use CHAST guidelines as long as they get acquainted with CHAST tools and methods and pay attention to their distinctive features which require preparation of lively visual aids for children's easy acquisition.

1.2 STRUCTURE OF THE MATERIAL

The CHAST material provides 5 steps, each of which includes activities designed for each session and requirements in terms of handouts and stationery.

Step 1: Introduction

This step helps pupils get acquainted with the participatory method and such tools as Jolly the Parrot puppet, coloring pictures, songs, etc. Apart from that, they are given opportunities to express their daily life by telling stories by means of illustrations. To make it more appropriate with children, the story-telling can be linked to the coloring activity.

Step 2: Problem identification

This step focuses on establishing and clarifying links between hygiene behavior with health problems that children often deal with. Children will also be able to develop their analytical skills and decision-making through exercises where they select pairs of pictures of good hygiene behavior that is good for health and bad hygiene behavior that is harmful to health.

Step 3: Problem analysis

This helps pupils better remember good habits and bad habits through repetition of causes of some common diseases that children often catch. Their capability of problem identification will also be improved as they have to link their knowledge of how the diseases are transmitted to methods of prevention through good hygiene behavior.

Step 4: Practicing good hygiene behavior

This step instructs children to practice good hygiene behavior that have been identified through personal experience or practice in small groups. The main method applied at this step is role-playing.

Step 5: Planning and implementation

This step helps pupils identify what is good hygiene behavior and what is bad hygiene

behavior on their own. Creating an exciting environment in the class when children are doing the classification of good and bad behavior will make them more determined when planning and implementing good hygiene behavior they have identified.

Step 6: Monitoring

Forming hygiene habits often takes place gradually and not easily, thus, it is advisable to monitor children closely in order for them to change their habits. In order to measure the changes accurately, it is necessary to understand the situation before the project begins. The two most important indicators of CHAST are washing hands properly and using hygienic latrines. These indicators are relatively easy to collect and check, therefore, it is not too expensive and time-consuming.

1.3 STRUCTURE OF LESSONS

The contents for each lesson are designed in the following sequence:

Objective

This is very important as it includes the orientation as well as requirements for the teaching quality. Please note that the objective of the lesson includes requirements in terms of knowledge and skills development for pupils.

Timing

Teachers should be flexible in conducting activities, otherwise, there may not be enough time to complete the lesson plan. The timing given in this material is a suggestion only. Depending on the slow or fast lesson delivery, teachers will decide to lengthen or shorten the discussions.

Preparation

This helps teachers avoid omitting tools when they are delivering lessons. How to prepare these tools will be instructed in detail in the next part.

Methods

The material only gives general methods, and teachers are free to use dialects to explain, instruct or request pupils to perform an activity. Apart from that, the materials also provides various methods and tools applied to pupils of 1st to 3rd grade and pupils of 4th to 5th grade, assuming that activities for pupils of 1st to 3rd grade need to be simpler and require fewer analytical skills. However, depending on actual capability of pupils, teachers will decide the best method for pupils.

Conclusion

The main message of the lesson needs to be repeated many times, but the most important is in the conclusion. This message needs to be brief and focus on activities that children need to implement. In order to make it easier for children to remember and to avoid feeling bored, teachers can use Jolly the Parrot to repeat the message, or to do it together with writing the message down on the board.

Importance to teacher

This suggests methodology to teachers in order to have better quality lessons.

2. INSTRUCTIONS TO TEACHERS

2.1. PREPARATION OF TOOLS

Lessons used in the CHAST approach involve some games and tools to create enthusiasm and to encourage children to discover elements related to different hygiene behavior that children are practicing or that they find popular in their communities. Main tools include:

Puppets

Once puppets are used successfully, they will help making lessons about clean water, environmental sanitation and individual hygiene – which are often considered boring and difficult to deliver – become more lively and interesting. According to experiences gained. The presence of puppets will encourage timid children in the group to take part in the learning activities and speak out their ideas. In this material, only one puppet, Jolly the Parrot, is used to lead the stories and repeat messages. However, the teacher can create other characters to make their stories more appealing, if possible.

Puppets can be made out of socks or cloth or sponge, and used by putting hands in them or with sticks, or holding them in hands.

Colored pictures and cards

There are totally 9 sets of tools that are colored pictures designed to suit the purposes and contents of each activity and numbered in the order of activity. The pictures are of various sizes and have eye-catching images and colors. Colored pictures are laminated to make them more solid and durable.

These pictures are used mainly in group discussions in order to improve pupils' participation. According to experiences gained through implementation of PHAST, colored pictures are very useful in creating a friendly beginning of the lesson, encouraging pupils to compare and analyze good and bad hygiene behavior, and helping pupils develop skills in giving presentations in individual and environmental hygiene.

In order to prepare for the coloring exercise, the teacher should select necessary black-and-white pictures in the set of pictures for the relevant lessons. Pupils can use colored crayons to color the pictures.

Songs

It is best to end each lesson with a song. The teacher can select a song to children, and then replace its lyrics with new ones conveying a message related to individual and environmental hygiene, or create a new song.

For example, the words of the song “Five good fingers” can be replaced by new ones about hand-washing.

*My dear friends, please do not forget
To wash your hands before touching food
And after going to the latrine
As they contain lots of germs.*

*My dear friends, please do not forget
To wash your hands with clean and clear water
Sweet soap helps get rid of germs/our house smell sweet
Then you will always have nice hands*

*Now let us sing
The song about hygienic rules
The good rules we will remember
The good habits we will make every day.*

2.2. BUILDING PRESENTATION SKILLS FOR CHILDREN

During implementation of activities, pupils can take part in the review and presentation of the conclusion and lessons gained. In order to help children build presentation skills, the teacher should instruct children to follow the three steps below:

- **Eyes:** Turn to the audience and look straight into them.
- **Hands:** Point to the posters or pictures, emphasizing the points they are presenting.
- **Mouth:** Take a deep breath and start off with an opening sentence, such as:

Presenting in front of the class is not an easy task. It is advisable to select the children who will give the presentations beforehand and inform them of their tasks from the beginning. If necessary, children should make preparation so that they will feel confident about their presentations. After the presentation of each group, the teacher will repeat steps for giving presentations to the next group. The teacher should not push pupils – especially little and shy children – if they are not ready to give a presentation.

2.3. INSTRUCTIONS ON ROLE-PLAY

Role-play is a tool used commonly in participatory learning. When role-playing, children use many senses to discuss and express their personal opinions about hygienic issues and their feelings. In that way, role-plays help make use of their personal experiences. The teacher should encourage children to express what they have experienced, what they are thinking about and feeling, even fears. Please note that role-plays do not require obvious acting skills, and that they should be used relevantly to help children describe honestly their real life situations.

Like any other play, role-plays need to have a complete screenplay and plot. Screenplays have been suggested in this material, however, direction depends a lot on initiatives by the teacher and pupils themselves. The teacher direct and instruct the 'actors/actresses' to move on the stage and to follow the lines. Feelings need to be expressed by carefully selected adjectives, such as 'quick', 'awkward', 'angry', etc. The 'actors/actresses' do not need to change their voice but raise or drop it depending on the characters they are acting. Supporting characters should also be introduced in a way that makes the main characters outstanding.

Requirements for a good script:

- The screenplay should only focus on a topic selected or agreed beforehand.
- The selected topic is assigned to a child selected. If possible, there should be time for main characters to practice their acting beforehand. Don't push the children if they are not ready.
- There should be active discussions on the main topic after each role-play.
- Each role-play should not last more than 10 minutes.
- There may be an open ending to the role-play, but the last scene should be interesting and memorable.

After the role-play, the teacher should start the discussions with some observations. The teacher should make children understand the message and conclusion of the part they have seen. Each objective can be achieved through answering the following questions:

Observation:	What did you see? What characters were there? The main difference among the characters?
Understanding the message:	What is the cause of the problem mentioned? Which character was right? Which wrong?
Conclusion:	What would you do in this situation? What can you learn from this situation?

Role-play helps convey messages, using both verbal and body languages.

This exercise can be used to increase interaction of the lesson, to recap on the contents and conclusion of the lessons or to state determination in implementing hygiene behavior.

This material gives some sample screenplays. However, the teacher can invent other screenplays up to the actual socio-economic context and local situation. In this case, the teacher should invite pupils to join to stimulate their creativity. As a result, the role-play may be easier to understand as it uses a language corresponding with the target age groups.

2.4. INSTRUCTIONS ON GROUP WORK

Group work is a method used commonly to encourage children's participation. It is best to divide groups for discussion at random rather than by groups of friends sitting together. The easiest way of random group division is to let children count natural numbers, for example, from 1 to 4. After that, children who have the same number will join the same group, for example, group 1 will consist of all children that count number 1, and so on. Children can also be divided into groups under names of animals, for example, groups of chickens, ducks, monkeys, birds, etc. to make the lesson more exciting.

3. SEQUENCE FOR IMPLEMENTATION

STEP	LESSON	TOOLS
1. Introduction	1. Introduction of the Children's hygiene and sanitation training	- Jolly the Parrot - Set of pictures for lesson 1 - The song 'Wash Our Hands'
2. Problem identification	2. Good and bad hygiene behaviors	- Set of pictures for lesson 2 - Game 'The snake and the ladders'
3. Problem analysis	3. Changing hygiene behaviors	- Set of pictures for lesson 3 - Memory game
	4. Transmission of diseases	- Set of pictures for lesson 4
	5. Methods to prevent transmission of diseases	- Chart for transmission of diseases - Screenplay 1: 'Germy Fly'
4. Practicing hygiene behavior	6. Washing hands with soap and clean water	- Set of pictures for lesson 6 - Screenplay 2: 'Goofy Worm'
	7. Keeping food hygienic	- Set of pictures for lesson 7 - Screenplay 3: 'Thought It Was Saving'
	8 Using hygienic latrines	- Set of pictures for lesson 8
	9. Keeping our school and classrooms clean	- Set of pictures for lesson 9 - Screenplay 4 'Pick up the litter as you see it'
	10. Initiatives for action	- Make wall-newspapers
5. Planning and implementation	11. Review	- Game 'Flower picking', drawing pictures
6. Monitoring	12. Planning for monitoring changes & implementation of changes monitoring	- Monitoring forms

STEP 1: INTRODUCTION

STEP	LESSON	TOOLS
1. Introduction	1. Introduction of the Children's hygiene and sanitation training	- Jolly the Parrot - Set of pictures for lesson 1 - The song 'Wash Our Hands'

This step includes 1 lesson comprising of 3 activities:

Activity 1: Making friends: helping children get acquainted with a new friend, the friendly Jolly the Parrot.

Activity 2: Narrating daily routines: helping children identify daily hygiene habits and the time they make those habits.

Activity 3: Learning to sing: helping you remember the theme song and melody of the activity on hygiene promotion

Expected results

After this step, the expected results are:

- Pupils can recognize individual hygiene behavior that needs to be made every day and the time to do that.
- They become braver and more open in communication.
- They remember well the lyrics and melody of the song "Wash our Hands".

Lesson 1: Introduction of the children's hygiene and sanitation training



Purpose

- Create friendly environment
- Help pupils identify daily etiquettes for hygiene and sanitation
- Build teamwork culture
- Strengthen communication and presentation skills



Activities

- Activity 1: Making friends with Jolly the Parrot
- Activity 2: Narrating daily routines
- Activity 3: Learning to sing the song Wash Our Hands



Timing: in 45 minutes

- Activity 1: 15 minutes
- Activity 2: 20 minutes
- Activity 3: 10 minutes



Preparation

- Activity 1: puppet character for Jolly the Parrot (throughout all other activities)
- Activity 2:
 - ✓ Tools for grades 1 to 3: 03 sets of black-and-white pictures for lesson 1
 - ✓ Tools for grades 4 and 5: 03 sets of colored pictures for lesson 1
- Colored wax pencils, tapes
- Activity 3: song lyrics of the song Wash Our Hands



Implementation

Activity 1: Making friends with Jolly the Parrot - 15 minutes (applied for all grades)

1. Arrange the pupils in a round where a boy next to a girl. The teacher introduces to the whole class by saying: "Today our class welcomes a newcomer. Do you know who is your friend here?". The puppet Jolly the Parrot is moved by the teacher to look at all members, introducing "himself": "Hello to you all. My name is Jolly the Parrot. I love singing, and I love to make acquaintance with all of you". The teacher then guides the pupils to introduce themselves like what Jolly the Parrot has done, by saying: "My name is... I love (doing something)..."

2. The teacher gives an example by introducing herself first, then hands the puppet Jolly the Parrot to a pupil next to her, guiding the pupil how to handle the puppet. This pupil will introduce about himself/herself with the puppet and will hand Jolly the Parrot to another pupil. The introduction continues until the last classmate.
3. At the end of the round, the teacher takes the puppet and concludes: "I am Jolly the Parrot. Now I know we have in the class (the number) of you who like ice cream, (the number) of you who like reading stories, and (the number) of you who love singing like me. From today, together we will go and find out why there are sick people. Will we be friends? Do you agree?". (the whole class will be expected to say "Yes").

Activity 2: Narrating daily routines – 20 minutes

Activity for grades 1 to 3:

1. The teacher tells the pupils to form pairs. Each pair is given a black-and-white picture and colored wax pencils and the pair members are requested to color the picture together.
2. After the pictures have been colored, the teacher encourages the pairs to narrate the actions of the friends in the pictures and asks them to explain how they know that. Other classmates will add in more detail if they find it missing.

Activities for grades 4 to 5:

1. The teacher says to the whole class: 'Please list all the activities that you do in a day, from the time you wake up until the time you go to bed at night'. Then the teacher writes down the answers on the board.
2. After that, the teacher asks the pupils: 'Among all the activities taking place in a day, which do you think are hygiene behavior'. Call one pupil to tick the behavior he thinks is hygiene behavior. Other classmates will add in more behavior if they find it missing.
3. Activities are grouped in a time order: morning (6.00-12.00), afternoon (13.00-18.00), and evening (19.00-22.00).
4. The pupils are divided into three groups. Each group is given a set of colored pictures on hygiene behavior (the set of pictures for lesson 1). Each group will discuss hygiene behavior that takes place during each part of the day, for example, group 1 will discuss morning activities, group 2 afternoon activities and group 3 evening activities. The pupils are encouraged to add in any missing activities by means of illustrations or written words. The activities should be arranged in the order that they follow every day.
5. After the discussion is over, each group will stick their results on the board. If they still have time, each group will send one member to present their discussion results. Each group is encouraged to add in any missing activities to the results of any other groups (if any). The teacher then asks the pupils: 'What hygiene behavior do you find is repeated the most times'. Jolly the Parrot should be used to repeat the hygiene behavior that they mentioned, especially the hand-washing.

Activity 3: Learning to sing the song Wash Our Hands – 10 minutes

1. The teacher asks the pupils: 'Do you know the song Five good fingers? Let us use its melody to compose the lyrics for our theme song.'
2. Sing the song Wash Our Hands based on the melody of the song "five good fingers":

*My dear friends, please do not forget
To wash your hands before touching food
And after going to the toilet
As they contain lots of germs.*

*My dear friends, please do not forget
To wash your hands with clean and clear water
Sweet soap helps get rid of germs/our house smell sweet
Then you will always have nice hands*

*Now let us sing
The song about hygienic rules
The good rules we will remember
The good habits we will make every day.*

3. The teacher says to the pupils: 'This will be the theme song of your EIC program on hygiene and sanitation. Let us sing it in the next lesson. Do you like this song?'

■ Conclusion by Jolly the Parrot:

'My dear friends, from now on, please remember to brush your teeth in the morning and in the evening, before you go to bed, and we also need to wash our hands before and after meals, and after we go to the toilet. You know, I also need to brush my teeth and wash my hands. In the next lesson, let us see who has done this better.'

- The lesson ends with the song Wash Our Hands.



Importance to teacher:

1. The friend-making activity can take more time than expected, but it is very useful in encouraging shy children to participate in the next lessons. The teacher should stand near the pupils so that they feel less nervous or shy.
2. The teacher should observe the class and provide immediate support if the pupils are found unconfident and embarrassed to use the Parrot for introduction. It is not always that Jolly the Parrot needs to be passed on in the round; if there is not much time, one can pass Jolly the Parrot to another sitting next to him, and that goes on until the last pupil.
3. Activity 2 helps build the team spirit, so during the discussions, the teacher should take notice of situations where there are opposite ideas among the group members.
4. The teacher should not push any pupil who does not want or is not ready to give the presentation, but encourage him to take part in the activity in the next lesson.
5. Don't worry if the pupils fail to tell their stories; the important thing is how they can express their thoughts and the matters of their interest.

STEP 2: PROBLEM IDENTIFICATION[^]

STEP	LESSON	TOOLS
2. Problem identification	2. Good and bad hygiene behaviors	- Set of pictures for lesson 2 - Game 'The snakes and the ladders'

This step includes 1 lesson consisting of 1 activity:

Lesson 2: Good and bad hygiene behaviors: helping the pupils raise awareness of hygiene behavior that is good or bad for health.

Expected results:

After this step, the pupils can identify which hygiene habits are good and which are bad for health.

Lesson 2: Good and bad hygiene behaviors



Purpose

- Help pupils identify good hygiene behavior that is good for health and bad hygiene behavior that is harmful to health
- Practice analytical and decision-making skills



Timing:

- 45 minutes (for all grades)



Activities:

- Activities for grades 1 to 3: Classifying good and bad hygiene behavior
- Activities for grades 4 to 5: The game The Snakes and The Ladders



Preparation:

- Jolly the Parrot (for all activities)
- Tools for grades 1 to 3: the set of pictures for lesson 2 on good and bad hygiene behavior, tapes
- Tools for grades 4 to 5: 02 pieces of canvas with squares of the Snakes and the Ladders printed on them (including 36 squares numbered 1-36, 4 ladders and 5 snakes; the ladders show good hygiene behavior, and the snake bad behavior); 02 dices.



Implementation:

- Jolly the Parrot starts the lesson:
'Do you remember me? I still remember you. Is anybody absent today? Do you know why he/she is absent? (Jolly the Parrot had better mention cases of diseases related to water, environmental hygiene and individual hygiene such as diarrhea, stomachache, etc.) I also hear that many diseases stem from our own hygiene behavior. Therefore, I am now very curious to find which hygiene behavior is good and which is bad.'

Activities for grades 1 to 3: Classifying good and bad hygiene behavior

1. The teacher introduces the rules of the activity: *'This is the set of pictures of hygiene behavior that you see every day. These are images of two faces: the pink smiling face refers to good hygiene behavior and the blue wry face bad behavior. Good behavior will be put under the pink face and bad behavior under the blue face.'*
2. The teacher gives a demonstration before asking the pupils to do the exercise: stick

the 2 faces on the board, select one picture and ask the pupils: *In your opinion, what behavior is it? Is it good or bad? Why? Under which face should this be put?* When the pupils give a correct answer, the teacher puts that picture under the appropriate face. Then the teacher asks the pupils if they have understood. If somebody still does not understand, the teacher will explain the rules again.

3. Each pupil is given a picture and asked to think whether the behavior expressed in the picture is good or bad. After that, each pupil is invited to go to the board and stick their picture under the appropriate face. When going to the board, each pupil will explain to the whole class why he/she thinks that behavior is good or bad. The teacher then asks other pupils if they have any other comments; if yes, they should continue discussing until they reach a consensus.
4. After that, the teacher makes a remark that there are pairs of behavior including good behavior and bad behavior, and asks the pupils to arrange the pictures so that they can have pairs of pictures expressing opposite behaviors. If some pictures do not have relevant opposite ones, the pupils will draw relevant pictures and this goes on till the last pair.

Activities for grades 4 to 5: The game The Snakes and The Ladders

1. Select a large and flat location. Stretch the pieces of canvas (or paper) printed with squares of snakes and ladders on the ground. The teacher asks the pupils to stand around the squares and explains to them of the images on the canvas.
2. The pupils are divided into two groups, each consisting of about 5 members. For each round, 2 pupils as representatives of 2 groups will play and others act as supporters. The 2 groups draw lots to find one to go first.

To start, all the participants will stand in square 1. The first player will throw a dice. The number of spots appearing on the top of the dice will be the number of squares that the player has to go through (for example, if the top of the dice shows 4 spots, the players needs to move through 4 squares, starting from square 1). After that, the second player throws the dice and moves through the squares, following the number of spots on the top of the dice. The game goes on and the winner is the one who reaches the last square (number 36) the fastest.

3. The rules are as below:
 - a. If a player ends up standing in a square at the foot of a ladder, the supports will shout: Bad hygiene behavior. The player then has to answer why it is bad and drop to the tail of the snake. If the answer is correct, he will be entitled to one more throw, otherwise, he will not be given any additional throw.
 - b. If the player ends up standing in a square of a picture (neither at the foot of a ladder or head of a snake), he/she has to say which behavior it is. If the answer is correct, he can keep on moving. Otherwise, he has to stop.
 - c. If the player ends up in a blank square, a square of the body of a snake, or one of the middle part of a ladder, the player cannot move and has to wait until the next throw.
 - d. If both players end up in the same square, both remain their positions.

4. All the groups will play in the form of direct elimination, or in the order of a round, either set by set or in relay.

- Conclusion by Jolly the Parrot:
'My dear friends, from now on, all of us have known the good behavior is because ..., and the good behavior is ... because.... Let us do the good habits both at home and at school, and in public places. And you should also remind your parents, brothers and sisters to make habits that are good for health. I will come around to remind you if you forget to do that.'
- The lesson ends with the song Wash Our Hands.



Importance to teacher:

1. There is no need for pupils to explain exactly why a hygiene behavior is good or bad because they will be given the knowledge about this through health education lessons in their school curriculum. The important thing is to build up analytical skills for them.
2. If a pupil does not give an accurate answer or has a question, the teacher should not give an answer immediately but encourage other members to do.
3. In order to increase the attraction of the game and to mobilize more participation, in the game The Snakes and The Ladders, a player can receive support from other group members. The attraction of the game is the competition between the groups, however, the teacher should pay attention to prevent any possible conflict that may arise during their competition.

STEP 3: PROBLEM ANALYSIS

STEP	LESSON	TOOLS
3. Problem analysis	3. Changing hygiene behaviors 4. Transmission of diseases 5. Methods to prevent transmission of diseases	<ol style="list-style-type: none">1. Set of pictures for lesson 3, 4 & 52. Memory game3. Set of pictures for lesson 44. Chart for transmission of diseases5. Screenplay 1: 'Germy Fly'

This step includes 3 lessons, each providing one activity for grades 1 to 3 and grades 4 to 5

Lesson 3: Changing hygiene habits: helping pupils remember good and bad behavior they already studied in the previous lesson and get aware that bad behavior can be transformed into good behavior, through the memory game

Lesson 4: Transmission of diseases: helping pupils understand how diseases are transmitted.

Lesson 5: Methods to prevent transmission of diseases: helping pupils know how to prevent transmission of diseases.

Expected results:

After this step, the expected results are:

- Pupils understand the basic difference between good hygiene habits (which help prevent diseases) and bad hygiene habits (which are causes of diseases).
- Pupils know how to protect themselves from catching diseases related to water and hygiene.

Lesson 3: Changing hygiene behaviors



Purpose

- Help pupils review the previous lesson about good and bad hygiene behavior
- Build team spirit among pupils



Timing:

- 45 minutes (for all grades)



Activities:

- Activities for grades 1 to 3: Memory game
- Activities for grades 4 to 5: Memory game



Preparation:

- Jolly the Parrot (for all activities)
- Tools for grades 1 to 3: the set of pictures for lesson 3 on pairs of good and bad hygiene habits
- Tools for grades 4 to 5: the set of pictures for lesson 3 on pairs of good and bad hygiene habits.



Implementation:

- Jolly the Parrot starts the lesson:
'Hi everybody! Let me tell you my achievements. I have been washing my hands before meals and after going to the toilet. You know, yesterday I even used the toilet. It was not easy at first but I found it really comfortable finally. Whoever has done this, please raise your hands (all the class members clap their hands). And today, let us review this lesson.'

Activities for grades 1 to 3: Memory game

1. The class is divided into 2 groups. Each group is given a set of pictures of good and bad hygiene habits.
2. The teacher explains the rules of the game: the groups have to find as many pairs of pictures that reflect the contrast between good and bad habits as possible. Each group will stick the pairs of pictures they find on the board. The group that has more correct pairs and finishes more quickly will be the winner.

Activities for grades 4 to 5: Memory game

1. The class is divided into 2 groups, and each group is divided into 2 teams to play against each other. Each group is given a set of pictures of good and bad hygiene habits.

2. The teacher mixes up all the pictures, then put them face down on the table and explains the rules of the game: each team, in turn, has to upturn the pictures and find the pictures that show opposite behaviors through a game. The group that has more correct pairs and finishes more quickly will be the winner.
3. Play One Two Three to identify the team to go first. The winner team, called team 1, sends one member to upturn any one picture (which can show good behavior or bad behavior). The loser team, called team 2, also sends one member to upturn any one picture. If these two pictures make a pair of opposite behaviors, team 2 can collect both pictures. Otherwise, team 2 will return their picture to the original position. Then team 1 will start the next round.
4. The teams will, in turn, turn the pictures upside down until all the pairs are identified. The winner is the team having more pairs of good-bad behaviors.

- Conclusion by Jolly the Parrot:
'Now I have known by heart the behaviors that are good for health. Please repeat them with me (the teacher repeats the good hygiene habits that they have been shown). Anyone who has not had these habits, please make them immediately. In the next lesson, we will share with each other the results.'
- The lesson ends with the song Wash Our Hands.



Importance to teacher:

1. Depending on the number of pupils in the class, the teacher will divide groups appropriately in order to make sure everybody can participate in the activities.
2. Once any problem arises among the groups, the teacher should not give an answer immediately but ask the pupils who can answer the question, and after that, if necessary, the answer should be made in the form of a question.
3. Jolly the Parrot should be used to repeat the good hygiene habits every time a picture of good hygiene behavior is revealed.
4. The difficulty level of the game can be increased by giving timing conditions.



Lesson 4: Transmission of diseases



Purpose

- Help pupils understand the routes diseases are transmitted through bad hygiene habits.
- Help develop analytical and presentation skills for pupils



Timing:

- 45 minutes (for all grades)



Activities:

- Activities for grades 1 to 3: Ways of disease transmission
- Activities for grades 4 to 5: How diseases are transmitted through stools to mouths



Preparation:

- Jolly the Parrot (for all grades)
- Tools for grades 1 to 3:
 - ✓ 01 set of pictures for lesson 4 (ways of disease transmission)
 - ✓ A poster illustrating ways of disease transmission
 - ✓ 01 sheet of A0 paper, colored pencils, tapes
- Tools for grades 4 to 5:
 - ✓ 01 set of pictures for lesson 4 (ways of disease transmission)
 - ✓ A poster illustrating ways of disease transmission
 - ✓ 02 sheets of A0 paper, colored pencils, tapes



Implementation:

- Jolly the Parrot starts the lesson:
'Hi everybody! Do you remember my name? I am so happy you still remember my name, Jolly the Parrot. In the last lesson, we learned how to recognize good and bad hygiene behaviors, and that bad behaviors are harmful to health as they make us easily catch diarrhea, stomachache, etc. Today, let us see how the diseases are transmitted.'

Activities for grades 1 to 3: Ways of disease transmission

1. Put the poster of routes of disease transmission on the board or on the wall. The teacher points to the picture on the left and asks the pupils: *'Do you know what he/she is doing? Is it good or bad behavior?'*, then points to the picture on the right

and asks the pupils: 'What do you think this is? Is it a mouth?'

2. The teacher hints: '*Why are the hands, the fly, the running water and the vegetables related to making a mess and to the mouth?*' The teacher can suggest ways of disease transmission if the pupils find it difficult to answer. Then the teacher shows the chart and explains clearly each way of disease transmission.
3. The teacher then asks some pupils to repeat what he/she has said, and others add in more ideas until they have a complete and correct answer.

Activities for grades 4 to 5: How diseases are transmitted through stools to mouths

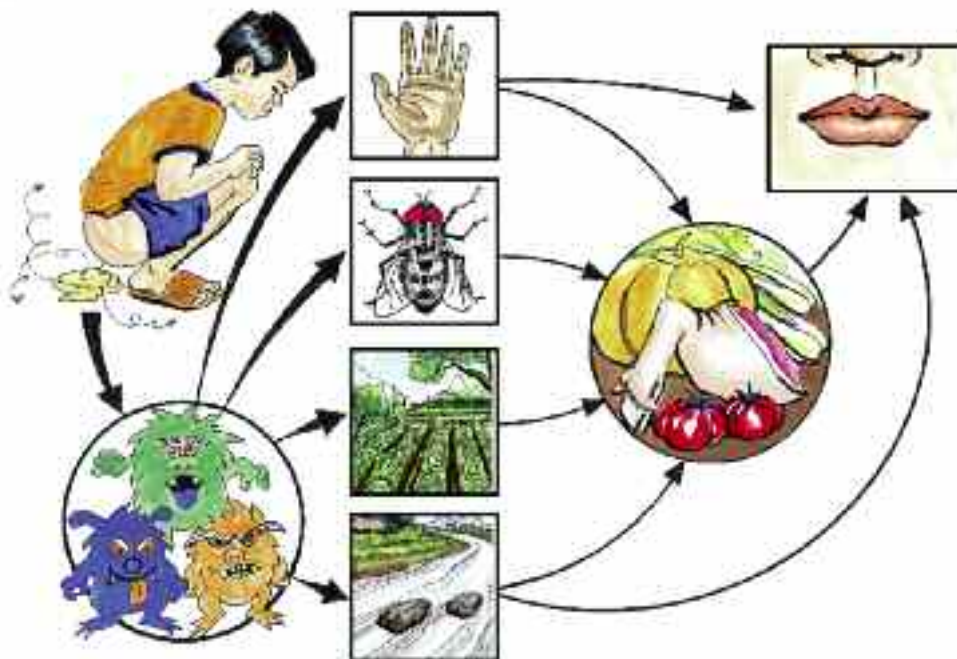
1. The teacher says: '*You know, bad hygiene behavior will be harmful to health, making us easily catch diseases*', then holds the picture of 2 boys passing stools in the wrong place and asks the pupils: 'What behavior is it? Is passing stools in the wrong place bad behavior?' 'And what is it? Is it a mouth?' After that, the teacher sticks the picture of the boys to the left and that of the mouth to the right.
2. After the pupils give answers, the teacher says: '*We have seen the boy passing stools in the wrong place and this is his mouth. Do you know why his stools can go up to his mouth? Let us discuss how stools can touch the mouth.*'
3. The pupils are then divided into two groups and each is given a set of pictures '*Routes of disease transmission*' and a sheet of A0 paper. The teacher asks the pupils to select the pictures they think show basic causes of disease transmission, to arrange the pictures vertically, top down, and to use the arrows among the pictures to create a chart describing the ways stools touch the mouth.
4. After the groups have completed their charts, the teacher asks each group to send one representative to explain of each picture and why they draw those arrows to the whole class. The group has to answer all the questions that the class raises.
5. After the two presentations, the teacher sticks the poster illustrating routes of disease transmission to the board so that the groups can compare the pictures with their discussion results. If any difference is found, the pupils are encouraged to state the reasons for their choice. The teacher then draws a conclusion and emphasizes what they need to remember.
6. If they still have time, the teacher can give the pupils a problem to calculate the amount of stool disposed as below:
 - If one person disposes 350g of stools per day, and each family has 5 members on average. Then what is the amount of stool disposed by each family per day/ per week/ per year?
 - If there are 10 families in the hamlet who do not have any toilet and who pass stools in wrong places, what is the amount of stool disposed freely per day/ per week/ per year?
 - If a package of rice weighs normally 20 kg, how many packets of stool does the whole hamlet dispose per day/ per week/ per year?
 - What do you feel if you might have eaten or might be eating food contaminated with human excrements? Do you think because that family does not have a latrine, they disposed in wrong places?

- Conclusion by Jolly the Parrot:
'Now I have known that stools enter our bodies through the mouth in many ways (the teacher points to the chart): through our hands, through flies, mice or insects that touch the stools, through penetration into the earth, which pollutes the environment, through moving into rivers and streams, which pollutes the water; after that, the stool goes with unhygienic food and drinks and enter our mouth. Oh dear, that means we have eaten the stools that we have disposed. We need to cut off this transmission. Do you agree with me? (the whole class says Yes) .'
- The lesson ends with the song Wash Our Hands.



Importance to teacher:

1. Use many questions of Why and How so that the pupils have to give their own ideas.
2. This exercise may be difficult for shy pupils, however, it is advisable to encourage their participation in group discussions.
3. Prepare a role-play for the next lesson about methods to prevent disease transmission: the teacher should select pupils to act the play by means of either voluntary participation or talents and voluntary participation of individual pupils. The teacher gives out the screenplay 1 of 'Germy Fly', assigns roles and tells the pupils about requirements for each character. If possible, there should be a rehearsal of the role-play.



Disease Transmission Routes

Lesson 5: Methods to prevent disease transmission



Purpose

- Help pupils identify good habits that can prevent disease transmission.
- Help develop logical thinking, and analytical and presentation skills for pupils



Timing:

- 45 minutes (for all grades)



Activities:

- Activities for grades 1 to 3: Methods to prevent disease transmission
- Activities for grades 4 to 5: Methods to prevent disease transmission and role-play



Preparation:

- Jolly the Parrot (for all grades)
- Tools for grades 1 to 3:
 - ✓ Chart for disease transmission presented in the previous lesson
 - ✓ 01 set of pictures for lesson 5
 - ✓ 01 sheet of A0 paper, colored pencils, tapes
- Tools for grades 4 to 5:
 - ✓ Chart for disease transmission presented in the previous lesson
 - ✓ 01 set of pictures for lesson 5
 - ✓ 01 sheet of A0 paper, colored pencils, tapes
 - ✓ Screenplay 1: Germy Fly (appendix 1)



Implementation: (Notes: the exercises in this lesson are applicable to all the grades from 1 to 5)

- Jolly the Parrot starts the lesson:
'Do you remember how surprised we were to realize that our stools can completely enter our mouths if we make bad hygiene behaviors? Today we will consider how to prevent the diseases from transmitting to us.'

Activities for grades 1 to 3: Methods to prevent disease transmission

1. The teacher hangs the chart of disease transmission on the board and invites one

pupil to volunteer to explain the chart they were shown in the last lesson. Like in the previous lesson, others will add in ideas until they have the most complete and correct answer.

2. The teacher shows the class the set of pictures for lesson 5 on good hygiene habits and gives guidelines: *'This good habit helps prevent the diseases from transmission. Please put appropriate pictures in each way of transmission on the chart and explain how the habit can help prevent the germs in the stools from entering our mouths.'*
3. Three other pupils are called to the board. They will discuss the positions of the pictures and why they put the pictures in those positions, and then send one representative to present to the class why they put the pictures there. The teacher should give compliments to encourage the pupils to speak out their thoughts.

Activities for grades 4 to 5: Role-play: Germy Fly

1. The teacher checks the preparation (as guided in the last lesson) to see if that has been complete and if the pupils to act the role-play have been ready.
2. The teacher introduces: *'Now we will watch the play Germy Fly. Please pay close attention to it and then answers my questions about how the fly spreads the germs.* When the characters are ready, the role-play starts. Other pupils can stand around as a circle.
3. After the role-play finishes, the teacher thanks the pupils for their enthusiasm and action in the role-play. After that, the teacher writes down on the board the questions in the Guide for Role-play (see Guide for Teachers). Ask the whole class each question and let them answer the questions freely.

- Conclusion by Jolly the Parrot:
'I am very surprised to see that our class has so many talented actors and actresses, and that all of you are excellent. You have found out methods to avoid getting sick, having stomachache and having diarrhea. Shall we repeat them once more?' (When mentioning a message, the teacher takes out the relevant picture and sticks it to the board).
 - Use hygienic latrines.
 - Wash our hands with soap and clean water before meals and after going to the toilet.
 - Cover cooked food and drink boiled water.
 - Throw rubbish into rubbish bins.
- The lesson ends with the song Wash Our Hands.



Importance to teacher:

1. If there are more posters of ways of disease transmission and pictures of methods of prevention, the teacher can divide the class into smaller groups. This can help the pupils practice analytical skills. In case there is only one poster of ways of disease transmission and the pupils must give presentations at the board, the teacher should invite a group of 3 pupils to make them more confident.
2. The sample screenplay is only a suggestion. During the role-play, the teacher can let the pupils change or create details and actual situations, or use their own lan-

guage. However, the teacher needs to make sure the key message is conveyed completely and accurately.

3. After the lesson, the teacher selects the pupils to act the role-play 2: 'Goofy Worm' and gives them the screenplay for their preparation.



STEP 4: PRACTICING HYGIENE BEHAVIOR

STEP	LESSON	TOOLS
4. Practicing hygiene behavior	6. Washing hands with soap and clean water 7. Keeping food hygienic 8. Using hygienic latrines 9. Keeping our school and classrooms clean	1. Set of pictures for the lessons 2. Screenplay 2: 'Goofy Worm' 3. Screenplay 3: 'Thought It Was Saving' 4. Posters illustrating hygienic toilets 5. Screenplay 4 'Pick up the litter as you see it'

This step includes 4 lessons, and each lesson includes 1 activity:

1. Washing hands with soap and clean water: helping the pupils know how to wash their hands properly and important times for hand-washing.
2. Keeping food and drinks hygienic: helping the pupils understand that the food must be kept hygienic and that they need to eat cooked food and drink boiled water in order to prevent diarrhea.
3. Using hygienic toilets: helping the pupils know how to use toilets properly.
4. Keeping schools and classrooms clean: helping the pupils understand and be aware of keeping their schools and classrooms clean.

Expected result:

After this step, the pupils will have necessary skills and be able to make hygiene habits every day.

Lesson 6: Washing hands with soap and clean water



Purpose

- Help pupils understand the importance of hand-washing and times for hand-washing.
- Pupils will be able to wash hands properly.
- Make an individual plan for hand-washing.



Timing:

- 45 minutes (for all grades)



Activities:

- Activities for grades 1 to 3: Learning and practicing proper hand-washing.
- Activities for grades 4 to 5: Role-play: 'Goofy Worm'.



Preparation:

- Jolly the Parrot (for all grades)
- Tools for grades 1 to 3:
 - ✓ 01 set of pictures for lesson 6: Poster illustrating 6 steps for hand-washing.
 - ✓ 01 small basin, 01 piece of soap, 02 white face-cloths and some napkins.
 - ✓ Small pieces of soap (it is best to have one for each pupil).
- Tools for grades 4 to 5:
 - ✓ Screenplay 2: Goofy Worm
 - ✓ Small pieces of soap (it is best to have one for each pupil).



Implementation:

- Jolly the Parrot starts the lesson:
'Do you remember how we got acquainted with each other on the first day we met?'

Activities for grades 1 to 3: Learning and practicing proper hand-washing

1. The teacher writes down 3 questions on the board and tells the pupils that they are going to answer them together with Jolly the Parrot:
 - 1) What do you do with the hands?
 - 2) Why do we need to wash our hands with soap and clean water?

- 3) How should we wash our hands?
2. After the first question, the teacher explains: 'The hands are the most 'hard-working' character of the body. The hands can do many things, for example, holding toys when you play, holding the broom when you sweep the floor, supporting the body to prevent you from falling to the ground, cleaning your anus when you go to the toilet or clean the anuses of your younger siblings when you are taking care of them, holding food when you eat, etc. Therefore, you need to look after your hands.'
3. After the second question, the teacher explains: 'Because of working hard, the hands must touch lots of dirty things, such as dirty soil and water, human stools, animal stools, etc. The dirt and germs will stick to the hands. The germs will never die if you wash your hands with water, and only washing hands with soap can eliminate germs. Therefore, you need to wash your hands with soap and clean water.'
4. After the third question, the teacher explains: 'The dirt and germs stick for very long to the spaces between fingers, and to finger-nails, which cannot be recognized with our own eyes. Therefore, we need to wash our hands in the right way:
 - 1) Make both hands wet with clean water, apply soap to the hands and rub the hands together.
 - 2) Use the fingers and palm of one hand to roll around each finger of the other hand and vice versa.
 - 3) Use the palm of one hand to rub the back of the other hand and vice versa.
 - 4) Use the fingertips of one hand to rub the spaces between the fingers of the other hand and vice versa.
 - 5) Use one hand to hold all the five fingertips of the other hand and rub them around.
 - 6) Wash the hands until they are clean and dry them with clean cloths.
5. The teacher tells the pupils that it is possible to test the cleanliness of proper hand-washing. The pupils are asked to bring in class 02 basins of water, 02 clean cloths and 01 piece of soap.
6. Two pupils are invited to volunteer to wash their hands: one will wash his hands with water and soap, and the other with water only. After they have washed their hands, they dry the hands with clean cloths. The teacher takes the 2 cloths and makes a comparison: Which cloth do you think is whiter? Why? The conclusion to be drawn is that washing hands with soap is better.
7. The teacher tells the pupils to go to the water tank, and instructs each of them to wash their hands in the right way. When they have finished washing their hands, the teacher asks them to show their hands to each other, and then asks: What do you feel? Can you wash your hands like this frequently? When will you wash your hands?
8. After the pupils promise to do, the teacher gives each of them a small piece of soap to be brought home and asks them to tell their families that it is soap for daily hand-washing.

Activities for grades 4 to 5: Role-play: Goofy Worm

1. The teacher checks the preparation (as guided in the last lesson) to see if that has been complete and if the pupils to act the role-play have been ready.
2. The teacher introduces: 'Now we will watch the play Goofy Worm. Please pay close attention to it and then answers my questions about why worms live in our stomachache and do us harm. When the characters are ready, the role-play starts. Other pupils can stand around as a circle.'
3. After the role-play finishes, the teacher thanks the pupils for their enthusiasm and action in the role-play. After that, the teacher writes down on the board the questions in the Guide for Role-play (see Guide for Teachers). Ask the whole class each question and let them answer the questions freely.
4. The teacher says: You need to wash your hands with soap and clean water, and also need to wash your hands in the right way to eliminate germs that transmit diseases. The teacher invites one pupil to demonstrate proper hand-washing:
 - 1) Make both hands wet with clean water, apply soap to the hands and rub the hands together.
 - 2) Use the fingers and palm of one hand to roll around each finger of the other hand and vice versa.
 - 3) Use the palm of one hand to rub the back of the other hand and vice versa.
 - 4) Use the fingertips of one hand to rub the spaces between the fingers of the other hand and vice versa.
 - 5) Use one hand to hold all the five fingertips of the other hand and rub them around.
 - 6) Wash the hands until they are clean and dry them with clean cloths.
5. The teacher tells the pupils to go to the water tank, and instructs each of them to wash their hands in the right way. When they have finished washing their hands, the teacher asks them to show their hands to each other, and then asks: What do you feel? Can you wash your hands like this frequently? When will you wash your hands?
6. After the pupils promise to do, the teacher gives each of them a small piece of soap to be brought home and asks them to tell their families that it is soap for daily hand-washing.
7. The teacher asks the pupils how they will tell their parents about proper hand-washing at home.

■ Conclusion by Jolly the Parrot:

'Only washing hands with soap can eliminate germs and worm eggs.

You need to wash your hands with clean water before meals and after going to the toilet.

You need to wash spaces between fingers, finger-nails, palms, backs of the hands and wrists.'

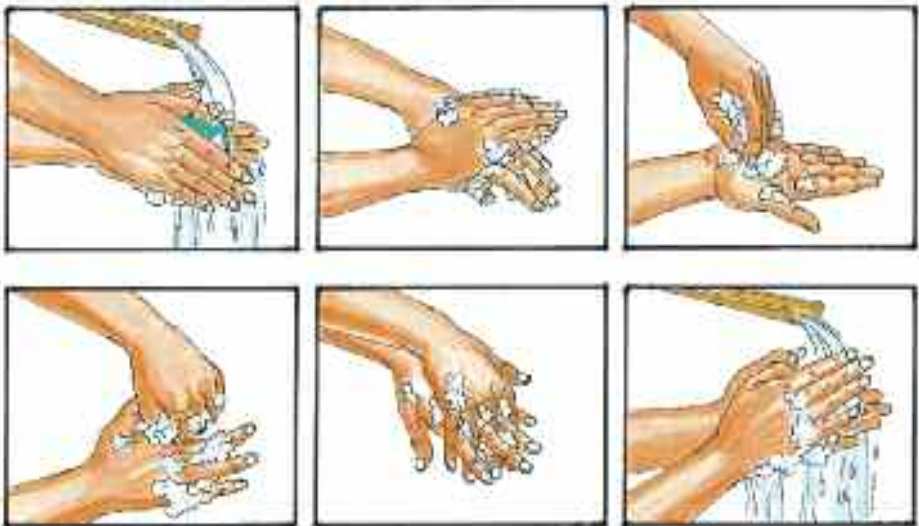
- The lesson ends with the song Wash Our Hands.



Importance to teacher:

1. The key focus of this lesson is practicing hand-washing, therefore, it is necessary to observe the pupils to find out those who do not wash their hands in the right way. If many pupils wash their hands in the wrong way and there is no time to guide each of them, they can be collected after school for re-instruction.
2. The sample screenplay is only a suggestion. During the role-play, the teacher can let the pupils change or create details and actual situations, or use their own language. However, the teacher needs to make sure the key message is conveyed completely and accurately.
3. After the lesson, the teacher selects the pupils to act the role-play 3: 'Thought It Was Saving' (Appendix 1) and gives them the screenplay for their preparation.

6 STEPS OF PROPER HAND WASHING



Lesson 7: Keeping food hygienic



Purpose

- Help pupils understand the importance of keeping things clean, covering cooked food with plastic covers, and drinking boiled water.
- Help pupils practice presentation skills.



Timing:

- 45 minutes (for all grades)



Activities:

- Activities for grades 1 to 3: Story-telling with pictures.
- Activities for grades 4 to 5: Role-play: 'Thought It Was Saving'.



Preparation:

- Jolly the Parrot (for all grades)
- Tools for grades 1 to 3:
 - ✓ 01 set of pictures for lesson 7.
 - ✓ Tapes, sheets of colored paper.
- Tools for grades 4 to 5:
 - ✓ Screenplay 3: Thought It Was Saving.



Implementation:

- Jolly the Parrot starts the lesson:
'Hi everybody! Do you remember what we learnt in the last lesson? We did proper hand-washing. Has any of you done the hand-washing at home? Please keep washing your hands every day. Today we will learn how to prevent food from becoming stale and how to eat and drink hygienically.'

Activities for grades 1 to 3: Story-telling with pictures

1. The class is divided into 4 groups. Each group is given a set of pictures. The pupils are asked to arrange the pictures so that they can use them to tell a story (for example, picture 1 is about 2 children buying junk food, cookies and candy on which flies swarm, picture 2 about a child drinking unboiled water, and picture 3 about the two children in the picture 1 holding their sides.)
2. After the groups have been arranged, the teacher asks representatives of each group to tell their stories. The teacher raises many Why questions so that the pupils have to brainstorm the causes and effects of unhygienic eating and drinking habits as

well as effects of good habits as much as possible.

3. The teacher uses the remaining pictures (about covered dishes of food, drinking boiled water, keeping the kitchen clean, washing hands before meals) to remind the pupils about methods of disease prevention.

Activities for grades 4 to 5: Role-play: 'Thought It Was Saving'

1. The teacher checks the preparation (as guided in the last lesson) to see if that has been complete and if the pupils to act the role-play have been ready.
2. The teacher introduces: 'Now we will watch the play Thought It Was Saving. Please pay close attention to it and then answers my questions about why the food will be harmful to health if flies swarm on it even though it is cooked. When the characters are ready, the role-play starts. Other pupils can stand around as a circle.'
3. After the role-play finishes, the teacher thanks the pupils for their enthusiasm and action in the role-play. After that, the teacher writes down on the board the questions in the Guide for Role-play (see Guide for Teachers). Ask the whole class each question and let them answer the questions freely.
4. The teacher asks the pupils how they will tell their parents about covering the cooked food with plastic covers and eating and drinking hygienically.

- Conclusion by Jolly the Parrot:
*'We shouldn't keep cooked food together with raw food.
We should eat well cooked food, drink boiled water, and by no means drink unboiled water.
If the food is cooked well but not eaten yet, we should cover it with lids or plastic covers.
We shouldn't eat stale food.
All the bowls, dishes and glasses must be well cleaned.'*
- The lesson ends with the song Wash Our Hands.



Importance to teacher:

1. The teacher encourages the pupils to tell different stories according to different arrangements of the pictures.
2. The sample screenplay is only a suggestion. During the role-play, the teacher can let the pupils change or create details and actual situations, or use their own language. However, the teacher needs to make sure the key message is conveyed completely and accurately.
3. After the lesson, the teacher selects the pupils to act the role-play 4: 'Pick up litter as you see it' (Appendix 1) and gives them the screenplay for their preparation.



Lesson 8: Using hygienic latrines



Purposes:

- Help pupils to understand what a hygienic latrine is;
- Know how to use a hygienic latrine properly and safely.
- Use hygienic latrines anywhere and anytime



Time:

- 45 minutes (for all classes)



Content:

- Activity for grades 1 – 3: Color the picture of a hygienic latrine
- Activity for grades 4 – 5: Learn and practice to use hygienic latrines



Prepare:

- Jolly the Parrot for all classes
- Tools for grades 1 - 3:
 - ✓ Paintings in lesson 8
 - ✓ 03 copies of black and white paintings for lesson 8
 - ✓ 02 posters on using hygienic latrine
 - ✓ Sticky tape, color papers
- Tools for grades 4 - 5:
 - ✓ Tools: broom, shovel, ash, lime...



Methods:

- Vết Vui Tính dẫn đề:
Chào các bạn! Các bạn về nhà đã thực hiện việc ăn uống vệ sinh, an toàn như thế nào? Các bạn nhớ là phải làm thường xuyên đấy. Hôm nay chúng ta sẽ học bài “Sử dụng hố xí hợp vệ sinh” các bạn a.

Activity for grade 1 – 3: Color the painting of a hygienic latrine

1. Teacher asks pupils “who do not have latrines in your home please stand on the left side, who have latrines in your home please stand on the right side”.
2. The teacher asks the group of pupils not having latrines: “Where do you pass stools?” The answer will be anywhere. The teacher asks the group of pupils having latrines “Do you pass stools in that latrine? Why yes and why not?” The answers

may be: dark, dirty, smelly

3. The teacher shows a picture of an unhygienic latrine and asks: "How does your latrine at home look like? Does it look like this"
4. Facilitate the discussion among pupils on the harms of using dirty, unhygienic latrines. Then divide the pupils into 4 groups, provide them with papers, pencils, crayons and ask them to color the painting of a clean, hygienic latrine according to their imagination. After completion, group representatives will present on their group works. The teacher should give them some encouragement and applause
5. The teacher stick the poster on "Instructions on using hygienic latrines" on the board, points to each picture and explains "You should regularly use hygienic latrines anytime, anywhere; do not pass stools anywhere; keep your latrine at home and in school clean; after toilet you should put the ash into the pit, cover it with the lid, and wash your hands with soap. If you have flushing toilets (composting toilet) at home, please flush the toilet after passing stools"

Activities for grades 4-5: Learn and practice to use hygienic latrines

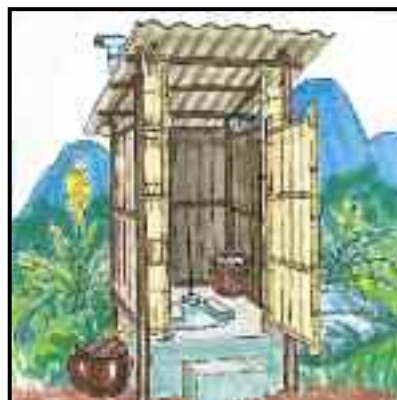
1. The teacher leads the pupils to school's latrines or the latrines of nearby families to show them how to use and clean a latrine: how to hold the broom, cover the lid, put the ash, etc. The teacher can demonstrate and pupils can observe before they start the exercise. The teacher can show the pupils the mistakes during their practice and correct them.
2. Ask the pupils to wash their hands after finishing their exercise on using and cleaning latrine. The pupils will apply the correct hand-washing procedure learnt from previous lesson.
3. The teacher asks the pupils to report to their parents and siblings what they have learnt and done today. Ask them how they will tell, and guide them how to explain and convince their parents to build a latrine (if they do not have one)

- Jolly the Parrot concludes the lesson:
*"Use the latrine anytime, anywhere, do not pass stools outside the latrine
Keep the latrines at home and at school clean
Wash your hands after toilet"*
- Finish the lesson with the song Wash Our Hands



Importance to teacher:

1. Make sure that the visited latrine at school or of a family is clean, and hygienic. The water and soap are available for washing hands
2. Repeat the benefits of using a hygienic latrine and the message to wash hands after toilet



Lesson 9: Keeping our school and classrooms clean



Purpose

- Help pupils be aware of bad behavior of throwing litter in wrong places and good behavior of keeping their school and classrooms clean.
- Build their responsibility for keeping their school and classrooms clean.
- Help pupils practice keeping their school and classrooms clean.



Timing:

- 45 minutes (for all grades)



Activities:

- Activities for grades 1 to 3: Coloring pictures of classroom cleaning.
- Activities for grades 4 to 5: Role-play: 'Pick up the litter as you see it'.



Preparation:

- Jolly the Parrot (for all grades)
- The set of pictures for lesson 9
- Copy set of black-and-white pictures for lesson 9
- Colored wax pencils
- Brooms and shovels, etc.
- Screenplay 4: Pick up the litter as you see it.



Implementation:

- Jolly the Parrot starts the lesson:
'Hi everybody! After learning the lesson about using hygienic toilets, how have you practiced it? Do you feel more comfortable? You know, we will not get wet in the rain and do not have to worry about dirty feet there, and Germy Fly cannot fly there to dance. I really don't want to see Germy Fly again. Therefore, shall we continue using toilets? Today let us discuss how to keep our school and classrooms clean.'

Activities for grades 1 to 3: Coloring pictures of classroom cleaning

1. The teacher shows each picture to the class, asking them whether the behaviors in the pictures are good or bad, and asking some to stand up and explain why they think so. The teacher then concludes which behaviors are good and reminds them to maintain their good habits to keep their school and classrooms clean.
2. The teacher shows a black and white picture of a messy, dirty school yard and classes with garbage littered everywhere, and guides pupils on how to color for the

picture. In which, they paint red color on what they think is dirty. Teacher gives pupils 20 minutes to color the picture. After that, the teacher selects some colored pictures to stick on the board so that the whole class can see and make comments.

3. The teacher asks: "Where in our school has the most garbage? Why is the garbage there? What to do so that there is no garbage there anymore?" The teacher gives some suggestions and reminds them of some hygienic behavior at school and encourages the pupils to think of other ideas on how to make school and class clean.

Activities for grades 4 to 5: Role-play: Pick up litter as you see it

1. The teacher checks the preparation (as guided in the last lesson) to see if that has been complete and if the pupils to act the role-play have been ready.
2. The teacher introduces: 'Now we will watch the play Pick Up Litter As You See It. Please pay close attention to it and then answers my questions what hygiene habits need to be made. When the characters are ready, the role-play starts. Other pupils can stand around as a circle.'
3. After the role-play finishes, the teacher thanks the pupils for their enthusiasm and action in the role-play. After that, the teacher writes down on the board the questions in the Guide for Role-play (see Guide for Teachers). Ask the whole class each question and let them answer the questions freely.
4. The teacher asks the pupils how they will tell their parents about throwing rubbish in the right places.

- Conclusion by Jolly the Parrot:
'We should throw rubbish into rubbish bins or baskets. Please pick it up as you see it and then throw it to the right places.'
- The lesson ends with the song Wash Our Hands.



Importance to teacher:

The sample screenplay is only a suggestion. During the role-play, the teacher can let the pupils change or create details and actual situations, or use their own language. However, the teacher needs to make sure the key message is conveyed completely and accurately.

STEP 5: MAKING OPERATIONAL PLANS

STEP	LESSON	TOOLS
5. Making operational plans	10. Action Initiative 11. Summary	1. Making wall-newspaper 2. Game “Flower picking”, drawing

This step includes 2 lessons, each lesson includes one activity:

Lesson 10: Action Initiative: help pupils to make their own choices and plans to change, and practice hygiene behaviors.

Lesson 11: Summary: help them remember the content of the entire course on hygiene education

Expected result

The expected result of this step is that pupil can name hygiene behaviors and how to maintain these hygiene practices as their routines.

Lesson 10: Initiatives for action



Purpose:

- Help the pupils review good hygiene behaviors to practice regularly and bad ones to eliminate.
- Schedule weekly action plan for individuals and the whole class.



Timing:

- 45 minutes (applied for all grades)



Content:

- Producing/designing wall newspaper



Preparation:

- Jolly the Parrot puppet, for all classes
- A0 paper, colored paper sheets, pencils, colored water pens, colored wax pens
- Set of pictures used in Lesson 2



Methodology: (applied for all grades)

- Jolly the Parrot introduces the lesson:
"Hello to you all! Do you remember our last lesson? Did you practice feeding the receptacles or bins where available with litter? Be sure to collect garbage and do not litter, because it is insanitary and pollutes the environment. Today let us review which are good hygiene behaviors to practice regularly and which are bad ones to eliminate."

1. The teacher asks the class whether they still remember the identification of good and bad hygiene practices in lesson 2. An introduction about exercise requirement will follow: "This is the set of pictures for both good and bad hygiene behaviors we learned in lesson 2. Our task is to consider and select in a priority order from 1 to 5
2. The teacher gives an example before asking the pupils to practice themselves. The teacher selects some pictures of good behaviors and some of bad ones, sticks them in two columns on the board and asks the pupils: "Now can you tell me what the behaviors on the left column are? Are they good or bad? We should practice the good ones and eliminate the bad behaviors." The teacher will ask the pupils which picture/behavior should be put at the first place, changing the order of pictures according to their answers. The teacher asks whether they understand how to do with the exercise, and gives explanation if any pupil is still unclear.

3. The class is grouped into two, each is given a set of pictures from lesson 2 and group discussion is suggested to arrange pictures for good behaviors for recommendation and bad behaviors for elimination in an order from 1 - 5.
4. The teacher explains to the pupils that the picture in the first place is an important hygiene behavior which should be applied regularly. Similarly, explanation is given to bad behaviors which should be eliminate. The class will add captions to the pictures.
5. The pupils agree on good practices to promote, and commit to exercise them for their health. The teacher asks if all of them are committed to promote good and healthy behaviors and demote bad and unhealthy ones. If yes, each pupil comes over and write their name on a paper or gives signature.
6. The teacher then helps the pupils to arrange the content on the large paper into two columns of good hygiene behaviors to promote and bad ones to eliminate, together with signatures. The pupils are free and encouraged to decorate the paper creatively to show a unique and attractive wall newspaper. They can make a presentation before the class about the idea.
7. A suitable place in the class room will be chosen for the wall newspaper as a reminder for the pupils about practicing good hygiene behaviors.

- Jolly the Parrot concludes the lesson:
Remember my friends, the good hygiene behaviors to promote are:
 - *Using sanitary latrines*
 - *Washing your hands with soap and clean water*
 - *Washing your hands before meals and after using toilets*
 - *Eating cooked food and drinking boiled water*
 - *Protecting environment and school sanitation*
- The lesson is ended with the song Washing Your Hands.



Importance to teacher:

1. Do not help the groups transcribe pictures
2. This is an important activity, so it is necessary to create lively atmosphere when each pupil comes up to write their name on the board to show commitment of behavioral change for hygiene practice.



Lesson 11: Review Session



Purpose:

- To understand more clearly the meaning of the course
- To reward those pupils practicing good hygiene behaviors



Timing:

- 45 minutes (applied for all activities)



Content:

- Activity 1: Picking randomized question notes
- Activity 2: Drawing Contest



Preparation:

- Jolly the Parrot puppet (used for all activities)
- Award paper (used for all activities)
- Small gifts (used for all activities)
- Camera to take pictures (in all activities)
- **Activity 1:**
 - ✓ Paper box or pine tree to contain/hang the question notes
 - ✓ Prepared riddles and questions
- **Activity 2:**
 - ✓ A4 paper, black pencils, eraser
 - ✓ Colored pencils or colored wax pens
 - ✓ Tape



Guest:

- Pupils' parents
- Representatives from local residents
- Representatives from the school



Methodology: (applied for all grades. Considering the time limit, teacher decides to implement either one or both activities)

Activity 1: Picking randomized question notes (for all grades)

1. Jolly the Parrot introduces about participants of the review session: “Hello to you all. Long time no see. Today we are going to organize a cheerful review session. I would like to introduce to you the attendees, they are...”
2. Both riddles /questions and keys are prepared by the teacher. The questions are written in the small notes either contained in a paper box or hung on the pine tree. Some of suggestive questions for the teacher are:
 - ✓ How is diarrhea recognized?
 - ✓ Give an example of a good hygiene behavior or a bad one
 - ✓ When do we need to wash hand with soap and clean water?
 - ✓ Why is it important to wash hand with soap and clean water?
 - ✓ What do you do right after using toilet?
 - ✓ What do you do in the morning after getting up?, etc.
3. Jolly the Parrot introduces about the “Picking randomized question notes” game: “Now, there are a lot of flowers on this tree each of which contains a question. Pick up one, reading the question out loud, then give an answer. If your answer is correct, you will get a gift; if it is not or unclear, your classmates will give another answer or add up to your answer. Alright?”
4. The teacher sets time limit of 5 or 10 minutes for an answer, then calls each pupil to pick their own note, and listens to their answer. Those who give correct answer will be given a gift.
5. At the end, the teacher sums up and emphasizes on the importance of practicing safe hygiene behaviors on daily basis to protect health.

Activity 2: Drawing Contest (for all grades)

1. Jolly the Parrot introduces about the topic of this drawing contest, with messages relating to sanitation, environment, water, etc.
2. The teacher involves pupils in a discussion on the topic prior to the contest, highlighting good hygiene practices for health protection. The pupils are encouraged to be creative with their pictures.
3. Pupils are provided with drawing paper and pens/pencils. Set timing for completing pictures, and inform time remained 10 - 15 minutes in advance.
4. When finished, the pictures are glued on the board or wall, the pupils will give description of their drawing and the message illustrated in the picture.
5. A board of judges will evaluate the pictures while the pupils gather for singing.
6. At least three pupils have their ranks (for the first, second and third places) but all other participating pupils also get awards.
7. The teacher sums up the messages from the pictures, encouraging the pupils to share these messages with their family and friends.

- Jolly the Parrot concludes the review session:
Hi, you! After the two activities, I can see you have good understanding about hygiene behaviors. Please remember to practice these good ones:
 - ✓ Using sanitary latrines
 - ✓ Washing your hands with soap and clean water
 - ✓ Washing your hands before meals and after using toilets
 - ✓ Eating cooked food and drinking boiled water
 - ✓ Protecting environment and school sanitation
 - ✓ Now show your drawing of hand washing, tooth brushing, food preservation, latrine using, and we will take pictures. All our guests today please gather with us for pictures.
- The session is closed with the song "Wash Our Hands"



Importance to teacher:

1. For activity 1:

- Let the pupils give answer within the defined time frame
- Encourage timid pupils to give answer

2. For activity 2:

- The teacher let the pupils draw on their own without assisting them. The drawings must be drawn within the pre-defined time frame and location.
- The pupils must write their name, address and age at the back of the drawing
- The board of judges must include other pupils.

STEP 6: MONITORING

STEP	LESSON	TOOL
6. Monitoring	Lesson 12. Planning for monitoring changes and implementation of changes monitoring	- Monitoring forms

At this step, there is one lesson with 2 activities:

Lesson 12: Planning for changes monitoring and implementation of monitoring upon changes

Activity 1: Planning for monitoring changes - helping the pupils develop detailed monitoring plan including contents for monitoring, methodology, timing and in-charge person.

Activity 2: Monitoring changes - helping the pupil monitor in proper process to ensure real change in their behavior.

Expected results

It is expected that after the two activities, the pupils are capable of monitoring daily hygiene practices among their friends in the school.

Lesson 12: Planning for changes monitoring and implementation of monitoring upon changes



Purpose:

- To develop process of monitoring for changes
- To determine timing for and person in charge of monitoring
- To schedule the monitoring activity in the school



Timing:

- Activity 1: 25 minutes
- Activity 2: 20 minutes



Preparation:

- Jolly the Parrot puppet
- Template for Monitoring Plan for Changes
- Paper, pens
- Pictures of hygiene practices to change: hand-washing with soap and clean water, sanitary latrine use, clean school, hygienic food.

Plan for Monitoring Changes in Behavior of ...					
Ref.	Content	Target (quantity)	Method	How often	By whom



Methodology: (applied for 4th and 5th grades, may not applicable for grades from 1-3)

- Jolly the Parrot introduces the lesson:
"Hi you! So, we have finished the CHAST program, can you tell what the behaviors are? How do you practice them? Do you feel more comfortable? I myself do feel comfortable and hygienic. Let us continue these daily hygiene practices. Today we will learn how to monitor all our classmates for their daily hygiene practices."

Activity 1: Planning for monitoring changes (25 minutes)

1. The teacher summarizes the good hygiene behaviors that the class committed to practice in the previous lessons: washing hand with soap and water, using sanitary latrine, hygienic food handling and eating and drinking, keeping the school and class sanitary.
2. The pupils are asked about why checking and monitoring on their changes in hygiene behaviors is needed. Possible answers can be for prompting, for appraising self-awareness, or for promoting good examples, etc.
3. A sample plan is glued on the black board and each column is explained:
 - a) What to monitor? (indicators)
 - b) What objectives to achieve (qualitative and quantitative)?
 - c) How to monitor these objectives? (methodology)
 - d) When to monitor and how frequent? (timing and frequency)
 - e) Who will monitor? (in-charge persons)
4. The class is then divided into three groups which will discuss among themselves. The teacher guides them to develop a specific monitoring plan, and to fill the columns. After discussing, the groups present their plan for monitoring changes and other groups can supplement.
5. The agreed plans will be hung up in the classroom for easier review and discussion.

Examples of plan for monitoring changes

Sample 1: Plan for monitoring changes in hand wash

Plan for monitoring changes in hand wash					
Ref.	Indicator (Content)	Target (quantity)	Method	How often	By whom
1	Clean hands as arriving at school	100% pupils have clean hands	Visual check	Daily	Teacher, class monitor, red-star team, pioneer officer, school health staff
2	Tidily cut and clean nails	100% pupils have tidily cut nails	Visual check	Daily	Teacher, class monitor, red-star team, etc.

- ✓ Hand wash before meals and after using toilets
- ✓ Hand wash after playtime or other work

Sample 2: Plan for monitoring sanitary use and maintenance of latrine

Plan for monitoring sanitary use and maintenance of latrine					
Ref.	Indicator (Content)	Target (quantity)	Method	How often	By whom
1	Number of sanitary latrines (no excrement, no urine on the floor, no flies, etc.)	100% clean latrines	Visual check	Daily	School guardians, red-star team, etc.
2	Number of latrines properly covered	100%	Visual check	Daily	School guardians, red-star team, etc.
3	Available latrine paper and bin for burned and used paper	100%	Visual check	Daily	School guardians, red-star team, etc.

Besides, some other indicators can also be selected:

- ✓ No open defecation, no feces seen around the latrine
- ✓ Properly used and maintained latrine

In order to assess properness of latrine use and maintenance, different criteria are set based on types of latrines (double-vault latrines, pour-flush latrines, VIP latrines and septic tanks) requiring further explanation to the pupils.

■ **Double-vault latrines:**

- ✓ Add ash after use
- ✓ Only 1 pit used, the other used for composting
- ✓ At least 6 months for composting
- ✓ Separated urine for watering
- ✓ The facility is guaranteed for being closed, dry and clean.

■ **Pour-flush latrines:**

- ✓ Flush water after use
- ✓ No hard paper, stick, leaves should go in, to prevent blockages
- ✓ Feces must be pumped out in case the pit is full.

■ **VIP latrines:**

- ✓ When the pit is full, it will be sealed for composting; discontinued from use
- ✓ Another pit is dug, and foundation, slab and roof renewed.

■ **Septic tanks:**

- ✓ Water is required after use and daily cleaning needed
- ✓ No hard paper, stick, leaves should go in, to prevent blockages
- ✓ Regular pit pumping.

Sample 3: Plan for monitoring school and class sanitation

Plan for monitoring school and class sanitation					
Ref.	Indicator (Content)	Target (quantity)	Method	How often	By whom
1	No trash or litter disposed on the ground in the class area	100%	Visual check	Daily	Teacher, class monitor, red-star team, etc.
2	Well lined up chairs and desks, clean board wiper/duster	100%	Visual check	Daily	Teacher, class monitor, red-star team, etc.
3	Clean school yard, no litter disposal	100%	Visual check	Daily	Teacher, class monitor, red-star team, etc.
4	Available dustbin in the class, and garbage in the school (litter collected and burned)	100%	Visual check	Daily	Teacher, class monitor, red-star team, etc.

Sample 4: Plan for monitoring behavioral change in individual hygiene practices

Plan for monitoring behavioral change in individual hygiene practices					
Ref.	Indicator (Content)	Target (quantity)	Method	How often	By whom
1	Clean face as arriving at school	100% pupils	Visual check	Daily	Teacher, class monitor, red-star team, etc.
2	Tidy and clean clothing and hair as arriving at school	100%	Visual check	Daily	Teacher, class monitor, red-star team, etc.
3	Available foot wears	100%	Visual check	Daily	Teacher, class monitor, red-star team, etc.

Besides, some other indicators can also be selected:

- ✓ Brushing teeth clean in the morning after getting up and in the evening before sleeping
- ✓ Clean body wash everyday

Importance to teacher:

The above tables are only sample plans. Those contents in red color must be selected and filled in by the pupils themselves as they understand that all behavior changes committed and written in this table will be monitored later on.

The teacher can suggest various indicators like what is listed below the tables to help pupils choose more relevant behaviors for monitoring.

Activity 2: Monitoring changes (20 minutes)

1. The teacher explains to pupils to use the developed plan to assess their actual changes in hygiene behaviors.

2. Pupils are advised to carry out assessment on hygiene behavior of the whole class everyday in the morning and ad hoc weekly reviews.
3. Everyday upon the monitoring, pupils will collect data using numbered cases from illustrative pictures. Another monitoring table is needed to record the consolidated figures. This summary will be kept by the classes.
4. Key issues should be discussed, like: why are some hygiene behaviors are difficult to practice? What can be done to address and ease such difficulties?

- Jolly the Parrot concludes the lesson:
So my friends, now our teacher, the red-star team, our class monitor and heads of clusters will be the supervisors to assess if we do have a change. Shall we then practice in a voluntary attitude?
- The lesson is ended with the song "Wash Our Hands"



Importance to teacher:

1. The teacher will support pupils with daily monitoring activity and assist them to address issues.
2. Participatory monitoring approach should be used, for it is better as more pupils participate in cross-check, creating competition eagerness in the class. This will promote pupils' motivation and commitment for changes.

CONCLUSION

1. What can the pupils see from the monitoring activity?

They will see different levels of success. Some can succeed in changing daily hygiene behaviors, while others may have difficulties from the start. However, any improvement will be the basis for the pupils' attempt in order to follow good hygiene practices and maintain them until they grow up.

2. Adjustments to the program

Monitoring and evaluation is a continuous process. With the feedback of their teacher and classmates, the pupils can draw lessons from what they have not achieved. Based on these lessons, pupils can adjust the action plan of their class. This can bring better results of hygiene behavioral changes.

APPENDICES

Appendix 1: Role-play scripts

SCREENPLAY 1

STORY ABOUT GERMY FLY

Characters:

- Teacher or Jolly the Parrot as the narrator
- 01 pupil as Germy Fly
 - 02 other pupils participating in the play

Story line:

Narrator: This story is about an insect living nearby human habitations. He has many siblings, aunts and uncles, and numerous offspring. He is germy and can transmit many diseases. As he flies, he makes his Fzzz, Fzzz noise. And here is what he says:

The fly jumps out and sings: *(using the melody of the song "Five Good Fingers")*

Fzzz, Fzzz

I am fly, don't you forget

Germs all over, top to toe

Wond'ring why you're infected

It is me who leads your foe

Diarrhea to typhoid

Roundworm, hook worm and pinworm

Bringing diseases and illnesses

Makes me enjoy all day long

Fzzz, Fzzz

The fly speaks to the audience: I am Germy Fly who loves moving and dancing. Now you watch my "four step" melodic dance (speaking and swinging its body):

1. *First I go for human stools, droppings, smelly garbage (lengthened voice)*
2. *Swooping down, I wolf down, walking back and forth (acting like eating hastily with smeary legs - putting on wheat or rice powder can be used to illustrate)*
3. *I fly thereafter to find clean food and clean surfaces, walking up and down, rubbing off germs from these hairy legs, throwing up what I have eaten (rubbing his*

arms and leg against another pupil to stick white powder on him/her)

4. Now the last step is seeing you ill, hahaha... I enjoy to make children cry, hahaha.

Germly Fly then whispers: Tell you a secret, I rubbed my legs on a plate of sticky rice this morning.

Pupil 1 steps in, holding his stomach with his hands and crying for stomachache

Pupil 2 comes over: Hey Nam, what's the matter?

Pupil 2 now sees the fly: *Uh huh, I understand why Nam has stomachache now. I saw this Germly Fly stepping on the wastes in the alley... (name the public location known for cases of open defecation), and after that I saw him again jumping over the sticky rice plate which Nam had.*

Germly Fly says: Yes, that's right. And then he continues moving his body and sings:

Fzzz, Fzzz

I am fly, don't you forget

Germs all over, top to toe

Wond'ring why you're infected

It is me who leads your foe

Diarrhea to typhoid

Roundworm, hook worm and pinworm

Bringing disease and illness

Makes me enjoy all day long

Fzzz, Fzzz

Pupil 2 speaks: that Germly Fly is very cruel. What should we do, my friends, so that no one in our class will have stomachache like Nam? (Now let the pupils be free to talk about measures for prevention using their own language).

Pupil 2 continues: Do you agree that we will:

- Commit no nuisance, but use sanitary latrines instead and cover the lid after use
- Not litter around, but put wastes and trash in receptacle and cover the lid
- Use tray cover and pot lid if food is inside
- Wash our hands with soap before meals
- Eliminate flies

(the whole class repeats the above messages)

Germly Fly sweeps: *So I do not have my food any more, no more singing and dancing, and these children will have no more stomachache, diarrhea. This is the end of a handsome Germly Fly, ... The children scare me as they can eliminate me.*

Narrator: *You see, Germy Fly is afraid of us because:*

- You can stop him from singing his song
- You can stop him from dancing his melody
- You can stop him from flying
- You can eliminate Germy Fly

Narrator: Now let us act. You will also encourage other people to act with us. Do you agree? (the whole class responds Yes)

End of story

SCREENPLAY 2

STORY ABOUT GOOFY WORM

Characters:

- Teacher or Jolly the Parrot as the narrator
- 01 pupil as Goofy Worm
- 01 pupil as Nam
- 01 pupil as Nam's friend

Story line:

Nam is stepping out and putting up his two unclean hands, looking at them then rubbing on his shirt. He takes out a cake from his backpack to eat, then he sings (following the melody of the song "Going to school"): "Today I am going to class. Mom watches each step I take. ..."

Goofy Worm moves after Nam, imitating him with eating cake and also sings: Today you are going to class. I watch each step you take..."

Nam: *(startled)* Oh, who is speaking?

Goofy Worm turns to the class and talks: You must not know me, I guess. Let me introduce myself.

- My name is Goofy Worm. My life starts with a tiny egg, very tiny, so much that you cannot see me. I grow very fast, and I have hundreds and thousands of friends who are also sinuous like me.
- I have a huge family. My uncles and aunts do not look identical to me, some of them are bigger than me, others smaller, some fat, some others slender. Does anyone of you know my uncles' and aunts' names? *(let the pupils say the names/types of worms)*
- Yet, we share a common nature that we get hungry all the time, we like dirt, and we all like to shelter in human and animals' body where we feel warm, dark and comfortable.

Nam *(holding his stomach)* cries: Ow, how come my stomach is so painful?

Goofy Worm replies: That you do not know?

- My mom said: Be squirming (putting his hands over knees and wriggling hips)
- My brother said: Be twisting *(acting like twisting, kicking in the air)*
- My sister said: You are devouring and naughty *(taking over the cake from Nam and eating up greedily)*
- My dad told me: Eat up all the food inside you, draw all your blood, making you pale and preventing you from growing *(acting as threatening).*

Nam (*still holding his stomach*): How did you get in my stomach?

Narrator: Can anyone help Nam to answer this question?

(let the pupils speak: possibly because of Nam's dirty hands, long nails, or because Nam did not wash hand but took the cake by hand to eat, etc.)

Goofy Worm: Hey, so you also know that? Mom gave birth to me (as an egg), but I was playing hard and lost my way and came out in the earth through human wastes. Until I felt missing home, I could not find the way back. Lucky me when I saw Nam play marbles, I got sticking fast on his nail, even more so, he did not washed his hand after that. Thus, I had the chance to reunite with my family, la la la...

Nam: I hate you, the Goofy Worm.

Goofy Worm: But I love you. (the worm now sings with melody and tune)

- I love you when you do not wash hands
- I love you when you do not clean nails
- I love you when you eat unsafe food
- I love you when you go with bare foot

I want to shelter in your body, together with my family, my friends and their family. We grow and grow. We become bigger and fatter, and more devouring. More the likes of me will be born. We eat up food you take in. You will feel weak, ill and tired, then we become happy and hungrier. You have pain and we laugh louder.

Narrator: Do not listen to the Goofy Worm.

- Worms are bad, as they make us tired and ill. They can be killer if they are ignored.
- Worms are stealer, taking away our food, making us weak, pale, and we cannot grow up.
- Worms are coward, because they can only do harms to old and sick people and children.

Nam asks the class: My friends, tell me how to eliminate this greedy Goofy Worm. *(let the pupils speak out their ideas)*

Nam's friend: Anyway, we are not scared of the worm. We must eliminate Goofy Worm and its family. Now let us go to the health station and take deworming medicine. *(Nam acts like taking in the medicine)*

Goofy Worm (*holding his head*): Oww, I am going to die, the medicine gives me headache.

Goofy Worm sings:

I hate you:

- When you keep hands clean, wash hands after using toilet and before meals
- When you keep your home and food clean

- When you take good care of children and keep them away from me
- When you talk to other friends about preventing me
- When you talk to parents and health officers that you saw me

I am leaving now, but just wait and see, I will again enter the tiny eggs, getting through the soil, and will see you again some day... *(running out of the stage)*.

Nam and his friend *(speak at the same time)*: We never want to see you back Goofy Worm.

My dear friends, remember to:

- Keep your hands clean and wash your hands after using toilet and before meals
- Wash hands properly
- Keep home and food clean
- Ask your parents for regular deworming medicine
- Talk to your friends to do like we do

(the whole class repeats at the same time)

End of story

SCREENPLAY 3

THOUGHT IT WAS SAVING

Characters:

- 01 pupil as Old Food (messy hair and untidy clothes)
- 01 pupil as New Food (clean and tidy, may wearing a chef's hat)
- 01 pupil as Nam

Story line:

In the middle of the stage displayed a set of table and chair. Arriving home from school, Nam throws his school bag and sits down.

Nam: Phew, I am tired and so hungry! Think I'll have some food then go to bed.

New food (*running out and giving Nam a plate of clean, new food*): Here's fresh food. Tasteful and good for your health. Now eat quickly, my master.

Nam: (*taking the plate*) Wow, great food!

Old food (*running hurriedly, carrying an old and unclean plate of food*): My master, eat me first !

Nam (*wondering*): Who are you?

Old food: I am the food from yesterday. Parents always tell us to save, not to waste (pushing the New Food back in the curtain). Believe me, I am still tasteful enough.

Nam: It's ok. (*stretching his arms to get the Old Food*)

New food (*waving his hands*): Oh, no! Old Food has been staying out in the yard, even more so, without being covered properly. I also saw a germy fly playing around Old food all the day. If you eat him, you will get stomachache and even diarrhea.

Old food (*covering New food's mouth*): No way. I was only talking to the Fly for a little while. Anyhow, I was cooked only yesterday, not too long now.

Nam: H'm, sounds likely. (*taking the old food plate and eating the food, when suddenly holding his stomach*)

New food (*stepping out to the stage*): You see, I told you but you refused. Now you have stomachache, and have to buy medicine. (*turns to the class for communicating*)

- **Question 1:** Hi you! Do you see my master right or wrong? (*waiting a moment for answer*)

- **Question 2:** Is that saving or not? (*waiting for some answers*)

Nam: This is really a lesson for me. We cannot trust the old food, especially when they are friends with germy flies. Old food turns to be rotten very quickly, so it will cause you stomachache, or diarrhea, etc. Until then, we will not only have to spend money on medicine, but also even have to go to hospital. Thus, it is thought to be sav-

ing but turns out not to be.

If you do not want to be like me, remember that:

- Cooked food needs to be covered
- Do not eat rotten and stale food
- Do not drink unboiled water

(the whole class repeats at the same time)

End of story

SCREENPLAY 4

COLLECT TRASH AS YOU SEE IT

Characters:

- 01 pupil as Nam
- 01 pupil as banana skin
- 01 pupil as water bag
- 01 pupil as candy paper and trash
- 01 pupil as Germy Fly
- 02 pupils as classmates

Story line:

Nam walks out to the stage and stands on the left wing. He brings out a banana, peeling it off to eat, then throws the banana skin on the ground.

The pupil in the role of banana skin appears from the right wing, falling down on the ground crying: Oww, it hurts.

Nam continues to take out a water bag from his school bag, drinking water and throws the empty bag on the ground.

The pupil in the role of water bag appears beside banana skin, falling down on the ground crying: Oww, it hurts.

This time **Nam** picks out a candy from his pocket, eats the candy then throws the coat on the ground. After that, he takes out books and studying, then crumples a draft paper and throws on the ground.

The pupil in the role of candy paper and trash appears beside banana skin and water bag, falling down on the ground crying: Oww, it hurts.

Candy paper and trash (looking at the other two thrown wastes) says: How silly the kids are! They throw us on the ground, but we will teach them a lesson.

All three wastes speak at once: Yes, we will teach them a lesson!

Banana skin says: I will create stink to attract flies and mosquitoes to disturb their study (saying and clipping his nose, while waving the other arm - germy fly immediately comes over, hanging around banana skin)

Water bag says: I will cause them to fall down and hurt (then pulling out another water bag in his pocket, putting it under Nam's feet)

Candy paper and trash says: For me, I will make their class room unclean and disorderly (saying and running around the room, littering with trash and candy paper)

Nam stands up, falling down and sitting on the ground as he steps on the water bag, pulling his face and crying of pain, then limping. At that time, germy fly flies over,

hanging around Nam, rubbing his hands over Nam's hair, making him annoyingly flip his arms over.

Three wastes speak at once: It's all because of the kids who have made your class room a mess (*laughing out loud altogether, holding hands and singing with the melody of the song "The little brass orchestra"*)

*Pah-pa-rah, here I am your trash
Pah-pa-rah pa-rah, come over dear fly
Hang around to get stink and germs
Bring illnesses to the kids, ha-ha-ha.*

The two classmates of Nam step out of the wing, one asks Nam as they see him in an annoying situation: Oh, what happened to you? (*then turns to the class and asks other classmates: Do you know what happened to Nam?*) (*waiting for some classmates to tell the reason that Nam ate banana and threw banana skin on the ground...*)

Pupil 1 says: This is how he falls into his own trap. So do you think Nam's behaviors were right or wrong? What do we do to keep our class clean?

Pupil 2 says: It is simple. Let us sweep and clean our class room.

The two pupils each carries a broom, pulling the 3 pupils playing roles of wastes together and pushing them back behind the wing. They are now sweeping the floor and singing (*with the melody of the song "Rotten toothed Ti"*)

*Look at them, the dumps of trash
Ew, our class how dirty now!
They eat and litter in mess
Then they won't clean up the ground*

*Oh my friends, just listen now
Care to clean and feed the bin
School and class, the place for ground
Keep it clean for happy drills.*

Now my friends, let us "**Collect trash as we see**" so that our class room and our school can be clean as always. Our class please say out loud this message: "**We do not litter - we put trash in bins/receptacles as regulated**".

End of story

Appendix 2: Water borne and hygiene related diseases

Water borne and hygiene related diseases

According to WHO, 80% of infectious diseases are caused by defecation, unclean water and environment, and insanitary behaviors.

Common water borne and hygiene related diseases are:

- Intestinal diseases: diarrhea, cholerae, dysentery.
- Parasite transmitted diseases: roundworm, whipworm, hook worm, pinworm.
- Malaria
- Dengue
- Trachoma
- Scabies, ringworm
- Dermatophyte
- Gynecological infections
- Food poisoning

INTESTINAL DISEASES



1. SEVERITY

Intestinal diseases are popular today and most common diseases include diarrhea, cholerae, dysentery, typhoid, hepatitis A, food poisoning, Amoebic dysentery, etc. The most common infection is acute diarrhea, causing dehydration and fatigue, a good condition for other diseases to develop, and can be fatal if severe. These diseases can possibly become dangerous epidemics, causing human and materials losses.



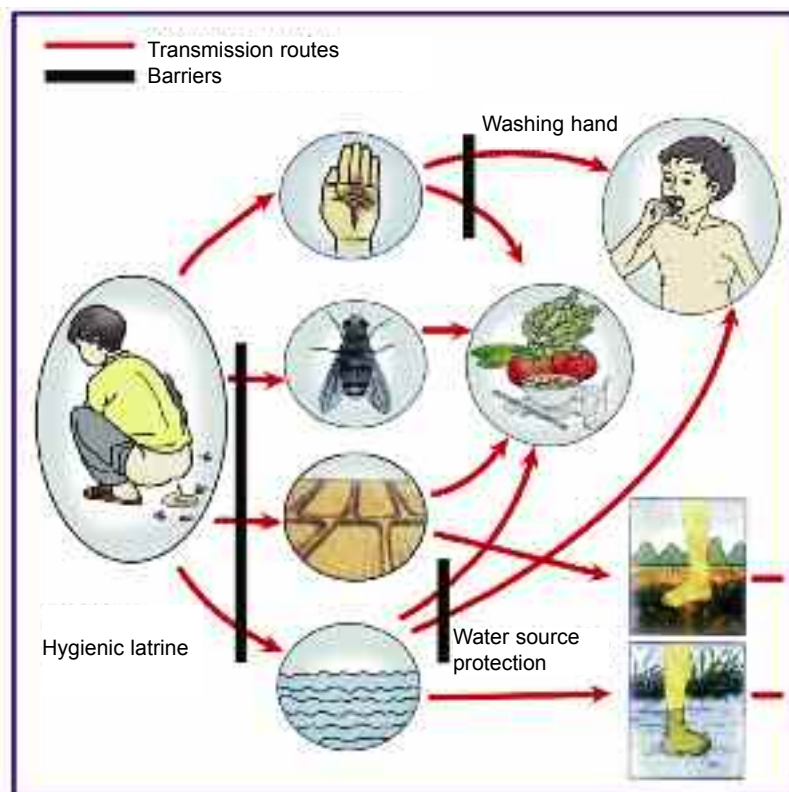
2. TRANSMISSION

Human wastes and animal droppings contain germs, and - without proper treatment - can pollute soil and water, through which germs can enter human body and cause diseases.

From unclean hands: if hands are not washed after using toilet, or contacting children's excrements, germs from hands can get in the mouth.

From insects and other animals: Flies usually rest on food and contaminate food and water with germs. Rats and cockroaches are also transmission agents.

From food and water: Eating uncooked or stale food, drinking raw or unboiled water.



Barriers



PREVENTION

Possible prevention measures can be done based on the transmission ways:

- **Keeping hand clean:** washing hands with clean water and soap before meals, cooking, after using toilet and after working in the field/farming. Often have nails cut.
- **Eliminating insects and transmission agents:** flies, mosquitoes, cockroaches and other agents.
- **Constructing and using sanitary latrines/toilets:** no open defecation, each family should have their own sanitary toilet.
- **Eating cooked food and drinking boiled water in any case:** food and water must be cooked/boiled and kept clean, be covered to prevent flies and other insects from contacting.
- **Protecting clean water source:** wells, water tanks and containers must have lid covering; latrines/toilets, cattle stables and wastes garbage must be at least 15 meters away from water wells/source.

WORM DISEASES

Human excrements and animal droppings contain dangerous germs, especially worm eggs such as eggs of roundworm, hookworm, pinworm, liver fluke, etc. Prevalence of worm diseases in the community is high, in some places there are 95% of population affected, with dangerous complications. Worms can get in human body not only via mouth but also through skin. Worm diseases can be prevented given that people eat cooked food, drink boiled water, practice hygiene behaviors and use sanitary toilets.



SEVERITY

Worms shelter mainly in human's intestinal system, absorbing food and drawing human's blood, which makes the body weak and ill. Besides, they cause some dangerous complications such as intestinal obstruction or bile duct obstruction, which is fatal.



TRANSMISSION

Worms mainly shelter in human's intestine. One female roundworm lays 200,000 eggs per day. These eggs come out of the body through excrements, spreading to soil and water source, and hatch into worms. The hatched worms then enter human body through the following routes:

From food:

Worm eggs from excrements and contaminated soil and water reach food.

From hands:

Hands contaminated by contacting with excrements and dirt containing worm eggs, long nails and unclean hands, directly taking food put in the mouth. Children usually have pinworm because worm eggs stay at their anus making them itch and scratch by hand. The eggs then stick to their hands, and the children put hand in their mouth or take food to eat, easily transporting the worm eggs inside the body.

From flies and other animals:

Flies grow very fast in human excrements, animal droppings and garbage areas. Flies spread germs and worm eggs from excrements to food and water, affecting those who eat or drink later. In addition, cockroaches, rats, dogs, cats and other animals also have roles in spreading germs to food, water and other house ware.

From raw vegetables and uncooked food

Raw vegetables are not washed clean, uncooked or raw food will help worms reach human body and cause diseases.

Via skin due to contacting with excrements and contaminated soil and water:

Hookworm larvae usually inhabit in soil and water. Through direct contact with soil with bare foot, or bathing with unclean water, the larvae will reach the body via skin and cause disease.



PREVENTION

- **Keeping hands clean:**

Washing hands with clean water and soap before meals, cooking, after using toilet and after working in the field/farming. Often have nails cut.

- **No bare foot**

- **Do not use excrements for fertilizing:**

Each family should have their own sanitary toilet and use properly. Excrements must be processed through well composting, at least more than 6 months.

- **Hygienic eating and drinking, covering food and drinks:**

Preventing flies, insects and other animals from reaching food. Eliminating flies, cockroaches, rats, etc.

MALARIA



SEVERITY

Malaria is caused by malaria parasite which shelters in Anopheles mosquitoes. People can be affected through the bite of these mosquitoes. Malaria parasite inhabits in bile cells and hemoglobin cells, damaging hemoglobin and bile cells, weakening the body. Malaria can become malignant and may cause deaths without timely and proper treatment.



TRANSMISSION

Malaria parasite is transmitted from infected body to healthy people via the agent Anopheles mosquitoes.

By taking in blood from infected person (malaria parasite carrier), the mosquitoes become infected and through their bite, they transmit germs to healthy people.

Anopheles mosquitoes usually prefer to feed at night.



PREVENTION

- Eliminating mosquitoes and places for their shelter and growth
- Clearing bushes, covering stagnant water, to prevent them laying eggs
- Spraying insecticide regularly
- Soaking mosquito nets with chemicals
- Family members must use mosquito net while sleeping, arranging tidily furniture in bedroom
- Keeping tidiness to prevent mosquitoes from sheltering
- Providing intensive treatment for infected people
- Bringing mosquito nets when going out for farming in the field.

DENGUE



SEVERITY

Dengue can result in shocks, hypotension, blood disorder, bleeding in the nose, teeth and skin, severe cases can cause vomiting and bloody diarrhea. Dengue can be life-threatening without timely treatment.



TRANSMISSION

Dengue can grow to become an epidemic, causing human and materials losses. Dengue is transmitted through the bite of mosquitoes which take in blood from infected people.

One mosquito can transmit dengue to a number of people, thus more mosquitoes higher risk for more people to get infected.



GOOD CONDITIONS FOR MOSQUITOES TO GROW

Mosquitoes usually lay eggs and grow rapidly in water environments such as rain water containers, domestic water containers including flower vase, anti-ant water pots in the legs of cupboards, damaged tires in the home surroundings, stagnant water or ponds.

Besides, without using mosquito net, people are easily affected by mosquitoes' bite, especially during daytime.



PREVENTION

■ Preventing from mosquitoes' bite:

Always use mosquito net when sleeping (especially during daytime), using mosquito coil or smoking out mosquitoes. Soak mosquito net with chemicals. Ensure good management and treatment of patients, preventing them from mosquito bites.

■ Eliminating places for mosquitoes' shelter and growth:

Clearing bushes, cleaning and tidying house, eliminating places for mosquitoes' breeding by covering water containers and domestic water pots, to prevent them laying eggs.

■ Eliminating mosquitoes:

Raising fish in water containers (fish eats mosquito eggs and larvae).

■ Or, releasing mesocyclops into water containers.

Spraying mosquito control chemicals on regular basis, or applying mosquito coil in the epidemic areas.

EYE DISEASES



SEVERITY

Repeated inflammation in eye mucous membrane results in scar in eyelid, making eyelashes curve down and scratch cornea, leading to ulcers and blindness.



SYMPTOMS

People with trachoma often find it irritating and have watery discharge and rheum, making the vision unclear, so they often have to rub hand against the eyes, which makes the disease more severe.



TRANSMISSION

Dryness and dust, poor hygiene behaviors, lack of clean water, improper treatment of garbage, unclean house and flies are often causes to trachoma. This disease is easily transmitted, especially more susceptible for children.

Trachoma bacteria in secretions from a trachoma patient can be spread by direct or indirect contact.

From hands

When the trachoma patient uses hands to rub eyes, his/her hands will be contaminated with secretions and will spread to other people via hand shaking or direct contact.

Via fomite like towels, clothes, blankets, pillow coats, etc.

Trachoma bacteria in secretions from affected people can also spread via contacting fomite including towels, clothes, washcloth, etc.

From flies

Flies are attracted by ocular discharge. As they contact secretions from affected people, they become contaminated and spread to other people.

In places where there are many flies, flies become the most popular transmission agent of trachoma.

Lack of clean water

Lack of clean water makes it difficult to practice hygiene behaviors, e.g. infrequent face wash or hand wash. This increases the risk of trachoma infection for us and other people.



PREVENTION

Trachoma can be prevented by practicing good hygiene behaviors, via good sanitary facilities and conditions.

- **Individual hygiene:** Wash face multiple times per day with clean water, especially regular face wash and hand wash to prevent the transmission; do not use

same fomite with affected people.

■ **Good sanitary facilities and conditions**

Ensure sufficient clean water for household sanitation, so that all family members have regular face wash and individual hygiene practice.

■ **Everyone should use sanitary latrines/toilets:**

Human wastes and animal droppings, garbage need proper and sanitary treatment, as these are good condition for flies to grow which are transmission agent of trachoma. It is necessary to eliminate flies.

SKIN FUNGUS



SEVERITY

Fungal infections are not life-threatening but they are irritating. The affected skin can become hair loss, temporarily or permanently. Foot fungal infections cause cracks in the interstice of the feet or are in form of vesicles. Nail fungal infections make the nails thickened, less shiny and easy to break.



TRANSMISSION

Fungal infections are popular in warm and humid climate. The infection depends on each individual, yet poor hygiene, wet clothes, shoes, wearing socks regularly can be advantageous conditions for fungi to develop. Fungal infections can be spread among people, via direct contact or indirectly through fomites.

Poor sanitary facility and individual hygiene

Fungal spores can be seen everywhere. And if people lack water, they do not wash or bathe regularly, which exposes more risk of fungal infections and transmission.

Skin-to-skin contact

Fungal spores often exist on skin surface, so it is easily transmitted to other people via direct skin-to-skin contact.

Washcloths, clothes, socks, etc.

Fungus often contaminates washcloths, clothes, blankets, shoes, socks, etc. Thus, using the same clothes, blankets, shoes and socks can spread the disease.

Soil and animals

Fungus also shelters in soil and in animals. These are also risks of transmission.



PREVENTION

- **To prevent fungal infections** requires sufficient water and available bathroom for regular cleaning.
- **Floor** must be clean and dry.
- **Bathroom must be private** for convenience, especially women for better hygiene. Avoid direct skin-to-skin contact and using same clothes, washcloths, shoes and socks with affected persons. Dry clothes and iron before use.
- **Suspected patients should** go to see specialized doctor for diagnosis and treatment as well as consultation on how to prevent transmission to others.

SCABIES



SEVERITY

Scabies is not life-threatening but causes irritating itching. No treatment or improper treatment will lead to wider infection resulted from scratching. The children are typically susceptible to this kind of infection.



TRANSMISSION

Scabies mites spread from affected person to other healthy people via direct or indirect contact.

Skin-to-skin contact

As mites often get out of their crust to move on the skin surface, it is easy to spread from one to another via direct skin-to-skin contact.

Clothes, mosquito nets, mats, etc.

Scabies mites often move from skin to clothes, **underwear, mosquito net and mats, thus a common use of these affected fomite** can easily transmit the disease.

Lack of water

Lack of water limits the regularity for washing and cleaning, which creates good condition for mites to grow, and increases the risk of transmitting mites to other people.

Scabies is often seen in overcrowding places with poor hygiene condition, poor individual hygiene, lack of water and lack of bathroom.



PREVENTION

- **Avoid direct contact with affected people.** Do not use the same clothes and blankets, etc. with affected people. Clothes and blankets, mats, must be washed thoroughly, dried in the sun or ironed before use, or soaked in boiling water if possible.
- **Scabies mites die within 3 days** without contact with human skin, thus, it is best to use clothes 3 days after being washed and dried. Sufficient water is required for daily washing and cleaning. However, clean washing does not necessarily require much water. Bathroom must be private for convenience, especially women for better hygiene.
- **Preventing infection by** not scratching on affected skin, keep nails short and hands clean. Timely treatment is suggested as soon as the infection is detected, to help heal quickly and prevent spreading to other people.

GYNECOLOGICAL DISEASES



1. SEVERITY

The amount of leukorrhea may increase due to vaginal infection, becoming more whitish, yellow and foul-smelling, causing the vagina to be itching and inflammatory. Improper treatment can lead to female infertility, ectopic pregnancy, premature birth or delivery complications.



2. CAUSES

Poor condition and poor hygiene

Irregular washing and cleaning, poor hygiene, using wet underwear or very closely woven material making dampness such as nylon. Particularly during menstrual periods, unclean hygiene can facilitate the development of the infection.

Unsafe sex.



3. PREVENTION

Good individual hygiene

- Regular hygiene practice, especially during menstrual periods, menstrual hygiene must be maintained, replacing pads at least 2 - 3 times per day
- Underwear and washcloths must be carefully washed with soap and clean water, dried in the sun or ironed before use
- Keeping the vulva area dry; do not use soap, bath gel or detergent to clean this area - this is a mistake commonly seen in many women. Ensure clean water for cleaning vulva.
- Underwear and clothes should be made from ventilated materials such as cotton, for easy absorption. Do not clean deeply without medical advice, to prevent infectious diseases.
- Use condom to prevent STDs.

Sufficient equipment and facility for good hygiene practice

- Sufficient clean water for daily sanitation, bathroom must ensure privacy for convenient use.
- Practicing individual hygiene everyday, regular washing/bathing with clean water
- Intensive hygiene during menstruation, replacing pads 2 - 3 times per day. Use clean water for washing and cleaning.
- Wash underwear with soap and dry in the sun.

FOOD POISONING



SEVERITY

Acute poisoning: often causes diarrhea, feces may have mucus or blood, stomachache, nausea, vomiting, possibly with fever. In some cases, it causes more headache, convulsions, and may lead to unconsciousness or even deaths.

Chronic poisoning: no clear symptoms; after eating contaminated food, the poisons agglomerated inside the body long enough to cause dangerous diseases later on.



CAUSES

Possibly contaminated food and water during processing, preserving or insanitary use of food and drinks. Moreover, food poisoning may be caused by chemicals such as acids, pesticides, etc. which must be taken to health facilities for emergency care.

Low quality of consumed food

Water, food, and vegetables contaminated by pesticide, excrements, or food getting stale, moldy, or metal poisoning. Besides, some food are poisonous themselves like puffer, toad, poisonous mushroom, cassava, budded potatoes.

In this guidelines, we only mention cases where poisoning is caused by insanitary food use.

Insanitary processing of food

No hand wash before processing food; using unclean knife, chopping board, unclean water.

Unhygienic raw food; food not cooked well, remained food is not kept well.

Insanitary handling of food

Food is not kept well, contaminated by flies and dirt, or kept for too long generating poison.



PREVENTION

In order to prevent food poisoning, people are advised to:

Select food and drinks/water

- Which are fresh, no decays, no strange smell or color
- Which are not displayed near sewage or muddy, stagnant areas, which are mixed between raw and cooked items, unnatural color food
- Which do not have label, no expiry date indicated, place of manufacturing, broken pack/cover (if packed or canned food)
- Which are canned drinks with full label, registration and expiry date printed

Process food

- Using sanitary water source
- Ensuring food is well cooked
- Without mixing raw and cooked items and using same equipment for raw and cooked food
- And wash hand with soap and clean water before touching food

Handle/preserve food

- In cool and dry, clean and hygienic place, and covered carefully to prevent flies or pets. Do not keep food for too long.

Use food

- Washing hands with soap and clean water before eating and drinking
- Having food as soon as it is cooked
- Cooking remained food carefully right after the meal and cooking again before use next time
- Do not eat food suspected to be stale, moldy or rotten
- Food sellers should not receiving money from customers and processing food at the same time.

Appendix 3: Drawings for Coloring used for Lessons

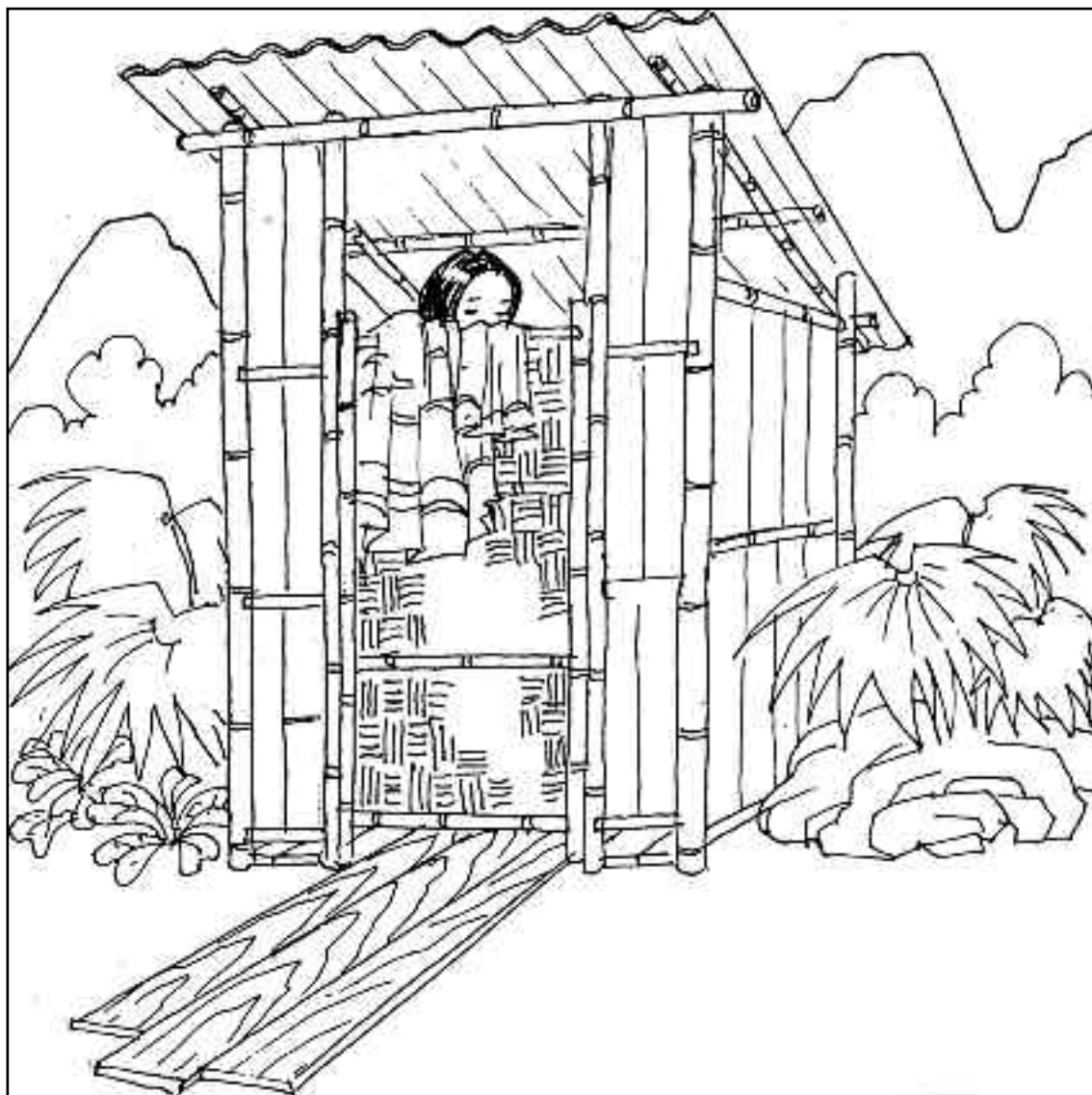
Drawings for Coloring - Lesson 1



Drawings for Coloring - Lesson 1



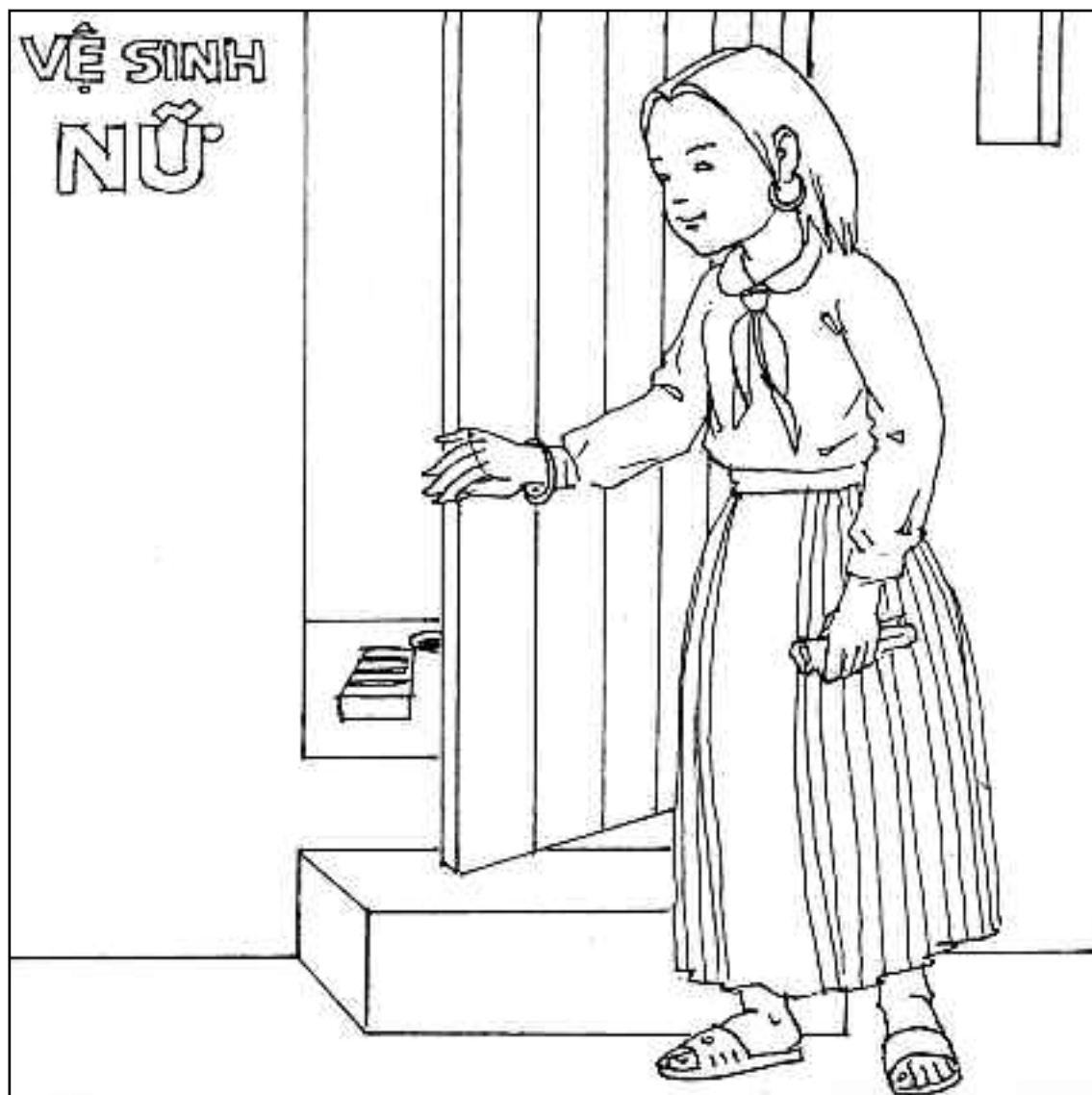
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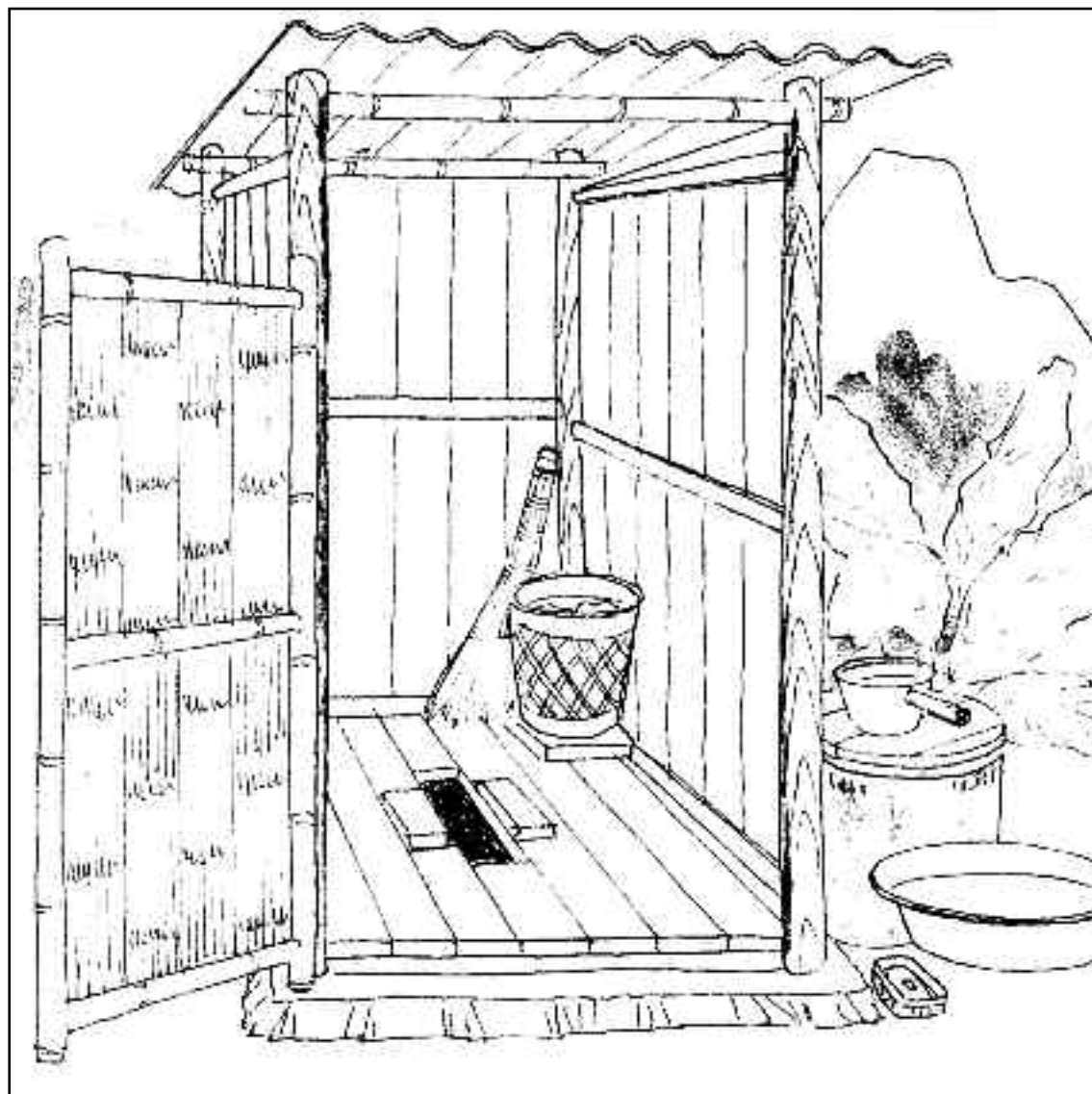
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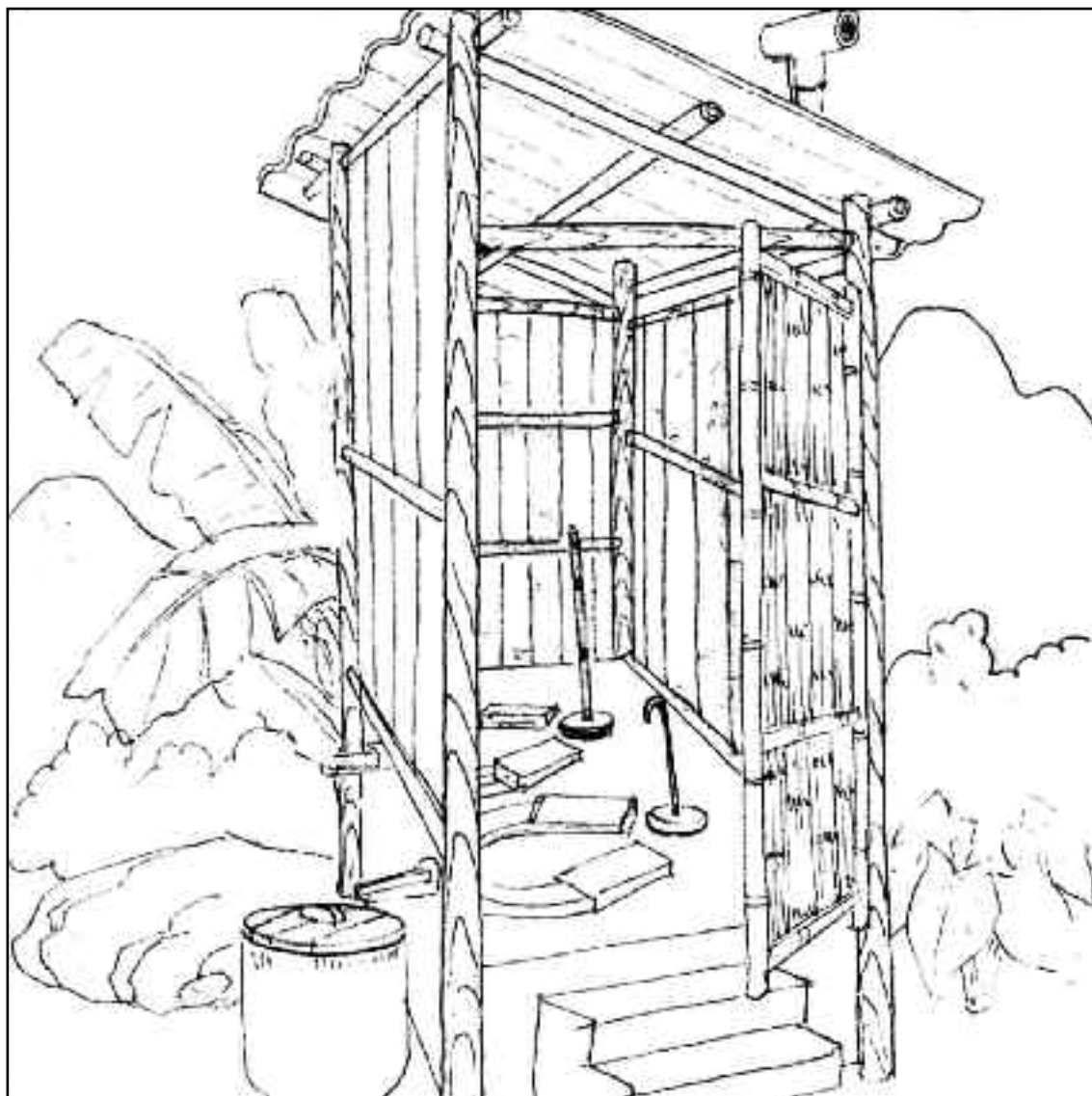
Drawings for Coloring - Lesson 1



Drawings for Coloring - Lesson 8



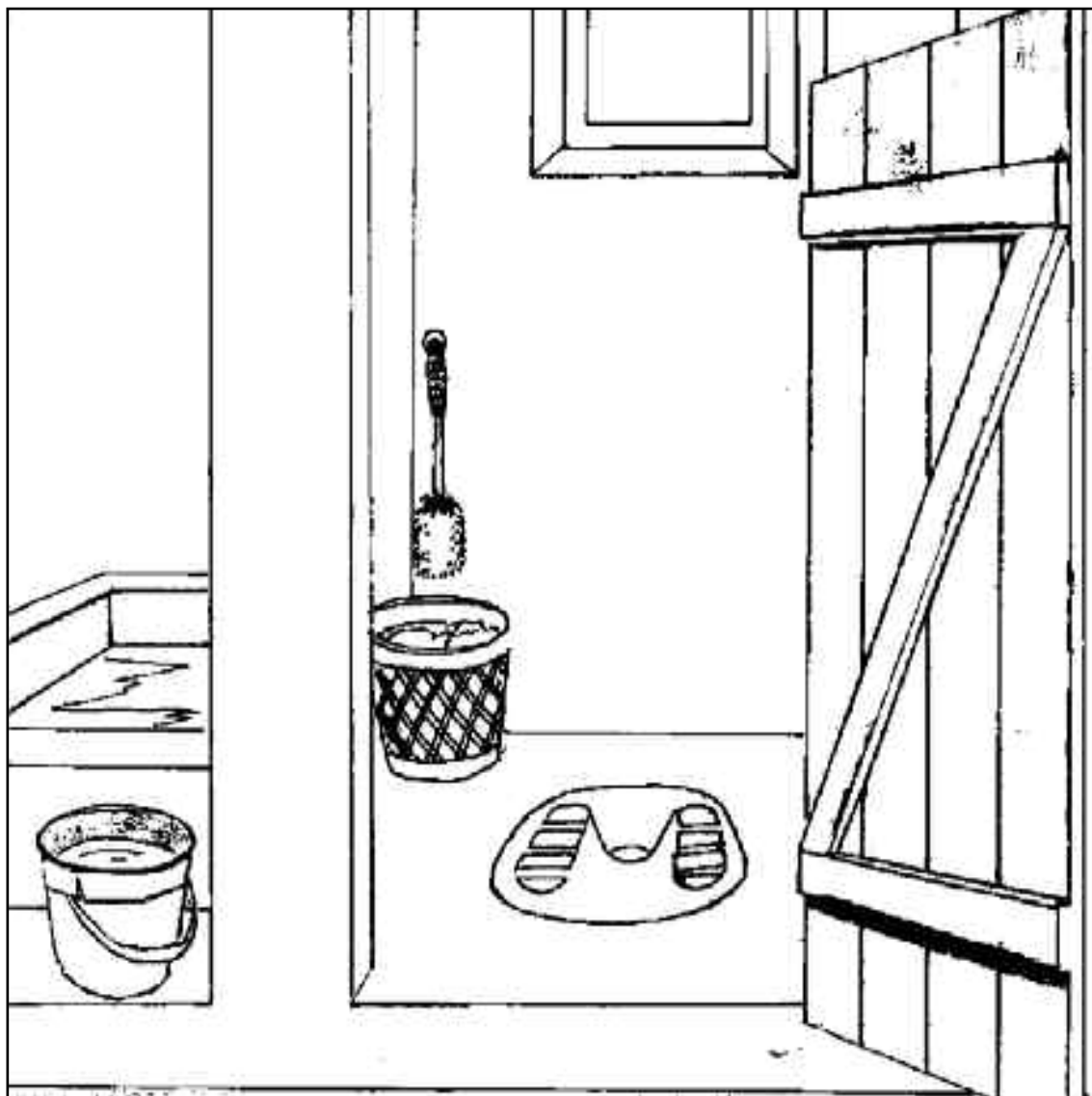
Drawings for Coloring - Lesson 8



Drawings for Coloring - Lesson 8



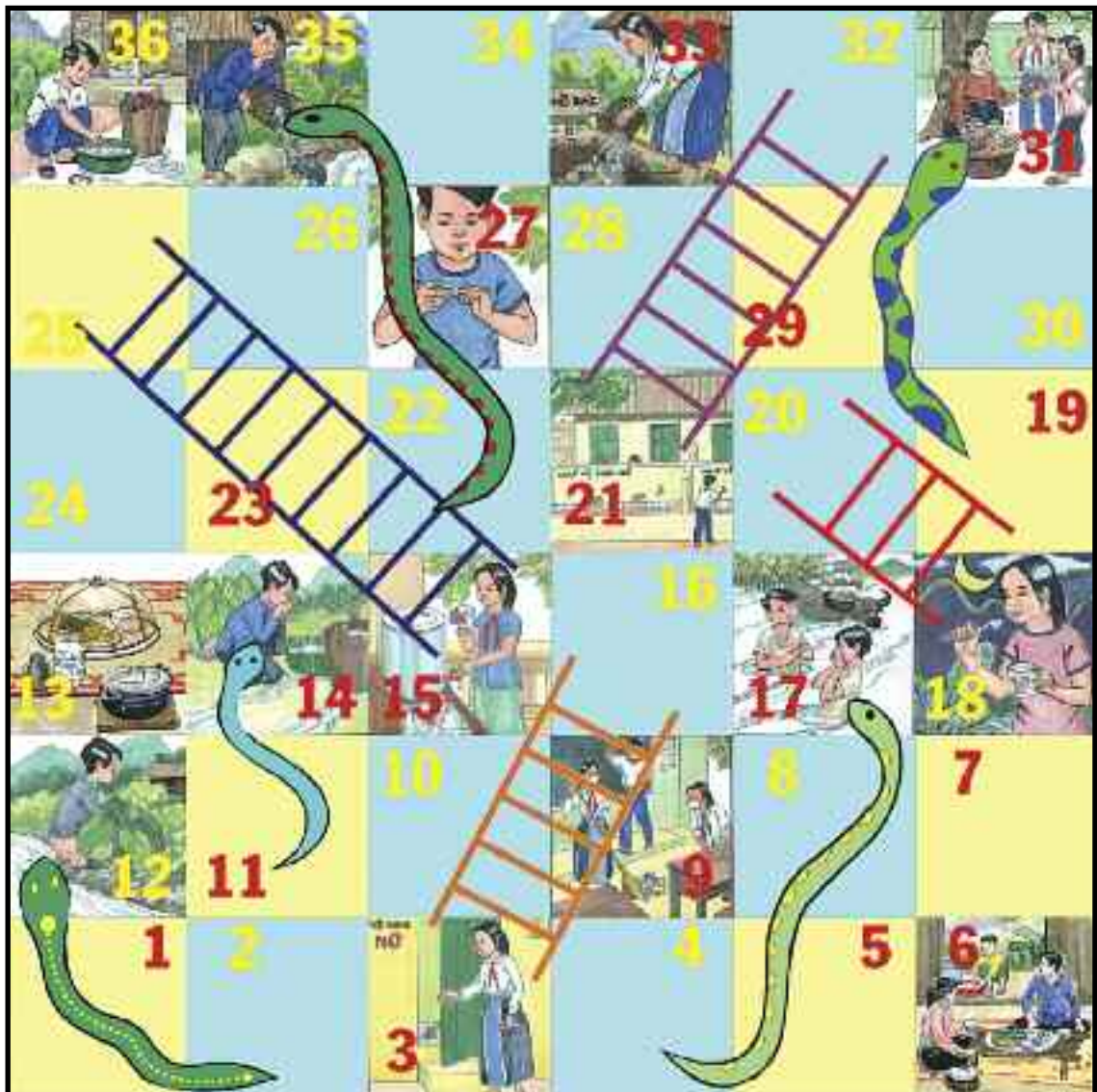
Drawings for Coloring - Lesson 8



Drawings for Coloring - Lesson 9



Appendix 4: Picture of the Snake and the Ladder





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